

The Bemrose School

Uttoxeter New Road, Derby, Derbyshire DE22 3HU

Inspection dates

20–21 March 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher is determined that all pupils will succeed, no matter what their circumstance or background. This determination is shared by all leaders and all staff. Pupils thrive in this highly inclusive school.
- Teaching in English is a strength of the school. Pupils receive expert help to gain the reading and writing skills they need to do well in all subjects. As a result, pupils make good progress.
- Teachers take account of individual pupils' needs in their good lesson planning. They make sure that pupils, even those who arrive at unusual points in the school year, are quickly assimilated and make good progress.
- Comprehensive support is in place to make sure that the vast majority of pupils, including those who have special educational needs (SEN) and/or disabilities and disadvantaged pupils, are safe in school and are learning well.
- Pupils value their school. Behaviour is good. Pupils' attendance is improving and is now at the national average.
- The quality of teaching within the early years is good. The proportion of children achieving a good level of development is above the national average. Children are prepared well for the next stage in their education.
- Provision within the sixth form is good. Students are taught well by teachers with good subject knowledge. All students leaving in 2017 were successful in gaining employment, training or further education.
- Standards are improving, but are not yet high enough. Some pupils, including disadvantaged pupils and the most able pupils, are not making fast enough progress. Rapid gains have been made in phonics but too few pupils reach the expected standard.
- Some inconsistencies in the quality of teaching remain, including in science.
- New leaders to the school are skilled and ambitious but not fully effective. Their actions are beginning to improve the school, for example in mathematics. It is too soon to assess the full impact of their work.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management by:
 - developing the leadership skills of middle leaders so that they have a consistently good impact on their area of responsibility.
- Improve the quality of teaching, learning and assessment by ensuring that:
 - leaders work with the relevant staff to eradicate the remaining inconsistencies in the quality of teaching
 - teachers maintain a strong focus on overcoming barriers to learning among disadvantaged pupils so that they make faster progress
 - teachers consistently provide work that challenges the most able pupils so that they reach the high standards of which they are capable
 - teachers sharpen the teaching of phonics, particularly in the early years, to increase the proportion of pupils reaching the expected standard.

Inspection judgements

Effectiveness of leadership and management

Good

- Leadership is highly effective. The skilled executive headteacher has built a strong and committed team of leaders. They have a shared vision that pupils 'become inspired to achieve their full potential'. The school has improved since the previous inspection and is now a good school.
- Leaders promote diversity. Pupils, no matter what their circumstance, are supported well to achieve. Cultural respect is important to the philosophy of the school, including in the decisions made about school uniform and the texts used in lessons. Unprompted, pupils told inspectors that they were proud of their school. They said that learning in such a diverse community was a privilege, and that they felt well prepared to be productive citizens in the 'outside world' as a result.
- Leaders have an accurate view of the strengths of the school and the areas that need to develop further. Planning for improvement is good. Leaders check progress with the plan closely to ensure that actions are having the right impact at the required pace.
- Effective systems are in place to manage teachers' performance. All staff have suitably challenging performance targets. These include improving the achievement of disadvantaged pupils. During the inspection, the caretaker spoke enthusiastically about the actions he takes, in the allocated time provided, to contribute to these pupils' success. This includes supporting pupils to grow their own produce.
- Teachers are extremely complimentary about the support and professional development they receive. An array of training opportunities is provided including a residential event. Staff have developed a research group to support improved practice. Together they investigate the most effective ways to help pupils develop their knowledge, understanding and skills. Teachers told inspectors that their confidence as practitioners was 'really developing' as a result of this work.
- Support for newly and recently qualified teachers is good. These teachers said that they valued highly the support they received and the developmental activities in which they are involved. Recently qualified teachers who were initially trained in the school have returned to a post here because, they said, they believe strongly in the school's ethos and that they feel able to 'make a real difference' to pupils.
- Careful consideration is taken to make sure that the curriculum matches pupils' needs. Leaders are very aware of the rich complexity of their school community and the importance of having a relevant curriculum. Pupils have many opportunities to learn outside of the school. During the week of the inspection, different groups of pupils were involved in visits to a local farm, to the University of Derby, to Derby College and to a 'Show Racism the Red Card' event.
- The leadership of pupils who have SEN and/or disabilities is strong. This group of pupils is supported well to make progress, to attend school and to avoid exclusion. The strong leadership of the Elmtree centre ensures that pupils, who may have many

challenges, are successfully integrated into mainstream school and make good progress in their lessons.

- The leadership of school's use of the pupil premium is effective. Staff have a good understanding of the many barriers to learning that some pupils experience. Many of these are highly complex. Funds are used appropriately. Disadvantaged pupils attend school regularly and behave well within school. The school has a clear focus on further improving the achievement of disadvantaged pupils.
- The Year 7 literacy and numeracy catch-up premium is having a positive impact on pupils' achievement. A greater proportion of pupils who enter the school below the expectations for their age in English and mathematics are now beginning to make the progress they should.
- The physical education and sport premium for primary schools has been used well to provide additional activities for younger pupils. It has also been used to train and support staff. Pupils participate in a wide range of activities.
- The middle leadership of the school has improved but is not yet fully effective. Subject leaders receive useful professional support. New leaders show real promise. In mathematics, for example, the new leader has accelerated the department's improvement. It is too soon, however, to assess the full impact of their work.

Governance of the school

- Governance of the school is good. Governors have the appropriate skills and knowledge to provide effective challenge to leaders. They have worked alongside leaders to improve the school. The governing body regularly and effectively monitors leaders' plans for improvement to assess their impact. Governors question leaders in meetings of the governing body to hold them to account.
- Governors have a good understanding of the strengths of the school and the areas that need to be improved. They have kept close oversight of the use of additional funding. These funds are spent wisely. They have made sure, for example, that the pupil premium has had the positive impact it should.
- Governors, particularly the chair of the governing body, have shown considerable commitment to ensuring that pupils within the community are educated in a good school.

Safeguarding

- The school's arrangements for safeguarding are effective.
- The leadership of safeguarding is good. Leaders' actions are highly effective in ensuring that pupils in all phases of the school are safe. The culture of pupils' safeguarding and welfare is strong.
- A clear safeguarding policy is in place. All staff receive up-to-date training. Staff understand the procedures they need to follow, including when they alert designated

safeguarding leads to any significant issues. Timely support is provided for pupils. Staff take follow-up actions when needed to ensure pupils' well-being.

- The process used to recruit members of staff is robust. The senior administrator keeps accurate and detailed records. Leaders and governors keep regular oversight of these records.
- The school's relationships with parents, carers and the community are developing. Leaders are making an effort to build positive and productive relationships. They accept that they have not yet fully engaged the parents of some pupils within the school, particularly the parents of some of the White British pupils.

Quality of teaching, learning and assessment

Good

- Lessons are characterised by strong and positive relationships between pupils and teachers. Teachers know pupils well. Often teachers target the learning that individual pupils need because they know them so well. In English, for example, the teacher reinforced the previous learning of pupils receiving reading support and helped them to apply this learning to a whole-class activity. This was a significant help to the pupils as it allowed them to try out their newly learned skills using a shared text.
- Teachers are well prepared for the challenges of teaching pupils who enter the school or leave the school at unusual points in their learning. They creatively ensure that these pupils can quickly catch up. Inspectors saw strong evidence of this in food technology. Here, teachers' forward planning meant pupils quickly gained access to the learning and made secure progress.
- In key stages 1 and 2 teachers plan many opportunities for pupils to deepen their knowledge, understanding and skills. Pupils frequently apply their mathematical skills to solve complex problems. Pupils' independent writing is strong and is increasingly accurate. Pupils' work in other subjects, including science, shows that teachers' expectations of writing and mathematical accuracy are as high in these subjects as they are in English and mathematics.
- Teachers use questions effectively to encourage further learning. These deepen the learning for some pupils and offer clarification for others. Teaching assistants use a range of questioning strategies to adapt language and make the learning accessible. They provide effective support to pupils.
- Pupils said that their teachers have high expectations of them and a 'belief that they can achieve'. This is particularly the case in the Elmtree centre where the skilful actions of teachers ensure that pupils' progress is rapid.
- Additional lessons take place after school, in social time and in the school holidays. Teachers give pupils every chance to learn and achieve well.
- The quality of teaching, learning and assessment in English is a strength of the school. Many pupils receive individualised and specialist support to develop their reading and writing skills. For example, the teaching of phonics is improving. Teachers use many phonic strategies throughout key stages 3 and 4 to help improve pupils' reading and

writing. Particularly in the early years, however, the teaching of phonics does not lead to pupils making fast enough progress.

- Teaching in some areas of the school, although improving, is not consistently good. For example, teaching is not as strong as it should be in areas of science and in history. Teachers do not provide consistently challenging activities for the most able pupils. Some teaching does not help disadvantaged pupils to overcome their barriers to learning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The collective determination of all staff to safeguard pupils' welfare is palpable. The school serves a community which includes some high levels of deprivation. Some pupils lead highly complex lives. Staff take many successful actions to ensure pupils come to school regularly, and are safe, well supported and helped to achieve. Pupils were keen to tell inspectors of their huge appreciation for the support they receive and the difference this support has made to them.
- Bullying is rare in the view of pupils. Pupils spoke extensively of tolerance and the importance to them of 'getting on' with people who may be different from themselves. Issues of racism, sexism and gender identity are extremely rare. If issues emerge they are dealt with quickly and effectively by teachers.
- The provision of careers advice and guidance for pupils is good. Work to support pupils' readiness for future education, employment or training permeates the school. Many activities take place, including work experience in Year 10, to help ensure that pupils make wise choices. Links to external business, further education and training providers are good. Pupils receive impartial guidance, including about apprenticeships.
- Pupils learn how to keep themselves safe. Issues such as forced marriage, radicalisation and sexual exploitation are an important part of pupils' education. Pupils told inspectors that they felt well informed and confident that they could speak to many members of staff if they had concerns about their own situation or that of others.
- Staff help pupils in the primary part of the school to keep themselves safe in a range of age-appropriate ways. These include learning about road safety, healthy lifestyles and the safe use of mobile phones and the internet. Primary pupils said that they had many people in school to turn to if they needed help or support.
- Staff deal extremely well with the difficult issues encountered by pupils in their everyday lives. Work with external agencies is strong. Prompt action is taken to protect the most vulnerable pupils, many of whom remain in school and their safety is safeguarded as a result.

Behaviour

- The behaviour of pupils is good.
- There is much joy in this school. Pupils value their teachers, and the rich and diverse community in which they learn. They said they knew how hard all staff worked to help them succeed. One pupil told inspectors, 'In Year 7, I was very badly behaved. Not now, this school has turned me around!'
- The proportion of pupils who are excluded from school is below the national average. Leaders and other staff use many strategies to ensure that pupils remain in school. Staff make enormous efforts and take great care to make sure pupils stay safe. The 'night school', for example, is effective. This in-school facility allows pupils 'time out' to study, without unnecessary distraction, outside of normal school hours.
- The proportion of pupils who have SEN and/or disabilities excluded from school is low. The Elmtree provision is particularly effective at supporting pupils, some of whom exhibit extremes of behaviour. They develop the social and communication skills needed to be reintegrated into their classes and be successful.
- The prompt and efficient actions of leaders and staff are having significant and positive impact on pupils' attendance. Pupils' absence is reducing. The number of pupils, including disadvantaged pupils, that are persistently absent from school is falling. Pupils are very aware that their absence will be detected and the consequences of this. One pupil told inspectors, 'If we're off they'll come and find us!'
- The attendance of pupils with an education, health and care plan is good. It is in line with the attendance of other pupils nationally. The attendance of other pupils identified for support for their special educational needs has improved. Talented and committed staff ensure that these pupils are in school.
- The school is calm. Pupils happily follow the routines set. Movement around the school, although busy, is harmonious. Pupils are smart in their uniforms. They are proud of the way in which aspects of their uniform, for example their school tie, denote their achievements.
- Pupils' behaviour is good in the majority of lessons. Pupils are keen to learn. Pupils' behaviour in key stages 1 and 2 is exemplary. In the few cases where teaching is not as good as it should be, pupils' behaviour can deteriorate into silliness.

Outcomes for pupils

Requires improvement

- A large proportion of pupils enter the school with no information about their prior attainment. Some have not received any education when they enter the school. Others have received a fractured experience of education. This has a significant impact on calculations relating to pupils' progress.
- By the end of Year 11, pupils have made slower progress than other pupils nationally across the eight key subjects studied in key stage 4, including English and mathematics. Pupils made faster progress in 2017 than in 2016. Leaders' information and inspection evidence indicate that this improvement is likely to continue in 2018.

- In 2016 and in 2017, pupils' achievement at the end of key stage 4 in English and mathematics was lower than it was for other pupils nationally.
- Although they are making faster progress, disadvantaged pupils in the middle of the ability range and the most able pupils do not achieve as much as their starting points indicate they should.
- Although there are few of them, not enough of the most able pupils achieve the highest grades in their GCSE examinations.
- The proportion of pupils meeting the expected standard in phonics in the screening check in Year 1 is rapidly improving. It was below the national average in 2017. Leaders' assessment information and evidence from lessons indicate that achievement in phonics is likely to be closer to the national average in 2018.
- Similarly, pupils in key stage 1 achieved below-average standards in reading, writing and mathematics in 2017. Current pupils in Year 2 are on track to make good progress. A greater proportion than previously are expected to achieve at greater depth in reading, writing and mathematics in 2018.
- Pupils who speak English as an additional language receive high-quality and individualised support to develop their speaking, listening, and writing skills in English. The first-rate support they receive helps pupils to learn effectively and make secure progress in their studies.
- A small number of pupils receive their education in alternative provision. Leaders closely check the progress this group of pupils is making. They evaluate the impact of the provision and check that it matches pupils' needs. Pupils are making good progress and achieving well.
- Many pupils with known prior attainment, and who have received the majority of their education within the school, make the progress expected. They achieve as much as their starting points indicate that they should. The achievement of these pupils at the end of key stage 4, across eight key subjects, is close to the national average.
- In 2017, pupils who had low prior attainment at the end of key stage 2 achieved in line with the national average at the end of key stage 4 across all the eight subjects studied. The progress made by this group of pupils was better than the national average.
- The progress made by pupils who have SEN and/or disabilities has improved. The difference between the progress made by this group of pupils and others in the school is diminishing. Pupils in the Elmtree centre and those who have an education, health and care plan make good progress.
- Leaders' information and work in pupils' books indicate that a greater proportion of pupils in key stage 3 than previously are developing the required knowledge, skills and understanding. A large proportion of pupils are making the progress expected for their age, including disadvantaged pupils. Pupils' progress is accelerating, particularly in English and mathematics.

Early years provision

Good

- The leadership of the early years is good. Leaders have a very clear overview of the strengths and the areas of the provision that need to be improved further. They regularly check that the provision is meeting children's needs. Children make good progress. Their achievement and attendance are better than the national averages for these areas.
- Children enter the early years with skills and knowledge below those typical for their age. A greater proportion than nationally achieved a good level of development at the end of the Reception Year in 2017. Observations of learning and assessment information indicate that children are on track to make good progress and achieve standards above the national average in 2018.
- Teachers' assessment of children has been externally checked by early years specialists. Teachers' assessment is accurate and is used well to plan learning that matches children's needs. Any child falling behind is swiftly identified and helped to catch up.
- The curriculum is well planned. Staff design many creative opportunities to capture children's imagination and develop in them a thirst for knowledge. Children investigate, explore and independently test out their ideas to find answers to problems set. Their interest in these tasks is sustained. They clearly enjoy learning.
- The outdoor provision is an exciting environment that is used to accelerate children's progress. Adults support pupils well. They use questioning skilfully to check children's understanding, extend their vocabulary and promote reasoning.
- The provision promotes children's independence. Routines are well established and understood. Quickly, children learn to manage their own resources, take off and then put back on their own shoes, hang up their coat and find the right apron or painting shirt to wear, depending on the task.
- Children's safety and welfare are at the heart of the provision. Staff guide them to conduct themselves properly and help them to develop into confident and enthusiastic learners. Attendance in the early years is better than the national average. Punctuality to the provision has improved and is now good.
- Leaders have correctly identified areas of weakness in the teaching of phonics in the early years. Standards are improving but not at sufficient pace.
- Transition arrangements for parents and children starting in the early years are developing. Parents and children have opportunities to visit the school. Activities, workshops and many other events help to make sure that children settle well and quickly commence learning.

16 to 19 study programmes

Good

- The relatively new leader of the sixth form has a clear understanding of the strengths and the areas that need improvement. His leadership is having positive impact, particularly in support of higher standards.
- Teaching is strong in the sixth form. Teachers are extremely knowledgeable and passionate about their subjects. They show great commitment. Students are fulsome in their praise of the impact their teachers have had on their future education. Many said they would not have applied to university and been successful without their teachers' extensive help.
- The school meets the requirements of the 16 to 19 study programmes. All students in the sixth form undertake relevant work experience, linked to their interests and their future plans. All are required to work the various shift patterns or working hours in their placement to prepare them for the realities of employment.
- Leaders scrupulously track students' destinations and support them to move on to their next steps. Students appreciate and value this support. In 2017, all students moved onto higher education, training or employment.
- Pastoral support is strong. Tutors know their students well. Positive relationships support students' personal development and well-being, often in highly challenging circumstances. Safeguarding is highly effective.
- Students value their education and recognise the importance of attending regularly and punctually. Attendance rates are at national averages.
- Students receive high-quality and impartial careers guidance. The induction programme effectively prepares students joining Year 12 for two years of study in the sixth form. 'Taster tasks' allow students to experience their chosen subjects and make sure their choices are correct. Retention rates are better than the national averages.
- Students who need to resit GCSE examinations in English and mathematics receive bespoke high-quality support. Consequently, their achievement is good.
- Students' conduct is very good and younger pupils view sixth-form students as positive role models. Students take on many roles of responsibility, including representation on the school council. Students said that they appreciate the confidence that teachers show in their opinions, talents and skills.
- Leaders are keenly aware that outcomes for this smaller-than-average sixth form depend highly on the nature of the intake to Year 12. Students made good progress in academic and vocational subjects in 2017. Standards improved for students taking academic subjects but they declined in vocational subjects. Current students are on track to make strong progress in both academic and vocational studies in 2018.

School details

Unique reference number	112951
Local authority	Derby
Inspection number	10041556

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	All-through school
School category	Foundation
Age range of pupils	3 to 19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,058
Of which, number on roll in 16 to 19 study programmes	79
Appropriate authority	The governing body
Chair	David Parnham
Headteacher	Neil Wilkinson (executive headteacher)
Telephone number	01332 366711
Website	www.bemrose.derby.sch.uk
Email address	admin@bemrose.derby.sch.uk
Date of previous inspection	16–17 December 2015

Information about this school

- The school is smaller than the average-sized all-through school.
- The school has an executive headteacher and headteachers for the secondary and primary phases.
- A small number of pupils receive their education at Derby College and Murray Park alternative provision.

- The school is part of The Bemrose Education Partnership.
- The proportion of disadvantaged pupils is double the national average.
- Three quarters of the pupils come from minority ethnic groups. Many come from Asian, Asian British, Pakistani, Eastern European or White Gypsy/Roma heritage. More than half of the pupils speak English as an additional language. This is much higher than is typical nationally.
- The current pupils in Year 6 will be the first in the school to sit the key stage 2 assessments in 2018.
- The proportion of pupils who have SEN and/or disabilities is well above average.
- The school includes specially resourced provision for pupils who have SEN and/or disabilities. A specialist autism unit, known as Elmtree, caters for 45 pupils with severe autism and/or challenging behaviour.
- The school meets the Department for Education's definition of a coasting school based on key stage 4 academic performance results in 2015, 2016 and 2017.
- The school meets the government's current floor standards for the end of key stage 4, which set the minimum expectations for students' attainment and progress.

Information about this inspection

- Inspectors observed learning in 40 lessons in all phases of education. The vast majority of these were seen jointly with a senior leader. They also visited the Elmtree centre, the specialist provision. During lesson observations, inspectors sampled pupils' books and talked with pupils to evaluate the quality of their learning. Inspectors also made short visits to tutor time and two assemblies.
- An inspector observed pupils receiving specialist support to improve their reading skills.
- The school behaviour support provision was visited, as was the 'night school' provision for pupils who may be at risk of being excluded from school.
- Inspectors observed the behaviour of pupils at break and lunchtime and as pupils moved around the school.
- Inspectors scrutinised, in detail, a sample of pupils' books in a range of subjects. They looked particularly at the work of pupils in Years 5, 6, 8 and 10.
- Inspectors held a number of meetings with the executive headteacher, the headteachers of the primary and secondary provision, senior and middle leaders, the chair of the governing body and two further governors. The lead inspector spoke to a representative of Derby local authority, who has provided school improvement support.
- An inspector spoke with a group of newly qualified teachers and recently qualified teachers.
- Inspectors spoke with pupils in meetings, in lessons and around the school at breaktime.
- The inspection team looked at a wide range of the school's documentation, including the school's evaluation of its own performance, its improvement plan, data on pupils' attainment and progress, attendance and behaviour records, safeguarding procedures, evaluations of the quality of teaching and minutes of meetings of the governing body.
- Inspectors took account of 12 responses to Ofsted's online questionnaire, Parent View.

Inspection team

Jayne Ashman, lead inspector	Her Majesty's Inspector
Alastair Ogle	Ofsted Inspector
Janis Warren	Ofsted Inspector
Paul Heery	Ofsted Inspector
Jackie Thornalley	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2018