

The Bemrose School's vision is that the school delivers high quality teaching, which ensures that all of our young people exceed their expectations that inspires them to achieve their full potential throughout their whole life. We believe that these underlying principles will provide a solid foundation for a successful and fruitful life. Our aim is to raise the aspirations of our pupils, opening their minds to a world of possibilities.

As a 3-19 all through school, we have responsibility for the academic achievement of many of our pupils throughout their whole school life. The School has made good progress academically: our Primary phase results are improving, as are those at Key Stage 4 and in Post 16.

As a result of Covid-19, we all know that the Summer Exams were cancelled. As a result, all of our school outcomes are based on teacher judgements. In Secondary Phase they are known as Centre Assessed Grades (CAGs) from teacher judgements. As a school, we took a robust approach, scrutinising trend data and engaging with external providers such as SISRA, O'Track and FFT to validate our teacher judgements. These judgements were finalised with class teachers and Learning Directors before being shared with the Leadership Team and Governors to check the validity of this data. From this process, we feel that the 2020 results are a true and fair reflection of what we expected our pupils to attain had they had the opportunity to follow end of year assessment or sit their external exams.

As a school, we used these outcomes as an indicator of performance; we have grouped pupils in years 3, 7 & 12. The gains made were expected and in-line with the school's improvement journey.

The pupils at The Bemrose School are encouraged to build their character and to recognise their own responsibility in studying, revising and aspiring to be better. The Bemrose School offers a wealth of opportunities, both academically and culturally; children are taught that individually they have something to contribute to the community of the School and to the wider community. We accept that children make mistakes and place great emphasis on learning from these mistakes through reflection on what has gone wrong and the rebuilding of relationships, allowing learning to continue.

We believe strongly in the firm foundation of the partnerships with the children, parents and school. If each member of this group plays its part, it is our experience that children flourish the longer they are with us. Parental support is key; we expect parents to play their part in their child's education by taking an active interest in their work, attending Parents' Evenings and ensuring that their child attends the School. Where the relationship between home and school is strong, children feel secure and are able to achieve their personal best. It remains our belief that every child has it within themselves to achieve far beyond that which they think possible.

Examination Results

A full and comprehensive analysis of The Bemrose School's examination results and progress measures, along with a variety of other attainment and assessment data, can be found below

For analysis of exam results from previous years, go to:

<http://www.education.gov.uk/schools/performance/archive/index.shtml>

The Bemrose School Primary Phase Outcomes 2017 – 2020

EARLY YEARS FOUNDATION STAGE - Good Level of Development Outcomes	
2017	75%
2018	71%
2019	67%
2020	63%

PHONICS SCREENING CHECK	
2017 YEAR 1	63%
2017 YEAR 2	73%
2018 YEAR 1	75%
2018 YEAR 2	88%
2019 YEAR 1	74%
2019 YEAR 2	93%
2020 YEAR 1& 2	N/A

KEY STAGE 1					
Reading - 2017		Writing - 2017		Maths - 2017	
Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth
57%	19%	38%	3%	54%	11%
R, W, M combined – 38%					
Reading - 2018		Writing - 2018		Maths - 2018	
Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth
67%	23%	54%	7%	74%	16%
R, W, M combined – 54%					

Reading - 2019		Writing - 2019		Maths - 2019	
Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth
67%	14%	53%	5%	66%	10%
R, W, M combined – 52%					

Reading - 2020		Writing - 2020		Maths - 2020	
Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth
59%	19%	57%	8%	62%	8%
R, W, M combined – 52%					

KEY STAGE 2					
Reading - 2018		Writing - 2018		Maths - 2018	
Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth
33%	7%	70%	22%	33%	7%
R, W, M combined – 15%					
Reading - 2019		Writing - 2019		Maths - 2019	
Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth
25%	3%	64%	17%	47%	8%
R, W, M combined – 25%					
Reading - 2020		Writing - 2020		Maths - 2020	
Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth
52%	0%	63%	4%	44%	0%
R, W, M combined – 44%					

	Average Progress			Average Scaled Score	
	2018	2019		2018	2019
READING	-2.93	-4.09		96.5	94.31
WRITING	4.20	3.13			
MATHS	-2.27	-1.60		96.96	98.29

KS4

Progress 8	
2016	-0.84
2017	-0.43
2018	-0.54
2019	-0.32
2020	-0.15

Attainment 8	
2016	27.4
2017	30.8
2018	28.7
2019	30.1
2020	32.27

	English 4+ [Grade C]	Maths 4+ [Grade C]	English & Maths 4+	EBAC
2016	54%	28%	11%	3%
2017	47%	32%	23%	1%
2018	47%	33%	26%	0%
2019	47%	31.3%	26.1%	0%
2020	47%	38.5%	31.6%	2.6%

KS5

	A Level Ave Grade	Academic Grade	Applied Grade	Attending the University of choice
2016	E	E	Dist.*	100%
2017	D	D	Merit +	100%
2018	C-	C-	Merit	100%
2019	C-	C-	Merit +	100%
2020	C+	C+	Distinction	100%