

Inspection of Murray Park Community School

Murray Road, Mickleover, Derby, Derbyshire DE3 9LL

Inspection dates: 21 and 22 September 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Requires improvement

What is it like to attend this school?

Pupils are happy and safe at Murray Park Community School. They know that their teachers care about them. Pupils have confidence that staff will listen to and deal with any concerns they tell them about. Pupils say that bullying is rare and staff address it when it happens. The environment in the school is respectful. Leaders do not tolerate disruptive behaviour.

Leaders have high expectations for all pupils. They are ambitious about what all pupils can achieve academically and socially. Teachers have secure subject knowledge and have created classrooms where pupils can focus on their learning. This means that pupils learn well in most subjects.

Pupils with special educational needs and/or disabilities (SEND) follow the same curriculum as their peers. They receive additional support where required in classrooms or as part of the school's 'Hub' provision. This helps pupils with SEND to achieve good outcomes.

The 'Charter for Success' encourages pupils to engage in activities such as theatre trips and cookery. Leaders ensure that all pupils have opportunities to gain different cultural experiences. Leaders include pupils with SEND in enrichment activities. For example, pupils will use British sign language as part of the school performance of Mary Poppins.

What does the school do well and what does it need to do better?

In each subject, leaders have designed an ambitious curriculum that allows pupils to learn about a broad range of knowledge. Most subject leaders have carefully considered the order in which they want pupils to learn new knowledge. Leaders have planned assessments to check pupils' understanding. Teachers also use these assessments to ensure that lessons take account of prior learning. This helps pupils to build their knowledge over time.

Teachers teach knowledge and explain tasks clearly. They know the pupils with SEND and which strategies to use to support them in their learning. Pupils value their education. Many pupils have secure subject knowledge. They are confident in making connections between current and previous learning. However, this is not the case for some pupils.

Leaders have ensured that classrooms are places where pupils can learn. For those pupils who need support with their behaviour, alternative provision is available. Pupils attending the 'Bridge' provision study the same curriculum as their peers. Leaders aim to help these pupils return to mainstream education.

Leaders have prioritised reading. They want all pupils to be able to read fluently so they can access the curriculum. Reading support programmes help pupils who have

fallen behind with their reading. These pupils improve their confidence and ability to read.

Pupils enjoy a wide range of clubs and activities. They attend history club, table tennis club and football practice. Leaders provide opportunities for pupils to visit other countries, such as the United States of America and Costa Rica. Pupils learn about different cultures and faiths. Diversity days allow pupils to learn about different cultures. Pupils attending the Bridge organised a community gardening project. Older pupils are less secure in their knowledge of fundamental British values.

Pupils are prepared for life beyond school. They receive careers advice and guidance from Year 7 to Year 11. Leaders have organised trips to universities and opportunities to experience the world of work. They have established links with companies such as Rolls-Royce and Toyota. Some pupils gain apprenticeships with these and other companies.

Leaders have identified priorities to help improve pupils' experiences of school. They have introduced a number of strategies that have improved behaviour and the quality of teaching, for example. Leaders have not fully evaluated the impact of some of these strategies.

Governors share leaders' vision for the school. They support senior leaders, but do not always offer the most robust challenge. Governors are keen to develop their skills and knowledge to help them evaluate school strategies.

Staff, including those who are new to the profession, are very positive about the support that leaders provide. Staff appreciate the flexible working hours. They feel listened to. Leaders have ensured that training helps teachers to improve the planning and teaching of their subjects.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a culture of safeguarding. Staff understand and confidently use the procedures for reporting concerns. Leaders have ensured that staff are well trained. Teachers know what the signs are that may indicate a concern about pupils' welfare.

Pupils feel safe in school. They are taught about how to stay safe. Leaders ensure that teaching about safety is relevant to pupils and current safeguarding priorities.

Leaders act swiftly in response to safeguarding concerns. They keep detailed records of their actions. Leaders work well with wider agencies and follow up any concerns they have.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not always recall their learning in sufficient detail. As a result, they are not always able to make connections between current and previous learning. Leaders should ensure that teachers know how best to help pupils to retain, connect and apply the knowledge they acquire in their lessons to develop their understanding over time.
- Senior leaders and governors do not always fully evaluate the strategies they employ to achieve the school's improvement priorities. This prevents there being the precise support and challenge for senior leaders, including from governors, in delivering the school's priorities. Senior leaders should ensure that their evaluation of all improvement strategies is thorough and that governors have the necessary knowledge and skills to provide appropriate challenge and support.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	112991
Local authority	Derby
Inspection number	10241092
Type of school	Secondary comprehensive
School category	Foundation
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,111
Appropriate authority	The governing body
Chair of governing body	Paul Davies
Headteacher	Nicola Caley
Website	www.murraypark.derby.sch.uk
Date of previous inspection	29 and 30 January 2019, under section 5 of the Education Act 2005

Information about this school

- The school uses one registered alternative provision.
- The school also provides its own alternative provision. The Hub is for pupils who need extra learning support. The Bridge is for pupils who are at risk of exclusion.
- Almost all the current governors have joined the governing body since 2019.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical educational qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- The inspectors carried out deep dives in English, mathematics, computing, history and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- Inspectors met with leaders responsible for behaviour, attendance, personal development and professional development.
- Inspectors met with groups of pupils in key stages 3 and 4, as well as pupils who attend the Bridge and the Hub.
- The lead inspector met with the designated safeguarding lead and reviewed relevant safeguarding documentation.
- Inspectors visited extra-curricular activities, an assembly and tutor time.
- Inspectors observed pupils during break- and lunchtime and around the school site.
- An inspector visited the on-site and off-site Bridge provision. Inspectors met with leaders responsible for this provision.
- Inspectors met with the leader responsible for the provision for pupils with SEND, visited lessons and visited the Hub provision.
- Inspectors reviewed a range of documents, including the school's self-evaluation and improvement plans.
- The lead inspector met with governors and reviewed minutes from meetings held by those responsible for governance.
- Inspectors considered the responses to Ofsted Parent View and considered the results of the Ofsted staff and pupil questionnaires.

Inspection team

Matthew Fearn-Davies, lead inspector	His Majesty's Inspector
Ian Colling	Ofsted Inspector
Farhan Adam	Ofsted Inspector
Donna Chambers	Ofsted Inspector
Christine Watkins	His Majesty's Inspector

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