

Inspection of The Bemrose School

Uttoxeter New Road, Derby, Derbyshire DE22 3HU

Inspection dates: 13 and 14 March 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Sixth-form provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils benefit from the strong relationships they form with staff at this school. Pupils value the inclusive ethos created by leaders. One pupil summed up the views of many when they said, 'This is a school where you can be yourself.' Many pupils join the school part way through the academic year. The school supports these pupils to integrate into the school and continue their education very well.

Staff have high expectations of pupils. Pupils recognise this and feel that staff care about them. They know that staff want them to do well. Pupils know to approach members of the safeguarding team or visit the 'cherry tree' if they have any worries or concerns. Pupils feel safe and happy here.

Older pupils wear their golden ties with pride to demonstrate their academic success. Similarly, younger pupils know their achievements will be rewarded with golden tickets and the opportunity to be invited to sit at the golden table.

Pupils know their voice helps the school improve further. There is an active pupil parliament in all year groups. Sixth-form students are encouraged to campaign for change which leads to further improving the experience of all pupils and staff at the school.

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

The school has a broad and ambitious curriculum. The curriculum is carefully planned to ensure that all pupils build their knowledge over time, regardless of when they start at the school. This means that the many pupils who join part way through the year are very well supported to achieve the curriculum aims. Many pupils attend 'period 6', which helps pupils access a subject specialist and learn parts of the curriculum that they have missed through absence or being new to the school.

The curriculum is well sequenced across all key stages. This helps pupils build on what they know. For example, in physical education (PE), pupils in key stage 2 master a lateral pass in rugby. They build on this in key stage 3 when they take part in small team games and use the same pass to beat a single defender. As pupils get older, this understanding allows them to take part in a tag rugby match effectively.

Teachers receive bespoke training through 'master classes' and 'teaching and learning communities'. These help ensure that they have appropriate subject knowledge and use effective teaching methods. Some aspects of teaching are not consistently of a high quality though. On occasions, some teachers do not make sure that activities are designed to help pupils learn the intended curriculum. This can limit some pupils' depth of understanding. Teachers usually use assessment well and provide helpful feedback. This helps pupils achieve most of the time. However, there are also occasions when teachers' use of questioning does not always identify gaps in pupils' knowledge.

In key stage 4, the positive impact of the curriculum is not always reflected in national tests. This is partly due to the high mobility of pupils which has fractured the education for these pupils. Many pupils speak English as an additional language. The school ensures that the needs of these pupils are met. As a result, nearly all pupils remain in education, employment or training when they leave the school. Pupils are very well prepared for their next steps.

The support for pupils with special educational needs and/or disabilities (SEND) is a strength. The internal enhanced resource provision is used effectively for bespoke teaching for those pupils who need it. Many pupils who use this provision develop the skills and knowledge they need to access the mainstream classes. When pupils join these classes, staff continue to provide effective support, so pupils' needs continue to be met. This helps pupils with SEND achieve well.

Children in the early years benefit from a well-planned curriculum. The curriculum allows children to develop across all areas of learning. In discrete teaching activities, adults exploit opportunities to develop children's language and communication. The early years environment is well resourced and helps children to learn through play.

Children start to learn to read as soon as they arrive in the early years. Teachers deliver an ambitious and well-sequenced phonics curriculum with fidelity. Pupils read books that are well matched to the sounds that they know. This helps them quickly become fluent readers. Targeted teaching is used effectively to support older pupils at the early stages of reading. This helps pupils access the full curriculum as soon as possible.

Students in the sixth form value the tailored support they receive from adults. They benefit from the small class sizes. Teachers use their expert knowledge to help students achieve well on their programmes of study. Students receive the information and guidance they need to be successful in their future next steps.

The school aims to provide opportunities to develop pupils' cultural capital. Pupils have recently returned from a trip to France and others have benefitted from experiencing their first British Basketball League match to see the Leicester Riders in action. Pupils learn about healthy relationships and what it means to be British. The house system encourages healthy competition. This helps pupils develop their character. The careers education pupils receive is a strength. All Year 10 and 12 pupils benefit from work experience.

The school is calm and orderly. Pupils attend well. The school uses effective and bespoke intervention to ensure that those who struggle to attend or behave get the support they need to improve. Teachers do not tolerate poor behaviour and manage it well if it occurs. Pupils know the importance of challenging any derogatory language and/or bullying. They are confident that staff will deal with this immediately.

Staff are proud to work at the school. They feel that leaders consider their workload and well-being. Staff feel well supported. Those responsible for governance and

senior leaders invest their full capacity into improving the lives of the pupils who attend this school. They lead with moral purpose.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasions, some teachers do not match teaching activities precisely enough for some pupils to develop their learning further. As a result, some pupils do not have the opportunity to gain a depth of understanding. The school must ensure that teaching activities are designed to help pupils learn the intended curriculum.
- Formative assessment and questioning are not consistently well used by all teachers. As a result, knowledge gaps that some pupils have are not sharply addressed. The school must ensure that formative assessment and questioning is more effectively used to address gaps in pupils' knowledge.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	112951
Local authority	Derby
Inspection number	10298397
Type of school	All-through
School category	Foundation
Age range of pupils	3 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1439
Of which, number on roll in the sixth form	49
Appropriate authority	The governing body
Chair of governing body	Linda Dawson
Executive Headteacher	Neil Wilkinson
Website	www.bemrose.derby.sch.uk
Date of previous inspection	20 and 21 March 2018

Information about this school

- The school is part of The Bemrose Education Trust.
- The school has an executive headteacher and heads of school for the secondary and primary phases.
- The school has an enhanced resource provision for 45 secondary age pupils delegated to it by the local authority to educate pupils with communication and interaction needs.
- The school experiences high mobility of pupils. A significant proportion of pupils move into, and leave, the school during the school year.
- The school has a high proportion of pupils whose first language is not English.
- The school currently uses three registered and two unregistered alternative provisions.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- The inspectors met with the executive headteacher, other school leaders and members of the governing board.
- The inspectors carried out deep dives in these subjects: early reading, science, mathematics, English and PE. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to groups of pupils about their learning and looked at samples of pupils' work.
- Inspectors visited lessons and spoke to pupils about other subjects including geography, religious education, modern foreign languages and computing.
- Inspectors visited lessons in the sixth form and spoke to students in the sixth form. They also visited sessions in the early years foundation stage.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the view of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interest first.
- The inspectors observed pupils' behaviour in lessons and around the school site during breaktime and lunchtime.
- The inspectors spoke with groups of pupils and staff. An inspector considered the responses to Ofsted Parent View, Ofsted's online survey, and to the staff survey.

Inspection team

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