

# The Bulmershe School

Woodlands Avenue, Woodley, Reading, Berkshire RG5 3EU

## Inspection dates

7–8 November 2017

## 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

**Good**

16 to 19 study programmes

**Good**

Overall effectiveness at previous inspection

Good

## Summary of key findings for parents and pupils

### This is a good school

- The new headteacher, together with governors and the senior team, provide strong leadership. As a result, there have been significant improvements in key aspects of the school, including pupils' outcomes, in the last year.
- Leaders make good use of information on pupils' achievement in key stage 4 to analyse strengths and weaknesses and set appropriate priorities for improvement.
- Subject leaders have a clear focus on the quality of learning and teaching. There is a spirit of continual improvement, staff are held to account, and senior leaders ensure that a wide range of effective training is provided.
- Teaching is very effective. Typically, pupils enter the school with low starting points and make strong progress in English, mathematics, science and the humanities. Progress in other subject areas is improving rapidly.
- The school's assessment and tracking systems are relatively new. Occasionally, staff do not use information about the current attainment of key stage 3 pupils and sixth formers to plan activities to meet their needs.
- The vast majority of pupils behave in a mature and thoughtful manner around the site and in lessons.
- Parents, staff and pupils are rightly proud of The Bulmershe School. They recognise that it offers an aspirational yet caring community, where pupils are kept safe and their welfare matters greatly.
- The provision in the sixth form is good. Most students make strong progress. Suitable careers education and guidance prepare students well for their next steps.
- Strong leadership and planning ensure that the additional funding for pupils who have special educational needs (SEN) and/or disabilities is used well. These pupils are supported to make accelerated progress across the curriculum.
- Leaders and governors have prioritised removing the barriers to learning faced by disadvantaged pupils. These pupils now make progress in line with that of other pupils nationally.
- Not all teachers expect enough of the most able pupils. They provide too few opportunities to deepen pupils' thinking and promote extended writing in some subjects.
- Leaders have worked successfully with pupils and their families to make sustained improvements to attendance. Leaders are aware that this work needs to continue to improve the attendance of some groups.

This page is intentionally left blank