

Bishop Lonsdale Church of England Primary School and Nursery

Address: St Albans Road, Derby, Derbyshire, DE22 3HH

Unique reference number (URN): 140842

Inspection report: 19 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Overall, pupils' attitudes to learning are positive. This is supported by effective routines. Many pupils are proud of their work and are keen to share their learning with adults. They leave the school well prepared for the next stage of their education.

Leaders have focused on developing the basic skills that pupils need to learn well, including in reading. This has led to improvements over time. Pupils are exposed to subject-specific vocabulary to support their language development and communication. They have many opportunities to share their ideas. As a result, pupils across the school are clear and confident speakers.

Pupils' attainment in national tests at the end of key stage 2 in reading, writing and mathematics has improved. It is now close to national averages. The proportion of disadvantaged pupils reaching the expected standard in reading is above the national average for similar pupils.

Attendance and behaviour

Expected standard 

Leaders make attendance a clear priority. They ensure that pupils and their families understand the school's high expectations of attending school regularly. Leaders monitor attendance rigorously and take appropriate action to address absence when needed. It works closely with families to understand the barriers to attending that some pupils face, and staff work hard to reduce them. These actions ensure that attendance for pupils, including those who are disadvantaged, is close to national averages. Most pupils attend regularly.

Staff act as positive role models. They apply the school's behaviour policy consistently. This ensures that pupils know school routines well and what staff expect of them. Staff celebrate pupils' favourable choices. Generally, pupils' behaviour across the school is positive. At social times, they play cooperatively and interact well with one another. Pupils are polite, confident and respectful towards others. Bullying is not an issue. Staff deal with any concerns quickly. Some pupils require additional support to manage their emotions. This is often due to their additional needs. Leaders understand these needs well and respond with effective support. Suspensions are used as a last resort. Leaders follow clear procedures, including effective reintegration.

Curriculum and teaching

Expected standard 

Leaders have carefully designed the curriculum to ensure that pupils build their knowledge in a logical order from the early years to Year 6. They adapt the curriculum for pupils with special educational needs and/or disabilities to ensure that all pupils can make progress from their starting points.

Leaders have an accurate view of the quality of the teaching. Staff typically deliver the curriculum well across the school. Where staff are more established, pupils learn well. Teachers ensure that pupils revisit their prior learning to help them remember important

content. They generally check how well pupils learn the curriculum and adapt their teaching to enable pupils with barriers to learning to succeed. However, at times, teaching is not consistently effective. Sometimes, staff do not identify and address gaps in pupils' learning as quickly as they could, which occasionally limits the progress that pupils make.

Staff training has ensured that pupils are supported to read effectively. Staff implement an effective phonics programme. Pupils who struggle with reading have additional phonics support from skilled staff. This ensures that pupils become fluent and accurate readers. The renewed approach to writing has led to improvements over time, particularly with handwriting. However, this approach is not embedded. As such, some pupils do not develop their writing skills consistently well.

Early years

Expected standard 

Leaders ensure that children make a positive start to school life. Staff build warm, positive relationships with children and their families. Learning routines are effective. Children know what staff expect of them. They move confidently between activities so that no learning time is wasted. As a result, children progress well from their starting points.

Leaders have adapted the early years curriculum to successfully meet the needs of children, including those with lower starting points. Staff implement the curriculum effectively. Children benefit from a wide range of well-designed learning activities. Staff make necessary adaptations to these activities so that all children can learn well. Children have opportunities to apply their knowledge and skills. Generally, interactions between staff and children help to develop children's language and vocabulary. Children become confident and curious learners.

Leaders prioritise developing children's early reading and writing skills. For example, children take part in well-chosen activities that build the muscle strength and control they need for early writing. They take 'borrow bags' home so that they can further practise these skills with their parents and carers. Leaders work effectively with parents to support children's learning and their readiness for Year 1.

Inclusion

Expected standard 

Leaders have clear systems to identify pupils' individual needs, including for those with special educational needs and/or disabilities (SEND). They review the impact of support and make changes when it is needed. Leaders work closely with other professionals to provide additional support.

Leaders prioritise actions that support pupils to manage their own emotions, for example in 'zen den', which pupils can access at lunchtimes. As a result, most pupils settle quickly into their learning. Leaders provide staff with appropriate training to develop their expertise in supporting pupils with SEND. Leaders work with staff to devise suitable learning approaches for pupils. In lessons, teachers largely use these approaches well to support pupils to make steady progress. However, at times, these are not as effective as they could be. Some pupils face complex barriers to their learning. Personalised provision supports these pupils. This enables them to make some progress from their starting points.

Leaders use additional funding effectively to enhance pupils' learning and experiences. For example, they provide additional activities for pupils to complete at home. Leaders also offer effective support for families. The support for disadvantaged pupils ensures that they attend school regularly and are ready to learn.

Leadership and governance

Expected standard 

Leaders and those responsible for governance have a thorough understanding of the context of the school. They share a commitment to supporting families, so that pupils can achieve their best.

Leaders accurately identify aspects of the school that could be strengthened and take effective actions to achieve this. Trustees and local governors are knowledgeable. They provide effective support and challenge, and ensure that statutory duties are met. This leads to proactive leadership, where decisions are always made in the best interest of pupils. This includes decisions about the effective use of additional funding to support disadvantaged pupils. Leaders review the impact of their work and consider what else can be done to support pupils.

The school has adapted to changes in its community, including supporting more pupils with complex needs. Leaders have responded with care and clear action so that pupils receive the additional help they need. They provide effective wellbeing support and a wide range of extra-curricular opportunities for pupils. This has had a positive impact.

Leaders know pupils and their families extremely well and have developed largely positive relationships with them. As a result, most parents and carers are supportive of the school. Leaders work proactively with external agencies, other schools and organisations to further enhance the support that pupils receive.

Staff are proud to work at the school. They appreciate the support that leaders provide for their workload and wellbeing. Leaders provide targeted training that helps staff to develop their expertise, so that pupils can experience teaching that supports their learning well.

Personal development and wellbeing

Expected standard 

Leaders prioritise pupils' personal development and wellbeing so that all pupils can succeed. The school has developed a structured programme for personal development. It builds pupils' knowledge over time and reflects the needs of pupils. The programme is carefully adapted for pupils with special educational needs and/or disabilities, ensuring that all pupils are well prepared for life in modern Britain.

Staff develop pupils' character and understanding of fundamental British values through the personal, social, health and economic curriculum and assemblies. Pupils are taught how to stay safe when both online and offline. Some pupils take the role of 'Ivengers' to support safeguarding in school and to inform their peers about staying safe online. Pupils' knowledge of culture and world religions is developing. Careers activities, supported by local employers, encourage pupils to think ambitiously about their future choices.

All pupils can access wellbeing support to help them to manage their own emotions and behaviour. Staff provide additional help for pupils who find this more challenging. This includes support at the beginning of the day to help some pupils settle. Leaders work with external agencies to provide personalised support for some pupils. They have introduced worry boxes for pupils to share any concerns they have. Pupils know that these concerns will be promptly addressed by staff.

Additional activities are carefully designed to provide a wide range of experiences for pupils, for example, in netball, drama and dance. Pupils engage positively and enthusiastically with whole-school singing practice. Staff make appropriate adjustments to ensure all pupils, including those with the most complex needs, have access to additional activities.

Pupils proudly take on responsibilities through roles, such as attendance ambassadors, 'Bishop buddies' and eco-warriors. This builds their confidence and enables them to develop leadership skills.

What it's like to be a pupil at this school

Pupils feel valued and develop a sense of belonging at this positive and supportive school. Staff know pupils and their families well. Pupils are safe and well cared for. They appreciate the celebration activities that are embedded in school life and linked to the school's Christian ethos. Most pupils meet the school's high expectations of their behaviour. The school has a calm and positive environment, where pupils are able to learn.

Pupils typically achieve well. They enjoy their learning and are proud to share their work with adults. Teaching helps pupils to develop the basic skills that they need for success, particularly in reading. Most pupils are well prepared for the next stage of their learning.

All pupils are supported to take part in all aspects of school life. This includes joining collective reflection activities at the start of the school day. Pupils demonstrate respect for others and understand the importance of equality. As a result, bullying is rare. Pupils are confident that staff, or pupil leaders, will help them resolve any concerns they have.

Wellbeing support is a priority. It is at the heart of pupils' daily experiences. Staff help pupils to manage their emotions well, settle quickly and be ready to learn. They provide individual support for pupils, who require more help to engage positively in school life.

Pupils benefit from a range of activities that develop their interests and talents, including opportunities to take part in activities with external organisations. These opportunities enable pupils to access experiences that they may not otherwise encounter. Pupils are proud of the leadership roles they have at school. Through these roles, pupils develop their confidence and sense of responsibility.

Next steps

- Leaders should continue to support teachers to use adaptive strategies, so that support is well matched to pupils' needs to enable their progress.
 - Leaders should ensure that staff deliver the curriculum consistently well and that they swiftly identify and address gaps in pupils' learning.
 - Leaders should further embed the whole-school approach to writing, so that pupils develop the skills they need to achieve a higher standard in their written work.
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About this inspection

This school is part of Derby Diocesan Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Dr Sarah Clark, and overseen by a board of trustees, chaired by Dr Sarah Louise Hardman Charles. The head of school is Sarah Brownhall.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders, staff, pupils, parents and carers. They also spoke with representatives of the trust and of the local governing board during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Derby. Its last section 48 inspection was in April 2022.

The school currently uses no alternative provision.

Executive Headteacher: Malcolm Hetherington

Lead inspector:

Helen Loader, His Majesty's Inspector

Team inspectors:

Karen Slack, Ofsted Inspector

George Huthart, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 19 May 2026

School and pupil context

Total pupils

247

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

270

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

44.14%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.43%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

16.60%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	61%	Below
2024/25 (final)	61%	62%	Close to average
2023/24 (final)	55%	61%	Close to average
2022/23 (final)	41%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	74%	Close to average
2024/25 (final)	85%	75%	Above
2023/24 (final)	85%	74%	Above
2022/23 (final)	62%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	72%	Below
2024/25 (final)	70%	72%	Close to average
2023/24 (final)	58%	72%	Below
2022/23 (final)	47%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	73%	Close to average
2024/25 (final)	76%	74%	Close to average
2023/24 (final)	79%	73%	Close to average
2022/23 (final)	68%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	39%	46%	Close to average
2024/25 (final)	40%	47%	Close to average
2023/24 (final)	45%	46%	Close to average
2022/23 (final)	30%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (final)	80%	63%	Above
2023/24 (final)	91%	62%	Above
2022/23 (final)	50%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	47%	59%	Below
2024/25 (final)	53%	59%	Close to average
2023/24 (final)	55%	58%	Close to average
2022/23 (final)	30%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	60%	Close to average
2024/25 (final)	60%	61%	Close to average
2023/24 (final)	55%	59%	Close to average
2022/23 (final)	60%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	39%	68%	-29 pp
2024/25 (final)	40%	69%	-29 pp
2023/24 (final)	45%	67%	-22 pp
2022/23 (final)	30%	66%	-36 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	75%	80%	-5 pp
2024/25 (final)	80%	81%	-1 pp
2023/24 (final)	91%	80%	11 pp
2022/23 (final)	50%	78%	-28 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	47%	78%	-31 pp
2024/25 (final)	53%	78%	-25 pp
2023/24 (final)	55%	78%	-23 pp
2022/23 (final)	30%	77%	-47 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	80%	-21 pp
2024/25 (final)	60%	81%	-21 pp
2023/24 (final)	55%	79%	-25 pp
2022/23 (final)	60%	79%	-19 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.5%	5.2%	Close to average
2023/24 (3 term)	5.5%	5.5%	Close to average
2022/23 (3 term)	6.5%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	13.4%	13.0%	Close to average
2023/24 (3 term)	18.7%	14.6%	Above
2022/23 (3 term)	20.8%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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