

# Inspection of William Allitt School

Sunnyside, Newhall, Swadlincote, Derbyshire DE11 0TL

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Inspection dates: 4 and 5 May 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Good**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Good**

Previous inspection grade

Requires improvement

## **What is it like to attend this school?**

Pupils understand the school's PRIDE values (presentation, respect, inclusive, drive and endeavour). Most pupils aim to demonstrate these values in daily school life. Most pupils enjoy coming to school. They know that their teachers want them to do well. Pupils feel well supported.

The school is highly inclusive, and all feel welcome. Pupils enjoy positive relationships with each other, and with staff. Pupils can pursue interests or develop talents in music, drama and sports after school and at lunchtime. Many pupils attend the popular animal club.

The curriculum provides lots of opportunities for pupils to study a wide range of subjects. Pupils recognise that teachers have high expectations of what they should know and be able to do.

Most pupils behave well in lessons. This is not always the case around the school site and at social times. Pupils said that bullying does happen, but that it is resolved quickly. Pupils said that they are well supported by pastoral staff and would report any problems or concerns they may have.

Although attendance is improving, some pupils do not attend regularly enough. Some pupils are not punctual at the start of the school day. Some are not punctual to lessons.

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

Leaders have improved the quality of education. The curriculum is ambitious and designed to give all pupils, including those with special educational needs and/or disabilities (SEND), the knowledge they need to succeed in life. Pupils study a broad range of subjects. Teachers are clear about the knowledge they want pupils to learn. The curriculum in each subject is well structured so that pupils learn new knowledge in a logical order and build on what they know already.

Most teachers deliver the curriculum effectively. Many teachers are enthusiastic about the subjects that they teach. They share this enthusiasm with their pupils and have good subject knowledge. Subject leaders provide effective support for staff who teach outside their area of specialism. Teachers revisit content often to help pupils remember what they have learned, before they move to the next stage. A typical pupil view was: 'Retrieval activities have really helped me to remember more.' For example, in English lessons, pupils were seen revisiting prior knowledge of Shakespeare and genre.

Most teachers use information about pupils well and adjust their teaching appropriately. Teachers use assessments to check that pupils remember important knowledge, or to embed knowledge.

Pupils with SEND follow the same curriculum as their peers. Teachers make effective use of 'pupil profiles' when planning and delivering the curriculum. Leaders have invested in reading programmes to support pupils who are at the early stages of reading.

Leaders have done much to improve pupils' behaviour. Lessons are mainly calm and orderly. However, the behaviour of some pupils, particularly at social times and between lessons, can be boisterous at times. Too many pupils are missing the opportunity to learn due to their poor attendance and/or punctuality to school and lessons. Exclusion and internal exclusion rates remain high.

The personal, social and health education curriculum is well planned and sequenced. Teachers help pupils to understand risks and how to keep themselves safe. Pupils learn that people are unique and that they should respect others who are different to themselves. Pupils participate in a range of charity events that also develop their skills through teamwork and business enterprise activities. For example, pupils spoke fondly about the Swadlincote market project in Year 7. Pupils receive high-quality careers advice to help them make wise and ambitious decisions about their future. Pupils are well prepared for life in modern Britain.

Governors are knowledgeable and hold leaders to account effectively. Staff enjoy working at the school. They appreciate that leaders are considerate of their workload and their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders responsible for safeguarding are knowledgeable and know their pupils well. They maintain good oversight of any issues that arise. All staff have been well trained in safeguarding and understand their responsibility to keep pupils safe. Staff pass on any concerns they have. Leaders ensure that pupils get the support they need in a timely manner. Records relating to child protection are detailed, well organised and stored securely.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Too many pupils are persistently absent from school. This means that they are missing out on their education. Leaders must ensure that all pupils, particularly disadvantaged pupils and those with SEND, attend school more regularly.
- Many pupils are late to school at the start of the day, and to lessons. This means that important parts of their education are missed. Leaders should ensure that pupils' punctuality improves.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	112938
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10227377
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	606
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Alan Jones
<b>Principal</b>	Jackie Cooper
<b>Website</b>	<a href="http://www.williamallitt.derbyshire.sch.uk">www.williamallitt.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	2 February 2022, under section 8 of the Education Act 2005

## Information about this school

- The school meets the requirements of the Baker Clause, which requires schools to provide students in Years 8 to 11 with information about approved technical education qualifications and apprenticeships.
- The school uses one alternative provider. This provision is registered.

## Information about this inspection

- The inspectors carried out this inspection under section 5 of the Education Act.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken this into account in their evaluation.
- Inspectors met with senior leaders, subject leaders, groups of staff and governors.
- Inspectors met formally with groups of pupils and spoke with pupils in their lessons and around school. Inspectors observed pupils' behaviour at lunchtime and around school.

- Inspectors carried out deep dives in English, art, maths, geography and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. The lead inspector reviewed the school's reading curriculum.
- Inspectors scrutinised the school's safeguarding arrangements. They spoke with staff and pupils about safeguarding. The lead inspector reviewed the school's safeguarding records and the single central record.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff and pupil questionnaires.

### **Inspection team**

Dawn Ashbolt, lead inspector

Her Majesty's Inspector

Jason Brooks

Ofsted Inspector

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