

Inspection of a good school: Alderman White School

Chilwell Lane, Bramcote, Nottingham, Nottinghamshire NG9 3DU

Inspection dates:

7 and 8 June 2022

Outcome

Alderman White School continues to be a good school.

What is it like to attend this school?

Leaders have created a strong sense of community in this school through their 'INSPIRE' values. Staff and pupils are proud to be part of the school. They respect each other and get on well together. One pupil captured the views of many, describing the school as 'a fine place'.

Pupils feel happy and safe at this school. They say that there is an open culture where it is accepted to be different. They are considerate and thoughtful. Pupils told inspectors that adults will sort out any issues they report, including the few incidents of bullying.

Leaders have high expectations of all pupils. Pupils behave well in lessons. They are focused on their learning, including when teachers set challenging work. Occasionally, a few pupils do not behave as well as they should. Teachers use well-established school systems to manage this effectively.

A wide range of planned activities are available to pupils at lunchtime and after school. This extensive offer develops pupils' interests and talents. These clubs are well attended by pupils, including those with special educational needs and/or disabilities (SEND).

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

Leaders' high ambition for all pupils is evident in the broad, knowledge-based curriculum offered. This is built around the core aims of the school.

The curriculum is well thought out and gives pupils the opportunity to study a range of subjects at key stages 3 and 4. Many pupils progress well along these clear curriculum paths. Subject leaders are knowledgeable. They keep their subject knowledge up to date through their links with the local university.

Teachers have a deep understanding of their subjects. They are clear about what they want pupils to know and remember over time. They help pupils to make connections to

previous learning. For example, in mathematics, pupils often revisit relevant knowledge so that they can use this to help with new learning. Sometimes, when pupils complete work quickly, they have to wait for others to catch up before being given further learning activities by teachers. This means that some pupils do not always learn as much as they could. Even when this occurs, pupils behave well.

The school's English Baccalaureate (EBacc) entry level is below the government's national ambition for all schools. Although pupils' attitudes to languages are positive, only less than a third choose to study them at GCSE. Leaders are taking action to address this and there are early signs of this improving.

Teachers check pupils' understanding in lessons and are quick to correct any misconceptions. Leaders and teachers use information from tests to support pupils and refine curriculum plans. Pupils know what they need to do to improve, and it helps them to make good progress.

The support provided for pupils with SEND is effective. These pupils study the same curriculum as their peers. Leaders provide teachers with up-to-date information on the needs of individual pupils. This means that pupils with SEND achieve well.

Leaders understand the need to develop pupils' reading skills and love of reading. Pupils receive the support they need to improve their reading. Pupils in Years 7 to 10 have a dedicated time to read daily.

Pupils experience a rich diet of activities which helps to build knowledge and prepare them for the future. The wider curriculum does much to shape and develop pupils' understanding of society and how to keep themselves safe. Pupils receive regular planned careers education, such as speakers visiting the school, who tell them about various routes including apprenticeships. As a result of this, pupils are well guided in choosing their future careers.

The trust, leaders, governors and staff share high expectations for pupils' academic achievement. Together they have identified the right priorities to bring about further improvement. Staff say that they feel well supported working at this school. Teachers appreciate that leaders consider their workload carefully.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Staff receive regular safeguarding training and updates. Staff know what to do if they have a concern about a pupil. Pupils feel safe in school and know that they can speak to any member of staff if they have a worry or a fear.

Leaders follow up on concerns and work well with families and external agencies to protect pupils who are at risk. They carry out rigorous pre-employment checks.

Staff raise pupils' awareness of the range of risks they can encounter when online, at home or when they go out.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils' progress is reduced when they are not given learning materials in a timely manner. When pupils complete work quickly in some lessons, they have to wait for others to catch up before being given new learning activities. Leaders should ensure that the curriculum is implemented consistently well so that all pupils have ambitious work that will lead to them making strong progress.
- The proportion of pupils who choose to study a modern foreign language for GCSE is low. This means that few pupils achieve the full suite of qualifications that make up the EBacc. Leaders should ensure that more pupils choose to study a modern foreign language in Year 10.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in March 2017.

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

Unique reference number	138832
Local authority	Nottinghamshire County Council
Inspection number	10227818
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	719
Appropriate authority	Board of trustees
Chair of trust	Adam Bird
Headteacher	Annwen Mellors
Website	http://aldermanwhite.school/
Date of previous inspection	8 and 9 March 2017 under section 5 of the Education Act 2005

Information about this school

- The trust has recently created a single sixth-form centre. As a result of this, Alderman White School became an 11 to 16 school in September 2021.
- Since the previous inspection, a new headteacher has been appointed along with other senior colleagues.
- The school makes use of six alternative provision settings for a small number of pupils. Of these, two are unregistered providers.

Information about this inspection

- This was the first routine inspection the school 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.
- Inspectors met with the headteacher, the deputy headteachers, the assistant headteacher, and the careers leader. They also spoke with the chair of the governing body and four governors, the chair of trustees, and the multi-academy trust's chief executive officer.

- Inspectors carried out deep dives in these subjects: science, mathematics and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors checked safeguarding arrangements and school records. Inspectors discussed safeguarding policies and case studies with the designated safeguarding lead. They talked to teachers and other staff about the safeguarding training they had received and how they put this training into practice. Inspectors looked at safety measures around the school site.
- Inspectors spent time observing and speaking with pupils before and after school and at breaktimes and lunchtimes. They gathered information about behaviour and attendance. They held formal meetings with groups of pupils.
- The inspectors considered responses to Ofsted Parent View, Ofsted's online questionnaire, including written responses. They also considered responses from staff and pupils to their respective online questionnaires.

Inspection team

Jamie Clarke, lead inspector

Ofsted Inspector

Teresa Roche

Ofsted Inspector

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