

Inspection of Whitemoor Academy (Primary and Nursery)

Bracknell Crescent, Whitemoor Estate, Nottingham, Nottinghamshire NG8 5FF

Inspection dates: 23 and 24 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils enjoy coming to this school. Their attendance is improving, and an increasing number arrive at school on time each morning. Pupils get on well together. They make sure that no one gets left out, and show each other, and adults, respect. Bullying does happen, but when pupils tell someone about it, then it stops. As one pupil typically explained, 'You can be friends with everyone here.'

Pupils know why it is important to try to 'be your best selves' in everything they do. This positive message is evident in the way that pupils conduct themselves around school, on the playground and during lessons. Pupils know that they may get an 'angry bee' card when they do something wrong. Staff respond to any silly or inappropriate behaviour quickly so that lessons are not disrupted. Pupils say that staff are fair and consistent when dealing with incidents of poor conduct.

Pupils are keen to learn. They know that staff expect them to try hard and get involved. Pupils like taking part in many different activities. They enjoy learning to play musical instruments, planting trees, singing at community events and visiting the local university. Pupils thrive in this caring and aspirational school.

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

The curriculum is well thought out, starting with the early years. Leaders check what children know already when they start school. They identify the important language and key knowledge that children should learn. Leaders plan engaging activities that promote children's development. There are plenty of opportunities for children to practise their literacy and numeracy skills. Children happily share, take turns and apologise to each other if they get in the way. They love listening to stories, and can accurately recall the different characters in the tale 'We're going on a bear hunt'. Children leave the early years well prepared for Year 1.

There is a strong focus on making sure that pupils can read well. Children start to learn their letters and sounds as soon as they come to school. Well-trained staff use consistent routines to help pupils read unfamiliar words. Staff spot when pupils make an error or fall behind. They make sure that these pupils get extra help. However, some pupils in the early stages of learning to read do not practise reading often enough with an adult. They are not catching up as quickly as they should.

Teachers regularly model reading aloud. This improves the expression and intonation of pupils' own speech. Pupils enjoy choosing books to read from different genres, authors and cultures. However, leaders have more work to do before all pupils develop a love and enjoyment of reading.

The curriculum is well organised. Leaders plan precisely what they want pupils to know and when. Pupils learn new subject content in a logical order. They can often

remember what they have learned about a topic previously. Pupils occasionally find that the work is too easy for them and lacks challenge.

Teachers sometimes do not choose the most appropriate ways to teach pupils new subject content. This makes it more difficult for pupils to grasp new ideas. Teachers use their strong subject knowledge to check what pupils know and understand, and to correct any errors. However, pupils do not always get sufficient time to review and improve their work, in response to teachers' advice.

Teachers pay close attention to the needs of pupils with special educational needs and/or disabilities (SEND). They make sure that these pupils can access the learning. Adults working with pupils with SEND in 'The Hive' provision know these pupils well. These pupils follow bespoke programmes that are tailored closely to their particular needs. They sometimes enjoy learning and socialising with their peers.

The programme to support pupils' personal development is wide-ranging. Pupils find out about different faiths and cultures. They learn about positive role models from diverse backgrounds. Pupils understand how to look after themselves, mentally and physically. They know that they should treat everybody the same because 'that is fair'.

Staff love working at the school. They say that leaders are approachable and supportive. Staff appreciate help to manage their workload.

There have been significant changes to school and trust leadership recently. Many of the trustees are relatively new to their roles. They are quickly learning about the pupils, the school and the community it serves. They are beginning to offer leaders appropriate support and challenge to help them improve the school.

Safeguarding

The arrangements for safeguarding are effective.

Pupils learn how to stay safe, for example online, near water, using the road, and around fire.

Staff are well trained. They know how to spot signs of abuse. Staff understand the importance of referring concerns promptly to safeguarding leaders.

Members of the 'Take Care' team are knowledgeable about the potential risks that pupils may face. They make sure that pupils who are vulnerable to being harmed get the help they need.

Leaders are reviewing pupils' individual risk assessment to make sure that staff are clear what actions they should take to keep each pupil safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils in the early stages of learning to read do not practise their reading often enough with an adult. These pupils do not catch up as quickly as they should. Pupils who are confident readers do not develop a strong love and enjoyment of reading. They do not always choose to read voluntarily and independently. Leaders need to ensure that all pupils become confident and fluent readers who enjoy reading widely and often.
- The curriculum is not implemented as consistently as it could be. Teachers sometimes do not make the most appropriate pedagogical choices when delivering the curriculum. They do not allow pupils sufficient time to respond to advice as to how they can improve their work. Pupils do not secure their knowledge or achieve as well as they could. Leaders need to ensure that the curriculum is implemented consistently well in all subjects. They need to make sure that pupils have appropriate opportunities to review their work and learn from their mistakes.
- In a few subjects, the curriculum is not sufficiently ambitious. Pupils occasionally find that the work is too easy. They do not make as much progress as they could. Leaders need to ensure that the curriculum is planned so that it is sufficiently challenging for all pupils.

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](#)' 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	138663
Local authority	Nottingham
Inspection number	10240973
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	430
Appropriate authority	Board of trustees
Chair of trust	Fiona Boyd
Headteacher	Judith O'Leary (Executive headteacher)
Website	www.whitemooracademy.co.uk
Date of previous inspection	24 and 25 September 2019, under section 8 of the Education Act 2005

Information about this school

- The previous headteacher left their position at the end of August 2022. The chief executive officer (CEO) of the trust is acting as the school's executive headteacher until a new permanent headteacher is appointed.
- Two acting heads of school were appointed to their positions in September 2022. They are responsible for the day-to-day running of the school. The trust's curriculum director is supporting the school as the acting deputy headteacher during this interim period.
- The trust has been through a period of significant turbulence. Most of the trustees have been appointed to the board since May 2022. A new chair of the board of trustees took up the position at that time, having been a trustee previously.
- The trust's board has full responsibility for the governance of the school currently. The trust intends to re-establish a new local governing body in time for the next academic year.
- The school provides education for a small number of pupils with high levels of SEND in 'The Hive' provision. These pupils follow bespoke curriculum programmes.

- The school does not use the services of any alternative providers.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- 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 executive headteacher, who is also the CEO of the trust. They met with the acting heads of school and other school leaders, including the coordinator of the provision for pupils with SEND.
- The lead inspector met with three trustees, including the chair of the board of trustees.
- Inspectors did deep dives in four subjects: reading, mathematics, geography and science. For each deep dive, inspectors met with curriculum leaders to discuss the curriculum, visited a sample of lessons, and considered pupils' work. They spoke with pupils and teachers. They heard pupils read. On the second day of the inspection, inspectors examined the curriculum in a wider range of subjects.
- Inspectors met with groups of pupils from a range of different year groups. They spoke with pupils informally and observed the behaviour of pupils during social times.
- Inspectors evaluated the effectiveness of safeguarding arrangements by reviewing the school's record of pre-employment checks, holding discussions with the designated safeguarding leader, staff and pupils, and reviewing documentation relating to safeguarding.
- Inspectors took note of the responses to the online survey, Ofsted Parent View, and Ofsted's staff and pupil surveys.
- Inspectors reviewed a range of documentation, including the school's self-evaluation audit and school improvement plan. They considered information about pupils' attendance, behaviour and suspensions, and the wider curriculum.

Inspection team

Rachel Tordoff, lead inspector

His Majesty's Inspector

Sally Wicken

Ofsted Inspector

Jamie Nairn

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022