

# Inspection of Aldercar Infant School

Godkin Drive, Langley Mill, Nottingham, Nottinghamshire NG16 4GL

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Inspection dates:	1 and 2 October 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Michelle Siddons. This school is part of Embark Multi-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, Matthew Crawford, and overseen by a board of trustees, chaired by David King.

Ofsted has not previously inspected Aldercar Infant School under section 5 of the Education Act 2005. However, Ofsted previously judged Aldercar Infant School to be outstanding for overall effectiveness, before it opened as an academy. Since September 2024, schools have not been awarded an overall effectiveness grade.

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

This school feels like one big family. It is a happy, vibrant and nurturing place. Pastoral support is of particularly high quality. Pupils and families talk positively about the help and support the school puts in place to help them succeed. Pupils overwhelmingly say how much they enjoy attending. As one pupil, representing the view of many, excitedly stated: 'This school is the best thing in the whole wide world, better than a holiday.'

There is a strong, inclusive and caring ethos. The presence of the education resource facility (ERF) for hearing-impaired children helps pupils to understand difference. The deaf club enables pupils to celebrate differences in the world. Pupils talk positively about everyone's uniqueness. Mini leaders assist other pupils at playtimes and lunchtimes. They take these responsibilities seriously, proudly sharing how they help others.

The school has high expectations for all pupils to achieve well. There is a sharp focus on pupils' individual needs. The school makes sure that staff know its pupils well. Pupils achieve well including those who are disadvantaged and those with a special educational need and/or disability (SEND). Parents recognise that the school considers their child's individual needs for learning and their personal circumstances.

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

Learning to read is prioritised at this school. Staff apply a consistent approach to the teaching of reading. Should pupils fall behind, staff quickly provide them with the support they need. They soon catch up. Carefully chosen vocabulary extends pupils' spoken and written vocabulary. This is evident in their work, for example using the word 'reign' when talking about Queen Elizabeth II. Throughout the curriculum, quality books support pupils' learning. Whole class story time develops an excitement for books. Pupils enjoy reading.

The school has established an ambitious curriculum. It has made sure that key knowledge has been identified. Knowledge is connected over time, from the early years foundation stage (EYFS) to Year 2. Knowledge is revisited to help pupils remember long term. Teachers adapt learning opportunities to support pupils. However, the school has not fully checked how well these adaptations are made. In a few subjects, teachers do not consistently adapt work well. As a result, some higher attaining pupils do not get opportunities to extend their thinking. Pupils talk enthusiastically about their learning. In art and design, they talk of Hockney's work. Pupils explain about his use of colour and detailing in self-portraits. In many subjects, teachers provide the right help for pupils to secure and recall their learning. Teachers' strong subject knowledge helps them correct pupils' misconceptions.

Children settle well into the nursery and early years. The school effectively helps families to ensure that their child knows what to expect when they join. The sharing of a small toy dog, Hector's puppy, helps build a connection between the school and home. Staff provide carefully selected activities to help children learn. Staff in the setting share information about what children can and cannot do effectively. Activities change so that children who

need extra help, get the right support. Children work independently and with each other well. It is evident they enjoy their learning.

Pupils behave well in and around school. The school has high expectations of pupil behaviour. Hector, a toy dog, reminds pupils of the school rules. Adults and pupils develop caring and respectful relationships. Pupils learn that they are in control of their own behaviour. Pupils want to do well. They want to be in school and attend regularly.

Pupils with SEND do well. Teachers adapt learning so that these pupils are well supported. There is an ambition that all pupils with SEND succeed. The school works well with parents, carers and wider services. Pupils receive the extra support they need.

The school prepares pupils well for life beyond Aldercar. It works continuously to help pupils overcome any barriers they may have. The 'Hive' is a place where pupils learn to manage their feelings and behaviour. The Honey Bees club builds pupils' confidence. Knowledgeable staff understand what support individual pupils need. They cater for these needs, so pupils develop resilience. There are a range of clubs on offer. The 'smart school council' encourages pupils to discuss and debate. They develop their own opinions about how to make the school a better place.

Leaders at all levels have a clear understanding the school's strengths and developmental needs. All staff unite as one team to make the school a better place. Governors and trustees understand their roles and responsibilities towards this aim. The school and the multi-academy trust (MAT) work well together to bring about improvement. Parents are united in their praise for the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The school has not yet fully checked on the impact of recent changes to the curriculum. In a few subjects, teachers do not consistently adapt work well. As a result, some higher attaining pupils do not get opportunities to extend their thinking. The school should ensure that it checks with greater precision that the improvements made are having the intended impact.

## **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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	146484
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10324203
<b>Type of school</b>	Nursery and Infant
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	171
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David King
<b>Chair of governing body</b>	Claire Sharpe and Jodie Dunn (co-chairs)
<b>CEO of the trust</b>	Matthew Crawford
<b>Headteacher</b>	Michelle Siddons
<b>Website</b>	<a href="http://www.aldercarinfants.org.uk">www.aldercarinfants.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is a part of the Embark Multi-Academy Trust, a multi-academy trust. The school joined the trust in January 2019.
- The school has provision for two-year-old children.
- The school does not make use of any alternative provision.
- The school was last inspected under Section 48 of the Education Act 2005 in May 2013. The school's next section 48 inspection will be within eight school years.
- Since the last inspection there is a new headteacher, special educational needs and/or disabilities coordinator (SENCO), assistant headteacher and early years leader.
- There is a before-school club managed by the school.
- The school has an on-site education resource facility (ERF) for deaf and hearing impaired children. The facility is part of Derbyshire's Deaf and Hearing Impaired Support Service. This caters for a maximum of nine pupils between the ages of two and seven.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, early years leader and the SENCO.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history, and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- The lead inspector met with two members of the board of trustees and the two co-chairs of the local governing board.
- The lead inspector met with chief executive officer (CEO) of the trust and the primary education lead from the trust.
- Inspectors took account of the responses to the Parent View, including free-text responses and Ofsted's survey for school staff. They considered an email from a parent. An inspector spoke informally with parents outside the school.
- An inspector visited the breakfast club that pupils attend.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime. They scrutinised the school's records for attendance and behaviour.

## Inspection team

Mark Anderson, lead inspector

His Majesty's Inspector

Liz Moore

Ofsted Inspector

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