

Inspection of a school judged outstanding for overall effectiveness before September 2024: Bluecoat Wollaton Academy

Sutton Passeys Crescent, Wollaton Park, Nottingham, Nottinghamshire NG8 1EA

Inspection dates:

15 and 16 October 2024

Outcome

Bluecoat Wollaton Academy has taken effective action to maintain the standards identified at the previous inspection.

The principal of this school is Philip Rowson. This school is part of Archway Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sian Hampton, and overseen by a board of trustees, chaired by Malcolm Trobe.

What is it like to attend this school?

Bluecoat Wollaton Academy has high expectations of what pupils can achieve. It provides an excellent education for pupils. Pupils enjoy their lessons. They say that staff teach them well and make learning enjoyable. Pupils, including those with special educational needs and/or disabilities (SEND), achieve exceptionally well.

Parents and carers appreciate the quality of care and support the school provides. As one parent commented, typical of many, 'Bluecoat is an amazing school, with teachers that genuinely care and want the best for the students.'

Every year, pupils enjoy a 'culture day' where they learn about and celebrate the different cultures in the school. Pupils say that everyone is accepted and welcomed at school. The school is a harmonious and happy community. Pupils show high levels of respect for each other and staff. They feel well-supported. They know they have many staff they can speak to if they have any worries. Pupils behave exceptionally well in lessons and at social times.

Pupils have an extensive range of high-quality opportunities to develop their character, talents and interests. For example, many pupils are proud to contribute to the school by being subject 'ambassadors' that champion key aspects of school life.

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

The school has designed a broad and ambitious curriculum for all pupils. The school has carefully set out what knowledge, skills and vocabulary pupils will learn and when. Teachers use the school's agreed approach to delivering the curriculum exceptionally well. As a result, pupils make excellent progress through the curriculum.

Teachers have excellent subject knowledge. They explain new topics clearly. Teachers provide many opportunities for pupils to recap previous learning. They skilfully check pupils' understanding and swiftly address any misconceptions. Teachers provide clear feedback that helps pupils to improve their work. This supports pupils in building securely on previous learning. Pupils consistently produce high-quality work and achieve exceptionally well.

The school has prioritised reading. Staff are skilled in teaching pupils new vocabulary and regularly reinforce different reading strategies in lessons. Pupils have well-delivered weekly reading sessions. Pupils who need extra help to read get effective support from well-trained staff. Pupils quickly develop the reading and comprehension skills they need to become confident and fluent readers.

Staff get detailed information about how to support pupils with additional needs. They use this information consistently well. For example, teachers use adapted resources and in-class support so pupils with SEND can access the curriculum and achieve well.

The school has high expectations of how pupils should conduct themselves. There are clear routines that staff and pupils understand and follow. Staff regularly reward pupils for meeting the school's expectations. Pupils are motivated to do well and have excellent attitudes to learning. Pupils' rates of attendance are excellent.

The school has carefully designed an exceptional program for pupils' broader development. Pupils learn about healthy relationships and how to be safe online and in the community. They have many opportunities to learn about different careers. The school provides meaningful activities for pupils to learn about fundamental British values and equality. As a result, pupils have an impressive understanding of why these are important. They know to be tolerant and respectful to others, whatever their background. In the 'act of worship' and 'believe' sessions, the school encourages and gives examples of how pupils can make a difference in society.

There is a strong take-up of the school's extra-curricular activities by pupils, including disadvantaged pupils and those with SEND. For example, many pupils enjoy participating in the school band, choir, debate club, coding club and the school show.

Staff are proud to work at the school. They benefit from high-quality professional development that develops their expertise in the teaching of the curriculum. Staff feel well-supported by leaders. The trust and those responsible for governance provide highly

effective support and challenge. Everything the school does is underpinned by its values of faith, hope and love. The school is determined to ensure that every pupil gets the best education possible.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024 judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding for overall effectiveness in June 2018.

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

Unique reference number	145146
Local authority	Nottingham
Inspection number	10324198
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	822
Appropriate authority	Board of trustees
Chair of trust	Malcolm Trobe
CEO of the trust	Sian Hampton
Principal	Philip Rowson
Website	www.bluecoatwollaton.co.uk
Dates of previous inspection	9 and 10 May 2018, under section 5 of the Education Act 2005

Information about this school

- The principal took up post in September 2022.
- The school uses two registered alternative providers and one unregistered alternative provider.
- The school is part of the Diocese of Southwell. Its last section 48 inspection took place in December 2021. The next section 48 inspection will take place within 5 years since the date of the previous inspection.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke to the principal, assistant principals, the CEO and the deputy CEO of the trust.
- The lead inspector met with the chair of the board of trustees and the chair of the academy advisory board.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- 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 the responses to Ofsted's staff survey and Ofsted's Parent View, including the free-text responses.
- Inspectors spoke to pupils and observed pupils' behaviour during lessons and at social times.

Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

John Morrison

Ofsted Inspector

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