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Paul Heery  
Alderman White School and Language College  
Chilwell Lane  
Bramcote  
Nottingham  
NG9 3DU

Dear Mr Heery

### **Requires improvement: monitoring inspection visit to Alderman White School and Language College**

Following my visit to your school on 30 April 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the academy was judged to require improvement following the section 5 inspection in November 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

### **Evidence**

During the inspection, meetings were held with the executive headteacher, senior and subject leaders and the Chair of Directors to discuss the actions taken since the last inspection. The academy's post-Ofsted action plan and improvement plans were evaluated. I looked at a range of other documentation, including: the academy's self-evaluation, the review of pupil premium spending and minutes of the directors' meetings. Accompanied by senior leaders I made short visits to lessons and looked at the quality of students' work, and I spoke to a group of Year 12 students.

## **Context**

A permanent teacher of mathematics has been appointed within the academy, and another has been appointed to work across the federation with which the academy is associated. A teacher for English and media studies has also been appointed.

## **Main findings**

Leaders have high ambition for the academy, and have reacted positively and with determination to the inspection findings. Following the inspection, they devised a plan with clear, realistic actions linked to the key priorities for improvement, and quickly made several key changes which have had notable impact. For example, they revised how targets were set for students to ensure that these were sufficiently challenging. Students have responded positively to these higher expectations, and are working hard to achieve their new target grades. Roles within school have been re-organised to ensure a greater focus on improvement. Weekly meetings review progress against actions taken, and identify further actions that need to be implemented. Leaders have taken care to include parents, staff and students in the planned changes. Students appreciate these opportunities to air their views, telling the inspector: '[leaders] don't just listen to us, they ensure that things get done'.

Actions to improve teaching are having impact. There are now more opportunities for teachers to learn from each other's practice, and the coaching system is used to good effect to ensure that teachers can put these ideas into practice. Links with partner schools in the teaching school alliance are being well used to support the development of teachers and subject leaders, who are playing a significant role in securing the further improvement of the school.

The process of quality assurance has undergone significant change. As a result of more rigorous monitoring and evaluation, leaders at all levels have better knowledge of the quality of teaching and achievement across the academy. Students at risk of underachievement are quickly identified and supported. For example, a small group of students was observed working with a mathematics tutor on topics they had found difficult in a recent assessment. They told the inspector that this intervention is making a significant difference to their understanding, and increasing the progress they are making.

Teachers are beginning to use information about students to plan better lessons. This was evident in a mathematics lesson, for example, where the teacher had planned different outcomes for students according to the target grades they had been set. There is further work to do to ensure that all teachers set work that is sufficiently challenging for all students.

The appointment of an inclusion leader in Key Stage 5 has led to improvements in the attendance and punctuality of sixth form students. This, alongside measures taken to improve the way leaders monitor students' progress, is having a positive impact on raising achievement in the sixth form.

The academy's directors re-structured their sub-committees following the inspection, and this new structure enables directors to have a closer oversight of the academy's progress. Directors use their knowledge and expertise to hold academy leaders stringently to account, and to suggest ways for the academy to improve further.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

Following the inspection leaders arranged for external consultants to undertake a review of pupil premium spending, and took action in line with its recommendations. A leader has been appointed to monitor the progress of this group more carefully, and takes action to ensure they receive the support they need to achieve well and take a full part in school life. Consequently, these students are now doing better. Information provided by the academy shows that they are now making the same rate of progress as their peers in English, and are quickly catching up in mathematics.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Nottinghamshire local authority and as below.

Yours sincerely

Deirdre Duignan  
**Her Majesty's Inspector**

The letter should be copied to the following:

- Chair of the Governing Body
- Nottinghamshire Local authority
- The Education Funding Agency [hns.efa@education.gsi.gov.uk](mailto:hns.efa@education.gsi.gov.uk)
- [CausingConcern.SCHOOLS@education.gsi.gov.uk](mailto:CausingConcern.SCHOOLS@education.gsi.gov.uk)