

Alderman White School

Address: Chilwell Lane, Bramcote, Nottingham, Nottinghamshire, NG9 3DU

Unique reference number (URN): 138832

Inspection report: 14 July 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

Leaders work hard to ensure that every pupil feels like they belong to the school community. They consistently act in the best interests of each pupil and invest heavily in supporting them. There are many layers of personalised and highly impactful support available to pupils. Leaders monitor and evaluate the impact of the support and respond quickly and effectively when pupils' circumstances change. Leaders promptly identify the needs of pupils with special educational needs and/or disabilities (SEND). They provide teachers with the information they need to help pupils with SEND so that they achieve well.

Leaders work effectively with relevant organisations to ensure that pupils known, or previously known, to social care are supported to achieve positive outcomes. Leaders use a small amount of carefully chosen alternative provision to support a small number of pupils. Pupils benefit from this and improve their attendance, behaviour and achievement. Leaders have designed an effective pupil premium strategy that has a positive impact on pupils' sense of belonging and achievement. They take great care to consider the potential barriers to success that any pupil in the school could face and take prompt and highly effective action so that pupils overcome those barriers. As a result, pupils thrive at this school.

Personal development and wellbeing

Strong standard ●

Leaders have established a comprehensive and suitable personal, social, health and economic curriculum for pupils. This includes relationships, sex and health education. The curriculum is adapted to include topics relevant to the school's and pupils' context, that help pupils to stay safe outside of school, including online. The curriculum, combined with leaders' community approach, impacts positively on pupils' social and moral development. Pupils develop an excellent understanding of the important issues covered in the curriculum. They can talk in impressive detail about the work that they have done and its application to their lives.

Leaders provide high-quality opportunities for pupils to develop their awareness of, reflect on and discuss current events. For example the social media ban for young people and the potential risk of the use of artificial intelligence. Pupils take on leadership roles within the school community. This includes supporting the organisation of the school's 'culture day' and mentoring their younger pupils. Leaders listen to their ideas and implement them where appropriate. There is a highly effective pastoral support system that enables the school to respond rapidly and effectively to pupils' changing needs and circumstances, especially those pupils who are most vulnerable.

There is a vast range of extra-curricular activities that support pupils to develop their interests and talents. Leaders take a highly responsive approach to designing the wider offer. They take account of pupils' interests and consider what will benefit them and broaden their horizons. For instance, leaders have established high levels of participation in leadership and community activities, including the Duke of Edinburgh's Award. Leaders carefully monitor participation rates in this important aspect of the school's work. They notice and take action when pupils are not involved and ensure that pupils with special educational needs and/or disabilities and other barriers participate fully.

The school provides a purposeful and impactful programme of careers education, information, advice and guidance. Pupils are provided with personalised and thoughtful advice that helps them to make the right decisions about their next steps.

Expected standard

Achievement

Expected standard 

Pupils' attainment in external examinations is above national averages in many subjects. The longer that pupils spend in the school, the more successful they are. Typically, they know and remember more of their learning. Many pupils who face barriers to their learning achieve well from their starting points. At times, some pupils who are disadvantaged do not achieve as well as their peers.

Pupils take pride in their work. Their work and discussion about their learning demonstrate that they have secured the essential knowledge that they need to develop their understanding over time. Pupils achieve well across the curriculum. Where leaders focus their attention to bring about improvement, their work has a positive impact. On occasion, some pupils who are ready to move their learning on do not benefit from consistently high-quality opportunities to do so.

Attendance and behaviour

Expected standard 

In general, pupils attend well. Where pupils do not, leaders work with them and their families to understand and overcome the barriers they face. Leaders promote the importance of good attendance and most pupils understand this. The work of leaders has resulted in significant improvement in the attendance of individual pupils. However, attendance for some pupils with special educational needs and/or disabilities (SEND), and some of those eligible for free school meals, has not improved as well as that of other groups of pupils, over time. These pupils do not benefit as often as they could from the effective education and highly effective inclusion strategies offered by the school. Leaders have implemented systems to help pupils secure consistently high attendance. These systems have not been in place for sufficient time to have brought about the intended improvements.

The sense of community that is prevalent throughout the school is evident in the positive interactions between staff and pupils. On the rare occasions when this is not the case, leaders carefully evaluate the reasons. They take actions that help pupils who have made the wrong choices to improve their behaviour. Leaders consistently reinforce their high expectations of pupils' behaviour. Staff consistently reinforce these expectations. Pupils are taught the impact of their actions on others. This has helped to lead to more tolerance and understanding between pupils.

Curriculum and teaching

Expected standard 

Leaders provide pupils with a broad and well-balanced curriculum that meets their needs well. They have ensured that pupils have access to a wide range of qualifications that are

suitable for their next steps as they enter key stage 4. Leaders' inclusive approach to curriculum design ensures that pupils, regardless of their starting points, access the same ambitious curriculum. Leaders ensure that pupils improve their reading and writing skills so that they can learn well in all subjects. Pupils who use the school's inclusion bases are provided with a curriculum that supports and challenges them appropriately.

Leaders have provided staff with training and support that has resulted in improvements to teaching. Typically, teachers use their secure subject knowledge to clearly explain important concepts. They provide pupils with meaningful opportunities to develop their understanding and practise applying their knowledge. Teachers generally use assessment well. They provide pupils with clear steps to improve their work. Pupils understand this and generally act on it. Leaders have ensured that teachers know how to adapt their teaching to support pupils with special educational needs and/or disabilities. This supports these pupils to make progress in lessons and over time. However, there remains inconsistency in how well staff use the features of highly effective teaching. At times, opportunities for checking pupils' understanding are not used as well as they could be, so pupils do not deepen their understanding as well as they might.

Leadership and governance

Expected standard 

Leaders are passionate about the ethos of opportunity for all that they have established at the school. This is central to the strong moral purpose in their actions. Leaders care deeply about the pupils that attend their school. The decisions that leaders make are taken in the best interests of the pupils as individuals and collectively. Leaders invest in pupils to enable them to be the best versions of themselves. Some pupils talked about struggling to recognise themselves because of how far they have progressed and how much they have achieved.

Leaders are equally focused on ensuring a sense of belonging for their staff. Staff are proud to work at the school. Leaders consider carefully the wellbeing and workload of staff. Leaders provide staff with an effective professional learning programme and recognise that embedding consistently highly effective teaching remains a priority.

Leaders know the areas of strength in their school. They have prioritised improving the areas of the school's work that will have the biggest impact for pupils. Leaders understand the needs of their pupils and community. They provide a valuable community asset through their work helping members of the local community to learn languages. Governors work well with leaders to help the school to improve. They know the school well and fulfil their responsibilities, including in relation to supporting and challenging school leaders. Leaders are committed to their roles and have brought about improvements in most areas of the school's work.

What it's like to be a pupil at this school

Pupils know that they are part of a caring community and feel that they belong. They are recognised and celebrated by leaders when they do well. Pupils experience a culture in which they can take pride in their own achievements and celebrate the successes of their

peers, including in the popular speed chess competitions. Pupils are encouraged and supported to participate in a wide range and number of extra-curricular activities. This includes multiple educational visits and trips that help pupils widen their cultural horizons. Leaders work hard in the interests of pupils and remove barriers to allow them to participate fully in the activities available. Pupils are listened to and, as appropriate, any concerns or ideas they have are addressed. For example, when pupils asked for a hockey club, leaders set one up.

Pupils are polite and well-mannered and can talk articulately about the importance of understanding and tolerance. They typically behave very well. Pupils engage positively in their learning. When pupils get things wrong, they are supported to learn from their mistakes and do better. This support continues for as long as it is needed and possible. On the rare occasions that bullying does occur, it is dealt with effectively. Leaders make sure that pupils have a trusted adult who they can talk to, if they have concerns. Pupils look out for one another and let leaders know if they have concerns about their friends. Leaders act swiftly on this information. Pupils feel safe and cared for.

Pupils are happy to come to school and attend well. They enjoy learning a range of subjects across the curriculum in key stage 3 and key stage 4. Pupils receive helpful advice when they have to make decisions about their education and next steps. They typically achieve positive outcomes that enable them to take those next steps.

Next steps

- Leaders should ensure that pupil absence reduces further so that pupils are in school to benefit from the inclusive practices that support pupils to achieve well.
 - Leaders should continue their work to embed effective teaching practice, including the effectiveness of checking pupils' understanding so that pupils consistently make secure progress through the curriculum.
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About this inspection

This school is part of The White Hills Park Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Claire Shaw, and overseen by a board of trustees, chaired by Gareth Davies.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the CEO, members of the board of trustees, the headteacher and other leaders, staff and pupils during the 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.

The inspectors confirmed the following information about the school:

The school currently uses 4 alternative provisions, including 3 that are unregistered.

Headteacher: Annwen Mellors

Lead inspector:

Stephen Whitney, His Majesty's Inspector

Team inspectors:

Peter Cole, Ofsted Inspector

Emma Mason, Ofsted Inspector

Carey Ayres, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 14 July 2026

School and pupil context

Total pupils

761

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

725

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

24.84%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

2.50%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

14.06%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 13.4%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	60.0%	45.4%	Above
2023/24 (final)	52.6%	45.9%	Close to average
2022/23 (final)	56.3%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	53.6	46.1	Above
2023/24 (final)	52.2	45.9	Above
2022/23 (final)	54.2	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.45	-0.03	Above
2022/23 (final)	0.51	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	27.3%	25.8%	Close to average
2023/24 (final)	28.1%	25.8%	Close to average
2022/23 (final)	24.2%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	36.7	34.9	Close to average
2023/24 (final)	39.0	34.6	Close to average
2022/23 (final)	37.2	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.37	-0.57	Close to average
2022/23 (final)	-0.52	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	27.3%	53.1%	-25.9 pp
2023/24 (final)	28.1%	53.1%	-25.0 pp
2022/23 (final)	24.2%	52.4%	-28.2 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	36.7	50.4	-13.7
2023/24 (final)	39.0	50.0	-11.0

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	37.2	50.3	-13.1

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.37	0.16	-0.54
2022/23 (final)	-0.52	0.17	-0.68

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	92%	92%	Average
2022 leavers (revised)	92%	93%	Average
2021 leavers (revised)	92%	94%	Average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.4%	8.4%	Below
2023/24 (3 term)	7.2%	8.9%	Below
2022/23 (3 term)	7.7%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	16.3%	23.4%	Below
2023/24 (3 term)	19.3%	25.6%	Below
2022/23 (3 term)	19.9%	26.5%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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