

# Inspection of Discovery Academy

Park Grange Road, Norfolk Park, Sheffield, South Yorkshire S2 3QF

---

Inspection dates:	17 and 18 June 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The executive headteacher of this school is Luci Windle. This school is part of Nexus 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 (CEO), Warren Carratt, and overseen by a board of trustees, chaired by Rachel Potts.

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

Pupils are happy at this nurturing and welcoming school. They show kindness towards each other. Pupils grow to appreciate their differences and develop genuine friendships. They have a clear understanding of what it means to work well in lessons. This is built on the strong relationships that are developed between staff and pupils. Pupils know and follow the positive routines around the school. They value the rewards they receive. Pupils share what they are grateful for openly during lunchtime with their peers.

The school has high expectations for pupils' achievement. Staff ensure that pupils' needs are carefully assessed on arrival and include the voice of pupils and parents and carers in this process. Staff work effectively to minimise or remove the barriers that pupils face. Over time, pupils are supported to re-engage positively with education and do well. They learn to reflect on their feelings and actions. This helps them to build their resilience and character.

Pupils' personal development is well catered for. They know that staff are there to help them. Staff provide timely support and are responsive as issues arise. This covers the range of additional needs that the pupils often arrive with. Pupils enjoy the clubs and activities they take part in such as cooking, art and sport.

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

The school has put in place a broad, rich and ambitious curriculum for all. The purpose and drive for every pupil to succeed is shared by all staff. Staff carefully consider the information in pupils' education, health and care (EHC) plans. They ensure that the correct provision is in place to meet their learning, sensory, social and emotional needs.

Teachers use the lesson structure as set out by the school very well. They have good subject knowledge. They check carefully what pupils know and can do. Pupils are supported well to engage with learning matched to their existing knowledge and understanding. They usually achieve well. However, at times, teachers do not select activities that match the ambitious nature of the planned curriculum. This means that pupils are not consistently engaged in tasks that help them to build towards learning what the school intends.

The school has ensured that reading is central to pupils' experience. Pupils quickly gain the knowledge and skills they need to become confident, fluent readers. They begin to read for pleasure more often. Staff have the appropriate expertise to help pupils who are at the early stages of learning to read. This helps pupils who find reading difficult, to catch up. Reading is promoted well. However, some aspects of pupils' writing are not developed well enough. The school has begun to address this, but improvements are in the early stages.

Staff are clear about the behaviours that they expect from the pupils. Pupils share space with each other positively. They can concentrate on their work as behaviour is managed

well. Staff work swiftly and effectively to support pupils back to their learning when they need help. The school takes effective action based on pupil attendance data. Pupils attend more frequently over the course of their time in the school and attend well.

The school's work to support pupils' personal development helps them to learn how to keep themselves safe online and about healthy relationships. They discuss key issues such as mental health well. Through the curriculum, pupils learn about different careers. Pupils enjoy their regular Friday assemblies and being part of the 'Discovery Crew'. They have a good understanding of fundamental British values and equality. Pupils also experience a range of activities that enhance the curriculum. For example, visitors to school and regular trips connect them to their local area as well as high-quality experiences of nature that take them further afield. Pupils are well prepared for life in modern Britain.

Staff speak highly about the support they receive to develop their practice and expertise. Senior leaders have been highly reflective in driving improvements since the school opened. They have ensured pupils' development is their central focus. Governors have a clear and precise understanding of the school. They provide effective challenge and support.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- At times, teachers do not select the most appropriate tasks for pupils to learn the most ambitious aims of the curriculum. As a result, pupils do not build their knowledge as well as they could. The school should ensure that the purpose of each activity is clearly related to a specific part of the curriculum being delivered.
- Until recently, the school's work to support pupils in improving their ability to write, including elements of early writing such as how to hold a pencil, has not been designed sufficiently well. This means that pupils' transcription skills do not improve quickly enough. The school should ensure that pupils receive the guidance that they need to improve their writing.

## **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>	149087
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10346819
<b>Type of school</b>	Special
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	7 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	109
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Rachel Potts
<b>CEO of the trust</b>	Warren Carratt
<b>Executive Headteacher</b>	Luci Windle
<b>Website</b>	<a href="http://www.discoverysheffield.org">www.discoverysheffield.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- This school is part of Nexus Multi Academy Trust.
- All pupils have an education, health and care plan (EHC).
- The school caters for children with Autism Spectrum Condition (ASC), which impacts on their social, emotional and behavioural responses.
- The school does not currently use alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 11 with information and engagement about approved technical education qualifications and apprenticeships.
- The school currently has pupils from Year 3 to Year 10 on roll.

## 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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held discussions with the executive headteacher, along with other senior and middle leaders.
- Inspectors held discussions with governors and trustee, including the chair of the local academy council.
- Inspectors carried out deep dives in English, mathematics and personal, social and health education (PSHE). For each of these subjects, inspectors met with subject leaders, carried out visits to lessons, spoke to pupils and looked at some of their work.
- Inspectors visited 'basic skills' time and reviewed the extra-curricular activities with leaders.
- Inspectors met with members of staff and spoke to pupils at various points in the inspection.
- Inspectors met with support staff and visited the areas used to support pupils during the school day.
- Inspectors looked at records and spoke to staff in relation to behaviour, bullying, attendance and safeguarding.
- To evaluate the effectiveness of safeguarding, the 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 took account of responses to Ofsted's staff survey, as well as Ofsted's online survey, Ofsted Parent View, including free-text responses.

## **Inspection team**

Richard Wakefield, lead inspector

His Majesty's Inspector

Matthew Harrington

His Majesty's 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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025