

Brinsworth Academy

Address: Brinsworth Road, Brinsworth, Rotherham, South Yorkshire, S60 5EJ

Unique reference number (URN): 136301

Inspection report: 15 September 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.

Expected standard

Achievement

Expected standard 

Pupils gain the knowledge, skills and qualifications they need for their next steps in education, employment and/or training. This includes pupils with special educational needs and/or disabilities, disadvantaged pupils and other vulnerable pupils.

Overall, pupils achieve well, and their attainment is broadly in line with national averages. Pupils who are disadvantaged continue to attain above national averages for disadvantage pupils nationally. However, leaders recognise that there is inconsistency in the extent to which pupils achieve in some subjects.

Leaders know which pupils need additional help, including those who have gaps in their reading, communication, writing and mathematical skills. There is a range of interventions to support pupils who have barriers to their learning. These are increasingly having a positive impact on closing gaps quickly, particularly in pupils' reading skills.

Attendance and behaviour

Expected standard 

Leaders have high expectations of attendance for all pupils. They use data effectively to identify patterns and to establish the barriers to good attendance. Leaders use a range of strategies to address these barriers. They work closely with families and other agencies to ensure that pupils attend well.

The attendance of all pupils is broadly in line with national averages. This includes pupils who are disadvantaged, those with special educational needs and/or disabilities (SEND) and those who have other barriers to their wellbeing. The number of pupils who are absent on a regular basis continues to rapidly decrease over time for disadvantaged pupils. However, leaders' strategies to improve attendance have yet to have an impact on supporting some pupils to attend more regularly.

Leaders and staff have high expectations for pupils' behaviour, which they model consistently. There is a positive, inclusive culture across the school. Relationships between pupils and staff are warm, respectful and supportive. This creates a calm and orderly environment. Staff apply the school's behaviour policy well, including making appropriate adjustments for pupils with SEND. As a result, lessons and social times are settled. Pupils state that bullying and the use of derogatory language is rare and that, if it does happen, they trust staff to deal with it.

Curriculum and teaching

Expected standard 

Leaders ensure that teaching across the school is having an increasing impact. As a result, pupils learn effectively. The curriculum is well planned. Pupils use workbooks for each subject that contain activities and key learning points so that they can record their understanding. This ensures there is a consistent approach to what pupils learn.

Teachers check pupils' understanding and learning. This enables teachers to identify and correct misconceptions or gaps in pupils' knowledge. Consequently, pupils are able to build on what they already know and can do. However, teachers' approach to ensuring that pupils correct grammatical errors and the support they provide for pupils to develop their extended writing is inconsistent.

Leaders identify appropriate targets and strategies for pupils who have barriers to their learning. These strategies and adaptations ensure that these pupils can access the curriculum.

Pupils who have gaps in key learning, especially in mathematics, reading and writing, benefit from additional support. These interventions are having an increasingly positive impact, particularly in reading.

Inclusion

Expected standard 

There is a highly inclusive culture at Brinsworth Academy. Leaders and staff know pupils well and identify barriers quickly. Leaders' effective systems ensure regular reviews of support for pupils with special educational needs and/or disabilities, disadvantaged pupils and other vulnerable pupils. A broad range of targeted support helps pupils make progress. This support includes collaboration, working together with parents and carers, external agencies and the local authority.

Leaders ensure that individual support plans are actioned and implemented effectively. Teachers and staff ensure that pupils who have barriers to their learning have access to quality teaching. When pupils need further support, there is a range of additional interventions to meet pupils' needs. As a result, pupils who have barriers to their learning and/or wellbeing achieve well.

The school offers an additional resource provision for pupils with moderate learning needs. Leaders carefully integrate these pupils into the life of the school to give them a strong sense of belonging.

Leaders ensure that the school's pupil premium strategy is purposeful and evaluated carefully so that disadvantaged pupils thrive.

When appropriate, leaders use alternative provision in the best interests of the pupils.

Leadership and governance

Expected standard 

There has been a significant change in leadership since the last inspection. The school has become part of the New Collaborative Learning Trust, and a new headteacher has been appointed. Leaders have quickly established the school's priorities and understand the areas of practice that require refinement. They understand the community the school serves and the barriers that some pupils face.

Some of the school's strategies have yet to be fully embedded. However, leaders prioritise the right actions that will make a difference. There is an increasingly respectful culture across the school, and pupils' attainment is improving.

Leaders provide comprehensive training for all staff, supported by the trust. Staff benefit from opportunities to share their learning and reflections with each other and with colleagues from other schools.

Trustees and advisers know the school well. They challenge and support leaders effectively. The advisory board carries out its statutory duties. For example, it ensures that additional funding, such as the pupil premium grant, is used well to support disadvantaged pupils. In addition, it oversees the school's safeguarding systems.

Leaders and advisers ensure that staff feel valued and offer support for their welfare. Staff are proud to work at the school. They appreciate how leaders support them in terms of their workload and wellbeing.

Leaders are developing effective partnerships with parents and carers. They ensure parents are aware of and consulted on any changes at the academy.

Personal development and wellbeing

Expected standard 

There is a comprehensive, well-thought-out personal development programme. It is embedded across the wider curriculum as well as in dedicated personal development lessons, tutor times and assemblies. The curriculum is carefully planned and sequenced. It reflects the needs of the local community. Leaders adapt the curriculum when new risks emerge. As a result, pupils develop knowledge about topics such as healthy relationships, keeping safe and mental and physical health.

The school's careers programme is well planned. Pupils benefit from work experience in Year 10 and Year 12. Leaders work effectively with a range of employers, who support the delivery of the careers programme. Links with the local community raise pupils' awareness of the world of work, careers and potential opportunities.

All pupils in key stage 3, including disadvantaged pupils and those with special educational needs and/or disabilities, take part in a wide range of enrichment activities for an hour a week. These include clubs such as sports, dance, music, chess, debating and creative activities, which help pupils develop their interests and talents. There is an increasingly wide enrichment offer for older pupils. However, pupil participation rates at these activities are low, and, therefore, they do not benefit most pupils.

Teachers actively develop pupils' social, moral, spiritual and cultural development in ethics lessons and other subjects. Pupils articulate their understanding of protected characteristics and British values. The school's ethos of respect, responsibility, and resilience is seen in the behaviour of pupils and how they positively interact with each other.

Pastoral care and support for wellbeing is a strength of the school. Pupils consistently describe staff as caring, approachable and quick to act when concerns arise.

Post-16 provision

Expected standard 

The sixth form provides a broad and well-structured 16 to 19 study programme that reflects leaders' clear understanding of students' needs and the school's context. The wide range of

courses provides students with the opportunities to develop their interests and pursue future aspirations.

Students achieve well. Their A-level attainment is consistently close to national averages, while students' attainment in applied general qualifications and the T level are above national figures. This includes students with special educational needs and/or disabilities and disadvantaged students.

Post-16 lessons are calm and focused. Teachers ensure that all students can access learning by using a range of strategies to check for understanding.

Students develop leadership skills through the ambassador programme. This includes students supporting younger pupils with their reading, leading the sustainability group 'Energy Sparks', and supporting with whole-academy charity work and wellbeing activities. This helps students develop confidence and broader skills.

Students speak highly of the sixth form, describing strong relationships with staff and an open-door culture that supports both academic progress and wellbeing.

Careers education is a notable strength, with students accessing employer encounters, university visits and tailored guidance. The number of students going on to successful future learning and careers is above the national average. Students are well prepared for later life and education, employment and/or training.

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

Key staff greet pupils each day with a warm welcome, ensuring they feel valued and experience a sense of belonging. The morning briefing for all pupils sets the expectations for the day. Staff know pupils well and can quickly support pupils who might be experiencing any barriers to their learning and/or wellbeing.

Typically, pupils attend regularly. They enjoy opportunities to develop their talents and interests both in and beyond the classroom. This includes taking part in the eco-committee, singing workshops, the book club, learning additional languages and/or being a member of a sports team.

Pupils are happy and feel safe. They feel confident to raise concerns with a member of staff if they need to. Pupils describe the school as friendly, inclusive and supportive, where bullying is rare. They value the pastoral team, which helps them navigate challenges both inside and outside the classroom.

Pupils learn in classrooms where disruption is very rare. This means they build the knowledge and skills that they need to achieve well. Most pupils do well in their studies, including in national examinations. In most lessons, pupils take part actively and link new learning to what they already know. Students in the sixth form achieve well. They study a range of courses that help them move on to their chosen next steps, including both vocational and academic routes. Post-16 students benefit from a dedicated learning environment and specialist staff.

Pupils are encouraged to take on leadership roles across the school. They value these opportunities. Staff and pupils work together to build a strong sense of community. Older pupils support younger pupils and mentor them. This helps create a positive culture across the school. Pupils also benefit from well-planned careers guidance, which gives them a clear understanding of the world of work.

Next steps

- Leaders should ensure that they fully embed all elements of the teaching strategy so that staff teach the curriculum consistently well.
 - Leaders should ensure pupils are consistently provided with opportunities and support to develop their writing and literacy skills across the curriculum.
 - Leaders should ensure that the strategies they use to improve attendance impact on a wider range of pupils so that attendance increases overall.
 - Leaders should continue to build on the wider opportunities for pupils outside of the classroom so that all pupils participate and benefit fully.
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About this inspection

This school is part of the New Collaborative 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 (CEO), Richard Fletcher, and overseen by a board of trustees, chaired by Diane Heritage.

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

This inspection took place on Tuesday 15 and Wednesday 16 September 2026.

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 senior leaders, the CEO, members of the trust central team, a range of pupils and staff, trustees and members of the advisory board.

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 includes a specialist resource provision for 26 pupils with moderate learning needs.

The school currently makes use of 2 alternative provisions, which are both unregistered.

Lead inspector:

Ruth Craven, His Majesty's Inspector

Team inspectors:

Richard Crane, Ofsted Inspector

Jayne Gaunt, Ofsted Inspector

Ed Hall, Ofsted Inspector

Brian Kelly, 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 15 September 2026

School and pupil context

Total pupils

1,389

Above 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: 1,063

School capacity

1,487

Above 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)

37.11%

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: 30.4%

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

4.61%

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: 3.53%

Pupils with special educational needs (SEN) support

10.66%

Below average

What does this mean?

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

National average: 14.0%

Location deprivation

Below 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)

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)	38.6%	45.4%	Close to average
2023/24 (final)	34.8%	45.9%	Below
2022/23 (final)	35.0%	45.3%	Below

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)	44.5	46.1	Close to average
2023/24 (final)	43.1	45.9	Close to average
2022/23 (final)	44.4	46.3	Close to average

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)	-0.22	-0.03	Close to average
2022/23 (final)	-0.15	-0.03	Close to average
2021/22 (final)	0.00	-0.03	Close to average

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)	31.3%	25.8%	Close to average
2023/24 (final)	20.0%	25.8%	Close to average
2022/23 (final)	19.7%	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)	40.5	34.9	Above
2023/24 (final)	37.7	34.6	Close to average
2022/23 (final)	36.9	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)	-0.47	-0.57	Close to average
2022/23 (final)	-0.51	-0.57	Close to average
2021/22 (final)	-0.37	-0.55	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)	31.3%	53.1%	-21.8 pp
2023/24 (final)	20.0%	53.1%	-33.1 pp
2022/23 (final)	19.7%	52.4%	-32.7 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)	40.5	50.4	-9.9

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	37.7	50.0	-12.3
2022/23 (final)	36.9	50.3	-13.4

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)	-0.47	0.16	-0.63
2022/23 (final)	-0.51	0.17	-0.67
2021/22 (final)	-0.37	0.15	-0.52

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)	90%	92%	Average
2022 leavers (revised)	95%	93%	Average
2021 leavers (revised)	95%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	34.17	35.00	Close to average
2023/24 (final)	31.55	34.38	Close to average
2022/23 (final)	31.74	34.16	Close to average

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	0.1	0.0	Close to average
2023/24 (revised)	0.0	0.0	Close to 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)	8.4%	8.4%	Close to average
2023/24 (3 term)	7.8%	8.9%	Close to average
2022/23 (3 term)	9.3%	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)	23.0%	23.4%	Close to average
2023/24 (3 term)	24.4%	25.6%	Close to average
2022/23 (3 term)	30.5%	26.5%	Close to average

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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