

Inspection of Bader Academy

Chappell Avenue, Edenthorpe, Doncaster DN3 2EW

Inspection dates:	8 and 9 July 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

The headteacher of this school is Viki Drew. 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?

This school knows its pupils well. Pupils enjoy coming to school. They value the strong relationships that they have with staff. This helps them to feel, and be, safe. Pupils speak positively and openly about their own strengths and qualities. The school proudly celebrates pupils' achievements. It has high expectations of all pupils. The school ensures that staff meet the needs of pupils with special educational needs and/or disabilities (SEND). As a consequence, pupils achieve well.

'Nurture Breakfast' provides a positive start to the day in which pupils learn important social skills. They gain confidence in how to speak to, and interact with, other people. The school has established clear routines for pupils. These contribute to a calm and orderly environment. Classrooms are purposeful places for pupils to learn. Well-trained staff support pupils skilfully in class and around school. They help pupils to manage their emotions when they are worried about something. Pupils enjoy earning rewards for their behaviour or demonstrating positive attitudes to learning.

Pupils benefit from a range of activities that help to prepare them for life beyond the school. Lunchtime clubs enable pupils to interact with each other positively. These support pupils to build their skills in communication and to try new activities in a supportive environment.

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

The school has implemented a carefully designed curriculum. It has identified the important knowledge and skills that pupils should learn as they progress through the school. Pupils study a broad range of subjects. By the end of key stage 4, pupils leave school with appropriate qualifications. These are increasingly ambitious. They prepare pupils well for the next stage of their education or training. Over time, the school has increased the number of subjects that it teaches. It has also increased the number of subject specialist teachers. However, some subjects are at an earlier stage of development. Where this is the case, the knowledge that pupils should learn is not as well defined and taught as it is in more established subjects.

Staff identify pupils' individual needs accurately. They use this information, alongside pupils' education health and care (EHC) plans, to ensure that their teaching is appropriately adapted to pupils' needs. This enables pupils to learn and achieve the aims of the curriculum. Teachers demonstrate strong subject knowledge. They provide clear explanations to pupils. Teachers check effectively that pupils remember important curriculum content. Pupils become increasingly confident to check their own work and make improvements. Many pupils articulate clearly what they have been learning and how this will help them in future lessons.

The school has ensured that reading is at the forefront of pupils' learning. Pupils at the early stages of reading are supported very well to learn the sounds that letters make. Well-trained staff quickly identify gaps in pupils' learning to read. They address these promptly. Pupils read books that are matched closely to their phonics knowledge. They

read with increasing confidence and fluency. Pupils enjoy reading. They like visiting the newly refurbished school library on a weekly basis where they choose different books to read.

The school has established clear processes to monitor pupils' attendance. It works with families to support pupils to attend school regularly. Current attendance figures indicate that the school's actions are reducing pupils' rates of absence.

Members of the 'Pupil Parliament' speak proudly about the ways in which they have contributed to developing the school. The school has established opportunities for pupils to learn from, and contribute to, the lives of people in the local community. Through these, pupils learn about different faiths and cultures. They recognise the importance of being respectful to other people. The school supports pupils well to learn about careers and the skills required in the world of work.

Leaders at all levels have an accurate view of the school's work. They recognise how the school has grown and developed in recent years and the positive impact of this on pupils' learning and development. Leaders check that staff are appropriately supported to carry out their role. The trust and school ensure that staff's workload and well-being is considered in the decisions they take to improve the school. Leaders and staff are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the knowledge and skills that pupils should learn are not as clearly defined as in more established subjects. This affects some teaching and pupils' achievement. The school should further develop its curriculum to ensure that the knowledge and skills that pupils should learn are identified clearly across all subjects.

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	147864
Local authority	Doncaster
Inspection number	10379417
Type of school	Special
School category	Academy free school
Age range of pupils	5 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	126
Appropriate authority	Board of trustees
Chair of trust	Rachel Potts
CEO of the trust	Warren Carratt
Headteacher	Viki Drew
Website	www.baderacademy.org
Dates of previous inspection	1 and 2 March 2023, under section 5 of the Education Act 2005

Information about this school

- The school is part of Nexus Multi Academy Trust.
- The headteacher is also the executive headteacher of another school in the trust.
- Pupils at the school primarily have a diagnosis of autism and associated social, emotional and mental health needs. All pupils have an EHC plan.
- The school currently has pupils from Year 1 to Year 11 on roll.
- The school uses six alternative provisions. All of them are unregistered.
- 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

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 evaluations of the school.
- Inspectors spoke to the headteacher, deputy headteachers and assistant headteacher.
- Inspectors carried out deep dives in these subjects: early reading, science and music. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- 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.
- The lead inspector held separate meetings with the CEO, a representative of the board of trustees and the chair of the local academy council.
- Inspectors spoke to staff at three of the alternative provision settings used by the school. They also spoke to some parents and carers of pupils who attend these settings.
- Inspectors spoke to parents at the beginning and end of the day. They reviewed responses to Ofsted Parent View, including the free-text responses.
- Responses to Ofsted's staff and pupil surveys were considered. Additionally, inspectors met with, and spoke to, staff and pupils at various times during the two days.

Inspection team

Matthew Harrington, lead inspector

His Majesty's Inspector

Tan Ilyas

Ofsted 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2025