

# Kenwood Academy

**Address:** 9 Moncrieffe Road, Nether Edge, Sheffield, South Yorkshire, S7 1HQ

**Unique reference number (URN):** 149427

## Inspection report: 10 February 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 ●

### Achievement

Strong standard ●

Leaders recognise that pupils' excellent achievements take many forms. This includes a notable number of pupils achieving well in national qualifications. Where appropriate, learning pathways lead to pupils achieving highly in GCSEs and some successfully achieving A levels. In addition, some pupils, where appropriate, progress to further education and skills providers and university.

Staff skilfully prioritise developing pupils' key knowledge by closing gaps in their understanding. Pupils demonstrate rapidly improved attitudes to learning. Aspects of learning that pupils excel in also include performing arts and essential life skills that help independence, such as cookery and travel. Many pupils, including those who were previously disengaged from education, achieve tremendously well from their individual starting points. Across sites, pupils acquire improved confidence and purpose. Many pupils move on to positive destinations in education, employment or training. They are prepared very successfully for their next steps.

### Attendance and behaviour

Strong standard ●

Many pupils join the school with historical low attendance. Some pupils have not been in education for lengthy periods of time. Leaders act quickly to ensure pupils attend well. Pupils' attendance is closely monitored with prompt family contact to agree strategies of support. Staff work closely with a range of professional services to remove barriers and provide bespoke support. Due to the highly proactive approach taken, many pupils make rapid and sustained attendance improvements. They blossom under the umbrella of support and targeted help that staff provide.

Pupils enjoy school and feel safe. As a result, pupils are enabled to build secure attendance and behaviour routines. They arrive each day with renewed confidence and a sense of purpose. Pupils' highly positive behaviour reflects the school's diligent work. Each school site is calm and purposeful. Staff use praise well. This motivates pupils. Pupils greet adults warmly and follow school routines positively. They settle into learning without fuss.

Pupils learn how to manage their feelings and repair conflict with others. They learn effective strategies to regulate themselves if they lose focus. Staff are well trained to spot early signs of distress and respond quickly and sensitively. Bullying is uncommon and dealt with swiftly.

### Inclusion

Strong standard ●

The school demonstrates a highly positive and inclusive ethos. Staff work proactively with families and a wide range of services to support pupils' needs. This includes working closely with health professionals. For example, a small number of pupils attend hospital schools, as alternative provision. Pupils remain in leaders' sights to ensure they are safe and the requirements of their education, health and care plans are enacted well while they attend there.

Leaders identify and assess pupils' needs swiftly and with precision through a comprehensive phased transfer to the school. This includes home visits and multi-specialist input, including educational psychology and mental health services. Staff work diligently to ensure that all pupils feel settled in education. Pupils value staff checking their progress and delivering high-quality interventions to meet their special educational needs and/or disabilities (SEND). Staff provide sensitive and focused support to help pupils overcome any barriers that they may face. Frequent training for staff enables them to understand and meet pupils' needs in a confident and skilled manner.

Leaders are forward thinking and outward facing. The pupil premium strategy seamlessly aligns with school development priorities that include strengthening teaching and further developing each school site to meet the local needs of pupils. For example, leaders work collaboratively with local authorities to strengthen local SEND provision and provide children in care an academic route towards university.

## **Personal development and wellbeing**

**Strong standard** ●

The school's personal development programme is high quality and tailored to the school's context. It is supported by caring pastoral relationships by staff who thoughtfully guide and reassure pupils. Pupils value the range of educational visits, community engagement events and social activities that build their independence and develop their social skills.

Pupil voice is well established across school sites. It feeds into whole-school decision-making and informs trust activities. For example, through the school council, pupils have influenced meaningful whole-school changes. These include introducing a buddy system, planning end-of-year trip choices and introducing cross-school Olympics. Pupils also established an educational visit to the House of Lords in London to learn about democracy and strengthen their understanding of fundamental British values.

Pupils across the different school sites feel part of one community and respect the diversity of other pupils' values. They know staff will support them with any worries they may have. Pastoral support is highly effective, with most pupils demonstrating growing confidence to re-engage with learning. Pupils learn how to be safe in their communities and are knowledgeable about online safety.

Through effective personal, social and health education lessons, pupils develop a secure understanding of matters relating to consent. They learn appropriate elements of relationships and sex education and health education. This develops their understanding of healthy relationships well.

The school's careers programme begins in Year 7, building progressively through to post-16. Work experience opportunities are adapted to meet pupils' individual needs and special educational needs and/or disabilities. For example, the school secures virtual work experience for some pupils to develop their confidence in new social situations. Many pupils assertively describe their ambitions for their next steps in education, employment and training. Some pupils confidently progress to university to study qualifications that include journalism, mathematics and performing arts.

---

## Expected standard

### Curriculum and teaching

Expected standard 

Across school sites, the curriculum that pupils learn is ambitious and typically well designed and delivered. It is supported with clear curriculum information that is informed by the national curriculum. These are adapted well to meet pupils' individual learning needs and special educational needs and/or disabilities. Staff develop their knowledge through evidence-informed, subject-specific professional learning. This strengthens their subject knowledge effectively.

Pupils access a range of qualification and learning pathways. These include progression to GCSE and A levels, where appropriate. Curriculum design and lesson delivery focus on filling gaps in pupils' knowledge and skills by developing the important knowledge needed to support this further learning. Reading is prioritised in the school and delivered well. For example, pupils willingly engage in choral and whole-class reading to strengthen their skills and enjoyment. In addition, assessment is flexible yet frequent and used well to inform lesson delivery.

There are aspects of variability in curriculum delivery. Teaching is typically delivered in the way that leaders expect. However, at times, approaches to teaching are not as consistent and learning activities do not build on what pupils already know as well as they could. Nonetheless, over time, pupils are enabled to progress very well from their starting points.

### Leadership and governance

Expected standard 

Leaders, including those responsible for governance, are skilful and knowledgeable. They demonstrate a shared purpose to improve educational outcomes for vulnerable pupils with special educational needs and/or disabilities (SEND). Many aspects of the school's work are well developed, consistent and embedded into practice. However, leaders are strengthening curriculum delivery and building staff expertise. They recognise, rightly, that curriculum implementation is not consistent across all areas of the school's work. They have implemented evidence-informed professional learning to further develop classroom practice.

Pupil premium funding is used effectively to further develop staff expertise to ensure disadvantaged pupils' needs are met well. In addition, leaders have significantly increased leadership capacity across sites to meet the SEND needs of the growing school population. Leaders work closely with the trust. They are managing the school's growth effectively and working with local authorities to support the local area needs.

Governance structures provide robust and supportive oversight. Those responsible for governance meet their statutory duties well. Staff speak highly of the school's support for their workload and wellbeing. Parent governors ensure leaders and the trust understand families lived experience of the school. Leaders are held to account effectively for the performance of the school, for instance by a range of committees. Governors work collaboratively with leaders and inform the actions that are taken.

Leaders ensure students are well equipped for their next steps in education, employment and training. They are ambitious for students to achieve highly. Students learn a well considered curriculum that meets their individual aspirations. The whole-school curriculum builds sequentially over time and progresses to post-16. As a result, pupils starting with the school at any stage of learning can progress to post-16 smoothly.

Leaders ensure that the post-16 study programme is high quality and adapted to individuals' needs. It is shaped by students' starting points. Generally, post-16 lessons are delivered well. However, there are times when teaching delivery varies. Nonetheless, over time, students typically achieve well with positive outcomes. For example, some students achieve impressive outcomes across GCSE, A level and BTEC National Diploma qualifications.

The curriculum is designed with a steadfast focus on developing students' knowledge and skills that are required for their next steps. Students are supported well. They develop increased independence and greater confidence. They improve their social and communication skills. This enables them to move to positive destinations successfully. A notable number of students progress to further education and skills providers or pursue university qualifications.

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

Kenwood Academy is a place where pupils can reconnect with education and experience success. Pupils are enthusiastic about their place in the school and demonstrate commitment to achieve well. Pupils feel secure in school. Each school day starts positively and warmly. Pupils calmly settle into school with a clear purpose to achieve well.

Learning is typically delivered effectively. The curriculum is clearly thought out and matched to pupils' needs, including special educational needs and/or disabilities. Lessons are designed to capture pupils' interests and develop understanding. Pupils develop their skills in practical subjects. For example, they learn to use professional equipment to prepare food and make practical products. This prepares them well for independence and employment by delivering practical learning in a safe and supportive environment. In addition, the curriculum enables pupils to fill gaps in prior learning and build knowledge sequentially over time. As a result, many pupils progress to nationally recognised qualifications.

The school is highly effective at reducing, and removing, pupils' barriers to education. Pupils are enabled to progress through the school and achieve positive next steps in education, employment or training. They are well prepared for life in modern Britain. Pupils take part in educational visits to develop their understanding of their local communities and learn new skills to develop their independence. Staff place a relentless focus on developing pupils' confidence.

All pupils are included in school life. Many pupils with disrupted education histories re-engage with school and make positive attendance improvements. Staff know pupils extremely well. They understand their needs and personalities deeply. As a result,

relationships between staff and pupils are warm and trusting. This ensures that each school site is settled. If bullying does happen, the school is responsive. This means that pupils feel that they have a place to belong and can thrive.

---

## Next steps

- Leaders should ensure the standard of curriculum delivery and implementation is highly consistent across all areas of the school's work.
- 

## About this inspection

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.

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.

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.

Inspectors spoke with the executive headteacher, heads of schools, senior leaders, curriculum leaders and a range of teaching and non-teaching staff. Inspectors also met with members of the local governing body and trustees. They met the CEO and members of the trust's central team, as well as representatives from the local authority. Inspectors talked to pupils in lessons, at social times and in more formal meetings. Inspectors visited each school site.

The inspectors confirmed the following information about the school:

All pupils attending the school have an education, health and care (EHC) plan for a range of special educational needs and/or disabilities. This includes a large number of pupils with EHC plans for autism and a notable number of pupils with EHC plans for social, emotional and mental health needs. In addition, a smaller number of pupils have EHC plans for speech, language and communication needs.

The school makes use of three alternative provisions that are registered.

The school opened in January 2023.

Kenwood Academy operates across 5 sites: West Riding campus, Ardsley Road, Worsborough, Barnsley, S70 4RG; Nether Edge campuses, 9 Moncrieffe Road, Nether Edge, Sheffield, South Yorkshire, S7 1HQ and 2 Clifford Road, Sheffield, S11 9AQ;

Broadfield campus, Unit 7, 1 Broadfield Close, Sheffield, S8 0XN and Enterprise Works campus, 300 Meadowhall Way, Sheffield, S9 1EA.

The West Riding campus will be de-amalgamated from Kenwood Academy on 1 April 2026 to become a single school as part of Nexus Multi Academy Trust.

Executive Headteacher : Mr Richard Hadfield

---

### **Lead inspector:**

David Mills, His Majesty's Inspector

### **Team inspectors:**

Richard Jones, His Majesty's Inspector

Rebecca Iverson, Ofsted Inspector

Dennis Ley, Ofsted Inspector

## **Facts and figures used on inspection**

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 February 2026

## **School and pupil context**

### **Total pupils**

**252**

### **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.

### **School capacity**

**184**

### **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.

### **Pupils eligible for free school meals (FSM)**

**44.65%**

#### **What does this mean?**

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

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

**100.00%**

#### **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.

### **Pupils with special educational needs (SEN) support**

**0.00%**

#### **What does this mean?**

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

### **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)**

**No resourced provision**

#### **What does this mean?**

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

## 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
------	-------------

2024/25 (2 term)	30.2%
------------------	-------

2023/24 (3 term)	23.1%
------------------	-------

2022/23 (3 term)	25.1%
------------------	-------

### Persistent absence

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

Year	This school
------	-------------

2024/25 (2 term)	61.7%
------------------	-------

2023/24 (3 term)	61.8%
------------------	-------

2022/23 (3 term)	60.4%
------------------	-------

## 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.

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 <https://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 2026



