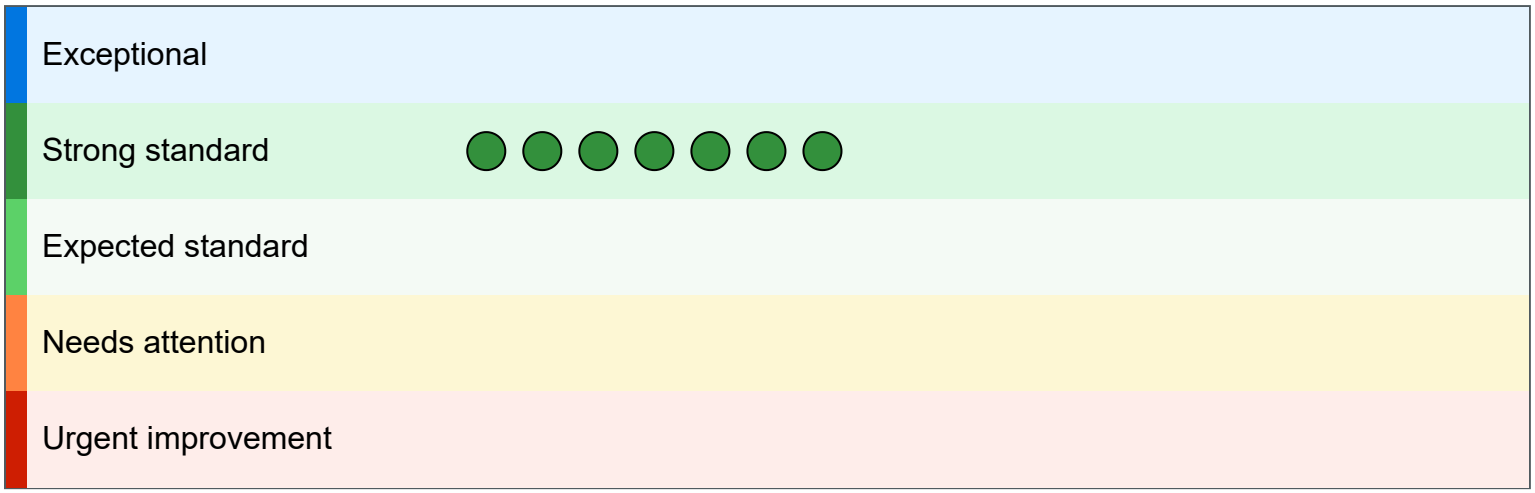
High Storrs School

Address: High Storrs Road, Sheffield, South Yorkshire, S11 7LH

Unique reference number (URN): 145455

Inspection report: 9 September 2026



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

Pupils achieve very well at High Storrs School. They attain above average results in national examinations, which is sustained over time. Disadvantaged pupils attain outcomes that are consistently above the national average. Pupils with special educational needs and/or disabilities and other pupils with barriers to their learning and/or wellbeing progress well from their starting points.

Pupils talk confidently about what they have learned and how their teachers help them to improve. They produce high-quality work, demonstrating their knowledge, skills and understanding.

There is a positive reading culture. Pupils read widely, talk confidently about texts and enjoy reading for pleasure. Leaders identify and support pupils who have gaps in their reading, communication and mathematics knowledge through targeted and timely interventions.

As a result of high levels of achievement and receiving the school's strong personal development offer, pupils are very well prepared for their next steps in education, employment or training.

Attendance and behaviour

Strong standard

Leaders have an informed and accurate understanding of behaviour, attendance and pupils' attitudes to learning across school. They respond quickly, using robust tracking systems, to changing circumstances and implement appropriate interventions to support pupils who need them.

Leaders place a high priority on attendance and punctuality. Their work has ensured that, over time, attendance has been consistently above the national average, including for pupils with special educational needs and/or disabilities, disadvantaged pupils and those who face barriers to their learning and/or wellbeing. The attendance of pupils continues to improve and reflects the school's very strong culture of high aspirations.

Leaders and staff establish a culture that is highly conducive to learning in which pupils flourish. There are clear systems and processes in place and a behaviour policy that is followed by staff. Leaders and staff are positive role models for pupils. They ensure that warm relationships and strong routines help pupils focus on their learning every day.

Pupils demonstrate consistently positive attitudes to their learning. Leaders and staff make reasonable adjustments for pupils with additional needs so that they can meet the same expectations as their peers. When needed, the inclusion team provides one-to-one behaviour mentoring with the involvement of an effective external support programme.

Curriculum and teaching

Strong standard

Leaders have a deep understanding of the quality of the curriculum and teaching. They use research and evidence well to design a broad, rich and ambitious curriculum that builds on pupils' knowledge securely over time. Each subject is carefully sequenced so that knowledge is revisited to enable pupils to make sense of new concepts.

Teaching is highly effective. Leaders ensure that teachers know their pupils well, including the needs of those with special educational needs and/or disabilities (SEND), disadvantaged pupils and those who face barriers to their learning and/or wellbeing. Teachers use their expertise to provide a range of appropriate adaptations to support these pupils so that they can learn well. Teachers consistently check pupils' understanding carefully using a range of strategies. This includes well-crafted questions and carefully chosen activities. This enables teachers to provide targeted feedback so that pupils can improve the quality of their work. However, checking that pupils have corrected grammatical errors is not consistent across all subjects.

Leaders effectively use a range of information to identify gaps in reading, communication, handwriting and mathematics. This is used to inform teaching across all subjects. Individual support plans provide a range of strategies for teachers to use to support pupils who have barriers to their learning. Leaders acknowledge that some of the plans for pupils with SEND need further detail so that teachers can support pupils to meet specific targets.

Inclusion

Strong standard

Leaders have highly effective systems to identify pupils' needs quickly. There are strong transition arrangements when pupils enter the school. Leaders and staff work closely with parents and carers to ensure pupils settle well. This includes pupils with special educational needs and/or disabilities, disadvantaged pupils and those who face barriers to their learning and/or wellbeing. Leaders provide high-quality training for staff to ensure that these pupils flourish.

Leaders have high expectations for all pupils. They ensure that pupils receive high-quality teaching that enables them to learn the curriculum well. When pupils need further support, there is a range of additional interventions in place to meet pupils' needs. Leaders and staff check the progress of pupils regularly, reviewing and adapting strategies to ensure they make a sustained difference to the experience at High Storrs and future opportunities.

The pupil premium strategy is carefully considered. Leaders ensure that additional support matches the needs of disadvantaged pupils. As a result, disadvantaged pupils achieve well.

The learning support area within the school provides a safe, supportive environment for pupils who have barriers to their learning and/or wellbeing. The inclusion team works very effectively with parents, external professionals and the virtual school.

Leaders make appropriate use of alternative provision. They ensure that any pupils who attend alternative provision continue to make progress and remain safe.

Leadership and governance

Strong standard

Leaders provide a clear strategic direction for the school. They have a strong, shared understanding of the school's strengths and areas they want to improve further. Their decisions focus on what is best for pupils, including those who have special educational needs and/or disabilities, disadvantaged pupils and those who face other barriers to their learning and/or wellbeing.

Governors and trustees are insightful. They use robust systems to evaluate leaders' work to ensure the vision and priorities are having the intended impact. Governors actively engage in the life of the school and use their expertise to constructively support and challenge leaders. Governors check that leaders allocate and use resources effectively to enable pupils to have access to the opportunities they need to achieve well.

Governors, trustees and leaders think carefully about staff workload and wellbeing. There are systems in place to support staff welfare, and staff explain that leaders listen to their views and act when needed. This helps create a strong, happy atmosphere where staff enjoy working and feel trusted.

Leaders provide high-quality professional development for teachers through training, teaching and learning groups, and coaching. Teachers welcome this approach. They benefit from a shared framework where they adapt and embed teaching strategies skilfully to their own classrooms.

Leaders and staff relentlessly promote a community ethos, effectively working in partnership with parents, carers and external agencies. This ensures pupils learn well, feel safe and have access to the opportunities they need to thrive.

Personal development and wellbeing

Strong standard

Pupils benefit from a personal development programme that helps them grow as confident, resilient and thoughtful young people. The programme is delivered through personal, social, health, careers and economic education lessons by a team of specialist teachers. The curriculum is enhanced through a range of activities, such as during tutor time, assemblies, visiting experts and within wider activities, so that pupils revisit important ideas as they get older.

Leaders think carefully about the knowledge pupils need to live safe, healthy and fulfilling lives. Pupils learn about different faiths and religions, as well as topics such as healthy relationships and online safety. Pupils say they feel able to ask questions and take part in discussions. They talk maturely about issues such as discrimination, diversity, rights and responsibilities. Leaders ensure the curriculum is adapted for pupils who have barriers to their learning and/or wellbeing so they access the full programme.

Leaders ensure that pastoral care is highly effective. Pupils learn how to manage challenges and look after their physical health and wellbeing. Staff notice pupils who may be struggling and make sure they get help, including mentoring, counselling or support from the inclusion and pastoral teams.

Leaders place a strong emphasis on pupils' character and wellbeing. Pupils understand the importance of the school's values, including 'excellent citizenship'.

Leaders respond well to pupils' requests for clubs and activities to meet their talents and interests. These include rock climbing, the eco club, a chess club, a crochet group, the Duke of Edinburgh Award, Industrial Cadets and a wide range of sports, drama and music activities. This results in the participation of most pupils, including those with special educational needs and/or disabilities and disadvantaged pupils.

Careers education is comprehensive and is a feature across all subjects. Pupils receive impartial guidance, attend talks from employers and successfully complete work experience placements.

Post-16 provision **Strong standard**

Leaders ensure a broad and ambitious study programme is in place for post-16 students, including those with special educational needs and/or disabilities and disadvantaged students. There is a wide range of qualifications that meet students' academic needs and career aspirations.

Leaders ensure the curriculum is well planned and teaching is of a high quality. Teachers' expertise, skill and regular checking of students' work enable them to progress well. Students demonstrate a secure understanding of their learning, using subject-specific vocabulary and responding confidently to questioning. Leaders provide individualised academic and pastoral support to remove any barriers to success. As a result, students achieve well, with attainment above national averages.

Students benefit from carefully planned work-related learning and a comprehensive personal development programme. Within the 'Life Skills' curriculum, students learn about how to keep safe, healthy lifestyles and relationships, and they develop effective study skills. Students receive strong careers advice and guidance, appropriate work experience and support with university applications. In addition, students participate in a wide range of activities, such as the school dance company, chess club, the samba band and creating the post-16 history magazine.

As a result of the strong post-16 provision, students leave the sixth form confident, independent, mature and well prepared for adult life, future education and employment.

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

Pupils are proud to be a member of High Storrs School. They feel a strong sense of belonging, which is evident in the positive relationships they have with staff and with each other. This is reflected in pupils' above-average attendance rates and their enjoyment of learning.

Pupils feel happy and safe in school. They know where to go for help and speak to staff if they have concerns about another pupil. Incidents of bullying or discriminatory behaviour are

very rare. Pupils trust staff to deal with incidents should they occur.

Pupils thrive because of the highly ambitious and rich curriculum and the expertise of their teachers. They show a positive attitude to their learning and value their education. Teachers explain new ideas clearly and help pupils to talk through their thinking. Pupils value the extra help teachers give them when they find learning difficult. Pupils with special educational needs and/or disabilities, disadvantaged pupils and those who face barriers to their learning and/or wellbeing receive the support they need to achieve well.

Pupils value the personal development curriculum. They develop an understanding of how to keep safe, relationships, respect, British values and financial awareness. Pupils appreciate the wide range of clubs and activities on offer. All pupils benefit from trips to enhance the curriculum and promote an awareness of different careers. These include visits to zoos, the theatre, an interactive science museum and a whole-school charity hike. These experiences help pupils to develop confidence, leadership and resilience. Older pupils contribute to the school community through mentoring younger pupils, supporting events and taking on leadership roles.

Pupils achieve well. Leaders are determined to unlock pupils' potential. They foster a culture where pupils believe that anything is possible. As a result, pupils leave school well prepared for their next stage of education as active, engaged and responsible citizens.

Next steps

- Leaders should develop the approach to checking grammatical accuracy so it is consistently embedded across all subjects.
- Leaders should ensure they continue to refine pupil plans to ensure adaptations and interventions have a transformational impact on the achievement of pupils with special educational needs and/or disabilities.

About this inspection

This school is part of Minerva 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), Bev Matthews, and overseen by a board of trustees, chaired by John Doyle.

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

This inspection took place on 9 and 10 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 local governing 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 currently makes use of one alternative provision, which is unregistered.

Headteacher: Dr Claire Tasker

Lead inspector:
Ruth Craven, His Majesty's Inspector

Team inspectors:
Harkireet Sohel, Ofsted Inspector
Dan Whieldon, Ofsted Inspector
Yvonne Bootman, Ofsted Inspector
Ed Hall, 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 9 September 2026

School and pupil context

Total pupils

1,706
Well 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

1,680
Well 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)

9.43%
Well below 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

3.58%
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

17.53%
Above average

What does this mean?

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

National average: 14.0%

Location deprivation

Well 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).

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)	74.4%	45.4%	Above
2023/24 (final)	78.2%	45.9%	Above
2022/23 (final)	77.0%	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)	61.0	46.1	Above
2023/24 (final)	61.1	45.9	Above
2022/23 (final)	60.3	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)	0.87	-0.03	Above
2022/23 (final)	0.79	-0.03	Above
2021/22 (final)	0.14	-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)	41.7%	25.8%	Above
2023/24 (final)	62.5%	25.8%	Above
2022/23 (final)	60.0%	25.2%	Above

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)	45.5	34.9	Above
2023/24 (final)	52.3	34.6	Above
2022/23 (final)	51.1	35.0	Above

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)	1.10	-0.57	Above
2022/23 (final)	0.68	-0.57	Above
2021/22 (final)	-0.68	-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)	41.7%	53.1%	-11.5 pp
2023/24 (final)	62.5%	53.1%	9.4 pp
2022/23 (final)	60.0%	52.4%	7.6 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)	45.5	50.4	-4.9
2023/24 (final)	52.3	50.0	2.3
2022/23 (final)	51.1	50.3	0.7

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)	1.10	0.16	0.94
2022/23 (final)	0.68	0.17	0.52
2021/22 (final)	-0.68	0.15	-0.83

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)	96%	92%	Above
2022 leavers (revised)	97%	93%	Above
2021 leavers (revised)	98%	94%	Above

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)	38.37	35.00	Close to average
2023/24 (final)	39.42	34.38	Above
2022/23 (final)	40.25	34.16	Above

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)	0.1	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)	5.8%	8.4%	Below
2023/24 (3 term)	6.0%	8.9%	Below
2022/23 (3 term)	5.7%	9.0%	Below

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)	13.4%	23.4%	Below
2023/24 (3 term)	13.2%	25.6%	Below
2022/23 (3 term)	13.5%	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.

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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