

Kingfisher Academy

Address: Sevenairs Road, Beighton, Sheffield, South Yorkshire, S20 1NZ

Unique reference number (URN): 147136

Inspection report: 16 June 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 ●

Many pupils who attend this school have missed parts of their education. Consequently they have gaps in their learning. Staff identify and close these gaps effectively, preventing them from widening further over time. Pupils make progress and achieve highly across the curriculum. They demonstrate detailed knowledge of communication and language, reading, and mathematics. Pupils with special educational needs and/or disabilities, those known to children's social care, and those facing other barriers to learning, consistently make secure progress from their starting points. Pupils learn the intended curriculum well. They build knowledge and skills over time, enabling them to tackle more complex work as they move through the school.

The achievement of disadvantaged pupils is a strength across the school. Leaders assess and track the progress of all pupils in detail. Where outcomes vary, leaders understand this and act to address it. Over time pupils make consistently strong progress both academically and socially. . Pupils are well prepared for their next steps in education, employment or training.

Attendance and behaviour

Strong standard ●

Leaders have clear systems to promote attendance. They have a team of staff who work to identify attendance issues. From pupils starting points, very high expectations for both attendance and behaviour are set and maintained. The school works with pupils and their families. They promote effective attendance habits. Pupils adopt these habits quickly. Staff understand the barriers that prevent pupils from attending. They work swiftly to address these issues promptly which has a tangible, positive impact. As a result, pupils attend regularly over time, this includes some pupils who have not attended school regularly for a significant period of time.

Pupils across the school are highly respectful. They are supported to be self disciplined. Pupils respect and care deeply about their school and about their fellow pupils. Pupils say that if any discrimination happens, staff will resolve this quickly. They also note that such discrimination is very rare. Bullying and poor behaviour are rare occurrences. Pupils explain how these behaviours are never tolerated. The school is a calm, harmonious environment. The staff have a fair and consistent approach to supporting behaviour. Praise is given wherever this is deserved. Pupils have exemplary attitudes to learning. Pupils with special educational needs and/or disabilities, those known to children's social care, and those facing other barriers to learning succeed are held to the same high expectations as their fellow pupils.

Curriculum and teaching

Strong standard ●

Leaders have a clear oversight of the school's curriculum and how pupils are taught. The school's curriculum is carefully considered to ensure it prepares pupils well for their future studies. Teachers consistently adapt lessons to that these begin from different pupils starting points, supporting pupils to build knowledge in every subject. Where pupils have gaps in

their prior learning, leaders act swiftly to identify and address these so that all pupils can access new learning successfully.

Teachers explain new concepts clearly. During and after lessons, they use questioning to check understanding and address misconceptions promptly. This supports pupils to remember more over time. Reading is central to the school's offer. Pupils and staff enjoy reading together. Phonics is taught effectively, and targeted support helps pupils who fall behind to catch up quickly.

Senior leaders and subject leaders closely monitor the quality of education. This information training and helps ensure that high-quality teaching is consistent. The curriculum supports pupils to build secure foundations for future learning. Pupils to produce work of a high quality, including pupils with special educational needs and/or disabilities, those known to children's social care and those facing other barriers to learning.

Inclusion

Strong standard ●

Staff enjoy getting to know the pupils well. From the earliest points of contact, leaders gather detailed information to identify and assess individual needs. They work closely with families and external agencies to build a clear understanding of pupils' different circumstances. This helps them remove barriers to learning, including for pupils with special educational needs and/or disabilities (SEND), pupils known to social care and pupils with different health needs and those who have faced trauma.

Teachers carefully create and adapt learning opportunities as needed. They understand the different needs pupils have and effectively tailor learning to support pupils in making positive progress. Leaders use a range of additional funding to support pupils to learn both on-site and through various trips and learning experiences.

Leaders regularly check what pupils know and remember. They check the progress pupils make to ensure the interventions they offer, help pupils to learn more. Adults work effectively with pupils to support their wellbeing and personal development, quickly adjusting the support that is available when when pupils need extra help or reassurance.

Staff support pupils who struggle with attendance. They keep in touch with parents and/or carers and lines of communication are of the utmost importance. Building positive friendships is key to removing barriers to learning and attendance. This supports pupils to feel safe, included in life at school and ready to learn.

Leadership and governance

Strong standard ●

Leaders, trustees, and governors share a common and ambitious vision for the school. They work hard to make sure every pupil has a successful education. Their dedication is impressive. They create an environment where pupils feel safe and valued. Leaders carefully review the school's strengths and key areas for growth. They carefully analyse the information they have to underpin the effective pupil-centred decisions they make.

Trustees and governors understand their roles. They also know the school's context well. They challenge and support leaders with skill. They fulfil their statutory duties and

understand the importance of holding leaders accountable. They do this thoroughly, ensuring that decisions are made in the best interests of pupils.

Teachers are supported to maintain consistently high expectations for all pupils. Staff morale is notably positive. Leaders are attentive to staff workload and wellbeing and take appropriate steps to support staff. The school's professional development programme is carefully considered and supports staff at all stages of their careers. As a result, staff develop their expertise and contribute to the school's ongoing improvement.

The school engages well with parents, professionals and the wider community. Leaders have established effective links with other schools and providers, enabling the sharing of expertise and good practice. Leaders maintain a strong focus on improvement. There is a shared commitment among staff to the school's mission to improve pupils' life chances. This includes ensuring that disadvantaged pupils benefit from the same high-quality education as their peers.

Personal development and wellbeing

Strong standard ●

Kingfisher's personal development and wellbeing programme supports pupils effectively. It has a highly positive impact on their confidence, independence and resilience. Pupils become more self-assured as they move through the school. The well designed programme meets the needs of pupils well, including those with additional needs, those known to social care and those facing other barriers. It helps pupils to develop the skills and personal attributes needed to be safe, active members of modern British society.

Pupils understand what fundamental British values are. They understand how to keep themselves safe online. They learn about equality, respect and tolerance. Through the relationships, sex and health education (RSHE) programme, pupils learn about healthy relationships and how to recognise when relationships are not safe. They know where to seek help if needed. The school promotes diversity and inclusion consistently.

Pastoral support is a strength of the school. Staff know pupils individually and respond quickly when they need support. Specialist provision, including counselling and mentoring, is accessible and valued. Pupils are extremely well supported. The enrichment offer is wide-ranging and thoughtfully designed. Clubs, activities and trips develop pupils' confidence, leadership, and collaborative skills. The structured enrichment programme supports new pupils and existing pupils extremely well. Activities such as 'chill and chat' help pupils build positive relationships and feel a strong sense of belonging.

Careers education is carefully planned and well sequenced. Pupils receive appropriate information, education, advice and guidance as they move through the school. Post-16 students benefit from tailored support for university and apprenticeship pathways. Leaders raise pupils' aspirations successfully. Pupils develop the knowledge, skills and confidence needed for their next steps and move on to a range of suitable destinations.

Post 16 provision

Strong standard ●

The school provides an effective and highly inclusive post-16 offer. A wide range of subjects and courses is available, demonstrating leaders' commitment to ensuring that students can

continue their education successfully. Leaders have a clear and well-informed understanding of how students are progressing and use this information to maintain the high quality of provision.

Students have high aspirations for the future and the school's learning offer means that these goals are consistently in reach. Students demonstrate their achievement in two ways. Firstly, they understand and can articulate what they are learning about. Secondly, they produce high-quality work throughout the course of learning. Leaders manage the provision, despite being primarily off-site, with great efficiency. The school helps students when needed. They thrive and are supported to socialise by mixing with students from another school. Staff maintain strong levels of personalisation and care, despite the provision being off-site. Pastoral support is excellent.

The curriculum is designed to meet a range of needs and supports inclusive participation. Students benefit from a rich personal development programme. They take responsibility and contribute positively to the wider school community. As with the rest of the school, careers guidance is highly effective. Students receive tailored support for university, apprenticeship and employment pathways. Work-related learning opportunities prepare them well for adult life. As a result, students are well prepared for their next steps and move on to appropriate destinations.

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

Pupils receive high standards of learning and care whether it is from the hospital bed or in the classroom special school which effectively fosters a close-knit community of growth, progress, and learning. Care and compassion can be found around every corner of this school. Staff at different sites are deeply committed to helping pupils achieve in all aspects of their lives. Pupils needs are responded to quickly and effectively on each of the school's sites. At the children's hospital, staff provide third-day education while children are in hospital.

Pupils feel safe, calm and secure as they are supported to return to learning after periods of absence from education. Pupils and staff work together in harmony. Pupils are able to access enjoyable lessons that meet their needs. Pupils appreciate the support and the enrichment opportunities available to them through school. Trips to London, the local farm, and the theatre support learning and widen pupil's experiences. Pupils are supported to feel confident to try out new hobbies and experiences.

High expectations of behaviour and respect for all contribute to a calm atmosphere in school. Staff support is always readily available. Pupils feel they have a voice and know who to speak to if they have worries. If any poor behaviour or bullying, happens, adults quickly take action and manage this carefully.

Pupil attendance at the school shows significant improvement over time. Staff focus on the barriers to attendance that some pupils face. Adults work closely with parents and/or carers and their children to successfully resolve these. Pupils are supported to access school and learning effectively despite their different needs.

There are a number of students who are part of the post-16 hub at a local school. Staff ensure that these older students receive the same help as those on the main site. The school catches the pupils wherever they are. It provides the care they need, offering an effective safety net which is appreciated by pupils and their families.

Next steps

- Leaders and those responsible for governance should ensure that the school's planned expansion is managed effectively. This will allow the existing high standards of provision, teaching and culture to be further developed and the strength of the school's learning and pastoral offer to continue. This will support pupils to continue to achieve well and develop their confidence, resilience and self-belief.
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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, head of school, 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. 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:

The school does not use any alternative provision.

The school caters for pupils aged 5 to 18 years with a wide range of acute and chronic medical and emotional needs.

At the time of the inspection, the school capacity was 210 pupils, and the number on roll was 206.

Kingfisher Academy operates across 4 sites: Becton Site, Sevenairs Rd, Beighton, Sheffield S20 1NZ; Chapel House, Hillsborough Barracks, Langsett Road, Sheffield, S6 2LW;

Kingfisher Academy & Silverdale Post-16 Specialist Hub, Bents Crescent, Sheffield, South Yorkshire, S11 9QH and Kingfisher Academy Sheffield Children's Hospital, A Floor, Western Bank, The Children's Hospital, Sheffield, S10 2TH.

Executive Headteacher: James Gibson

Lead inspector:

Richard Jones, His Majesty's Inspector

Team inspectors:

Tan Ilyas, Ofsted Inspector

Gemma Dixon, His Majesty's 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 16 June 2026

School and pupil context

Total pupils

5

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

70

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)

33.33%

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

60.00%

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

40.00%

What does this mean?

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

Location deprivation

Close to 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).

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
2022 leavers (revised)	100%
2021 leavers (revised)	77%

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 (3 term)	47.5%
2023/24 (3 term)	52.4%
2022/23 (3 term)	46.9%

Persistent absence

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

Year	This school
2024/25 (3 term)	27.2%
2023/24 (3 term)	30.7%
2022/23 (3 term)	55.2%

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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