

Hinde House 2-16 Academy

Address: Shiregreen Lane, Sheffield, South Yorkshire, S5 6AG

Unique reference number (URN): 139856

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 ●

Inclusion

Strong standard ●

Leaders have a passion for inclusion. As such, the school has a specially resourced provision for pupils with special educational needs and/or disabilities (SEND). This supports pupils who have communication and language needs. In addition, the school hosts a 42-place alternative provision that educates pupils at risk of exclusion or who have been excluded from local schools. These pupils do very well indeed. Their attendance improves markedly over time. Gaps in their knowledge are identified and filled.

Leaders identify and assess the needs of vulnerable pupils swiftly and accurately. Staff put precise adaptations in place. They are well trained to enable them to do so. Leaders monitor support meticulously to ensure that pupils' barriers to learning are reduced. Pupils with SEND are fully integrated into school life where possible. Sometimes, they access spaces such as 'Rainbow Carnations' to receive specific help. Pupils known to social care are very well cared for. Leaders' work with outside agencies, such as the local authority, is highly effective. Pupils receive the support they need, particularly in relation to their next steps.

Leaders' use of additional funding, such as the pupil premium grant for disadvantaged pupils, is strategically planned and closely monitored to benefit pupils. When leaders use external alternative provision, there is a clear rationale and they maintain robust oversight of it.

Expected standard ●

Attendance and behaviour

Expected standard ●

Leaders' work on attendance is rigorous and rooted in a deep understanding of the school's context. Their monitoring systems are well established. Leaders identify pupils with more frequent absences swiftly. Leaders act promptly. Their communication with parents is effective. Leaders provide additional support for pupils and their families when needed. Overall, attendance is in line with national figures. Leaders' work to improve the attendance of pupils in the 'Belong, Learn, Transform' alternative provision is a particular strength. These pupils attend school regularly and often compared to when they first arrived.

Pupils, parents and staff say that behaviour has improved markedly. There has been a cultural shift as a result of leaders' actions. Relationships are 'warm yet strict'. Behaviour across the school is calm and respectful. Leaders have established a culture of positivity, fairness and high expectations. Bullying is not tolerated. Any incidents of discrimination are recorded diligently, analysed thoroughly and followed up promptly. Staff apply behaviour policies consistently. Pupils generally show positive attitudes to their learning. Those that need help in focusing in lessons or around school receive additional support. Suspensions are used appropriately.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and teaching. There has been a focus on ensuring that the curriculum builds step-by-step from early years right through to the secondary phase. This is having a positive impact. Curriculums across the school are ambitious and well structured.

The curriculum is generally taught well. Teachers question pupils effectively. Teachers model activities and answers well. Overall, their explanations are clear and precise. There is currently a renewed focus on how well teachers check what pupils know. Agreed new approaches are increasingly well used.

Teachers benefit from high-quality training that strengthens their subject knowledge. Foundational knowledge in reading, writing and mathematics, such as handwriting, spelling, grammar and arithmetic, is prioritised. Reading is well taught. Phonics, handwriting routines, reviews of previous learning and targeted teaching sessions help pupils to keep up, and to catch up if needed. This is the case in both the primary and secondary phases.

Teachers know pupils' needs well. They adapt teaching effectively to support disadvantaged pupils and those with special educational needs and/or disabilities (SEND). This is the case for pupils in the alternative provision and in the specially resourced provision for pupils with SEND.

Early years

Expected standard 

Children in the early years get off to a positive and secure start. The 2-year-old provision is effective, offering language-rich interactions for children. Many children enter with below-average speech and communication skills. Staff promptly identify any additional needs. They provide high-quality interactions that ensure children make gains in their development. In the Nursery Year, the emphasis on language and communication continues, alongside opportunities to develop skills across the curriculum. Children are settled, confident and increasingly able to use a wide vocabulary in their play.

In Reception, reading and phonics are prioritised from the start. Children secure essential phonics knowledge and apply this in early writing. There is clear attention to pencil grip, letter formation and general handwriting skills. The curriculum is well sequenced. Key knowledge is defined and revisited regularly. The environment is rich and welcoming. There are many 'spaces', including a 'space to imagine' and a 'space to shine'. The 'busy board' shows children's progress through the curriculum. Children with additional needs learn alongside their peers. They access learning in 'rainbow carnations' or 'bluebells', where more targeted support is provided if needed.

Leaders work effectively with parents through induction processes and ongoing communication. Children are increasingly well prepared for their next stage of learning.

Leadership and governance

Expected standard 

Leaders aspire to a 'school of limitless possibility'. They work relentlessly to realise this vision. Leaders have a precise understanding of the school's strengths and the areas where development is still required. Their actions are clearly prioritised and rooted in an accurate evaluation of where the school is on its journey. Staff and pupils talk of a shift in culture, together with marked improvements in behaviour.

Leaders have inclusion at heart. The specially resourced provision for pupils with special educational needs and/or disabilities provides effective support for pupils with communication and language difficulties. The 'Belong, Learn, Transform' alternative provision enables pupils to refocus on their education. The impact of both of these is impressive.

Governance is effective and robust. Trustees meet their statutory duties, for example overseeing the school's safeguarding procedures. They offer strong support and challenge around resourcing, curriculum decisions and the pace of improvement. All decisions taken by leaders and trustees are in the best interests of pupils, particularly those who are more vulnerable.

Leaders ensure that all staff benefit from a coherent and high-quality programme of professional learning. Trust-wide training, coaching and other structured opportunities are available. Staff report feeling valued, listened to and respected. Leaders are attentive to staff wellbeing and workload. There are strong partnerships with parents, the trust and external agencies. Everyone works together for the benefit of pupils. Trust and school leaders are sharply focused on 'creating excellence together through a culture of care'.

Personal development and wellbeing

Expected standard 

Pupils are proud of their school community. One pupil said, 'Diversity is the school's strength.' This is typical of the comments of many. Pupils speak politely and openly with staff and each other. Pupils demonstrate respect, tolerance and care. They develop confidence, maturity and social skills through a well-designed personal development programme. This programme reflects the school's values and local context. It builds progressively from early years through to Year 11 and prepares pupils well for life in modern Britain.

In different subjects, pupils reflect thoughtfully on their beliefs, develop their understanding of right from wrong and engage sensitively with ethical issues. The personal, social and health education (PSHE) curriculum is well organised and delivered effectively. Here, pupils are helped to understand difference. The range of languages, religions and cultures among them strengthens pupils' learning. In the specially resourced provision for pupils with special educational needs and/or disabilities (SEND), and the 'Belong, Learn, Transform' alternative provision, the PSHE curriculum is tailored to pupils' needs. Relationships and sex education and health education are age-appropriate. Pupils are taught how to keep themselves safe online and offline. This includes managing emotions, relationships and any risks to their mental health.

The curriculum is enhanced by leadership roles, enrichment clubs and cultural visits. The 'junior leadership team' canvasses pupils' opinions and shares its findings with leaders.

Clubs such as 'Crazy Science', cheerleading and chess are on offer. Leaders track participation carefully so disadvantaged pupils and those with SEND engage fully. The 'Brigantia Student Experience' maps an entitlement for all pupils to a range of activities, such as a trip to the pantomime and a residential visit.

Careers education is a significant strength. Employer links, Oxbridge outreach and bespoke guidance for individual pupils help pupils plan confidently for their next steps. Very few pupils leave without firm plans for the future.

Needs attention

Achievement

Needs attention 

Historically, too few pupils have left Year 6 with the knowledge and skills required for Year 7. This is reflected in published outcomes for the end of key stage 2 national tests, which have been typically below average over time. Leaders are aware of this and improvements are well underway. Leaders' focus on addressing the gaps in pupils' basic knowledge and skills is having a positive impact across all year groups.

Pupils achieve well at key stage 3, securing foundations that prepare them effectively for GCSE study. Generally, pupils make suitable progress from their starting points by the end of key stage 4. Disadvantaged pupils reach standards in line with disadvantaged pupils nationally. Pupils leave Year 11 well prepared for their next steps. Pupils who attend the specially resourced provision for pupils with special educational needs and/or disabilities, or the alternative provision, develop their life skills rapidly. They gain appropriate qualifications that support them in their next steps.

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

Everyone is included at Hinde House. Pupils come from all walks of life. Many speak English as an additional language. More than half are disadvantaged, and many have special educational needs and/or disabilities (SEND). Teachers help everyone, regardless of their needs. Pupils who face extra challenges do very well here. This includes those in the school's specially resourced provision for pupils with SEND and those who attend the alternative provision, 'Belong, Learn, Transform'.

Historically, not enough pupils left Year 6 ready for the challenges that Year 7 brings. However, changes to the curriculum and improvements in the quality of teaching are already bearing fruit. Pupils with gaps in their foundational knowledge, such as spelling and reading, are supported effectively. Children in the early years are prepared well for later learning in key stages 1 to 4. Pupils leave Year 11 with the tools and qualifications they need for their next steps.

Pupils know that everyone is different. They respect others. Standards of behaviour have improved markedly in recent times. From the early years onwards, pupils behave well in

classrooms and around the building. They enjoy coming to school and attend regularly and often. They feel safe and enjoy positive relationships with staff. Unkind words or discriminatory behaviour are rare. Incidents are dealt with quickly when they do occur.

Pupils know what it is to be a good citizen. They are proud to be part of the Hinde House community. Pupils are taught to reflect on their beliefs. They understand right from wrong. There are many leadership opportunities, including being part of the junior leadership team. Clubs and extra-curricular opportunities are plentiful. The 'Brigantia Student Experience' is an entitlement for all pupils. It includes planned activities, from visiting a farm for younger pupils to visiting the Holocaust museum for those that are older.

Next steps

- Leaders should ensure that teachers' checks on pupils' learning are used consistently well to identify gaps in pupils' understanding and to inform subsequent teaching.
 - Leaders should embed recent improvements to the curriculum and teaching so that pupils deepen their knowledge and build on their achievement, including at key stage 2.
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About this inspection

This school is part of Brigantia 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), Mike Westerdale, and overseen by a board of trustees, chaired by Dr Julie Edwards.

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.

Inspection activities:

Inspectors spoke with the principal and school and trust leaders during the inspection. An inspector spoke with the CEO and members of the board of trustees.

Inspectors confirmed the following information about the school:

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 school includes a specially resourced provision for 26 pupils with special educational needs and/or disabilities. The primary need is communication and interaction. Many of these pupils have autism.

The school makes use of 5 alternative provisions, including 2 that are unregistered.

The school includes provision for 42 pupils who are at risk of permanent exclusion or who have been permanently excluded from other schools. The majority of these pupils are dual registered with their home school and with Hinde House. The local authority is the gatekeeper for this provision.

Since the previous inspection, a new principal has been appointed. At the time of inspection, he had been in position for 14 months.

Principal: Daniel Cross

Lead inspector:

Michael Wardle, His Majesty's Inspector

Team inspectors:

Suzette Garland-Grimes, Ofsted Inspector

Elaine Watson, Ofsted Inspector

Michael Smit, Ofsted Inspector

Stuart Voyce, Ofsted Inspector

Peter Cole, 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

1,451

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: 1,067

School capacity

1,337

Close to 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: 1,153

Pupils eligible for free school meals (FSM)

50.04%

Well above average

What does this mean?

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

National average: 28.9%

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

3.17%

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: 3.09%

Pupils with special educational needs (SEN) support

19.16%

Well above average

What does this mean?

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

National average: 13.4%

Location deprivation

Above 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).

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Key stage 2

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	43%	61%	Below
2024/25 (revised)	38%	62%	Below
2023/24 (final)	47%	61%	Below
2022/23 (final)	43%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	74%	Below
2024/25 (revised)	53%	75%	Below
2023/24 (final)	57%	74%	Below
2022/23 (final)	63%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	72%	Below
2024/25 (revised)	55%	72%	Below
2023/24 (final)	75%	72%	Close to average
2022/23 (final)	58%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	73%	Below
2024/25 (revised)	57%	74%	Below
2023/24 (final)	57%	73%	Below
2022/23 (final)	62%	73%	Below

Key stage 4

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 (revised)	41.1%	45.4%	Close to average
2023/24 (final)	37.7%	45.9%	Close to average
2022/23 (final)	36.6%	45.3%	Close to average

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 (revised)	41.1	46.0	Below
2023/24 (final)	38.9	45.9	Below
2022/23 (final)	41.5	46.3	Below

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)	-0.07	-0.03	Close to average
2022/23 (final)	0.01	-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.

Key stage 2

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	37%	46%	Close to average
2024/25 (revised)	32%	47%	Below
2023/24 (final)	33%	46%	Close to average
2022/23 (final)	44%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	62%	Below
2024/25 (revised)	48%	63%	Below
2023/24 (final)	42%	62%	Below
2022/23 (final)	64%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	59%	Close to average
2024/25 (revised)	52%	59%	Close to average
2023/24 (final)	63%	58%	Close to average
2022/23 (final)	53%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	60%	Close to average
2024/25 (revised)	58%	61%	Close to average
2023/24 (final)	42%	59%	Below
2022/23 (final)	58%	59%	Close to average

Key stage 4

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 (revised)	31.8%	25.8%	Close to average
2023/24 (final)	20.7%	25.8%	Close to average
2022/23 (final)	27.4%	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 (revised)	35.7	34.9	Close to average
2023/24 (final)	29.5	34.6	Below
2022/23 (final)	36.2	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)	-0.65	-0.57	Close to average
2022/23 (final)	-0.01	-0.57	Above

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 reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	37%	68%	-30 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	32%	69%	-37 pp
2023/24 (final)	33%	67%	-34 pp
2022/23 (final)	44%	66%	-22 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	53%	80%	-27 pp
2024/25 (revised)	48%	81%	-32 pp
2023/24 (final)	42%	80%	-38 pp
2022/23 (final)	64%	78%	-14 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	55%	78%	-23 pp
2024/25 (revised)	52%	78%	-27 pp
2023/24 (final)	63%	78%	-15 pp
2022/23 (final)	53%	77%	-25 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	80%	-26 pp
2024/25 (revised)	58%	81%	-22 pp
2023/24 (final)	42%	79%	-38 pp
2022/23 (final)	58%	79%	-21 pp

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 (revised)	31.8%	53.1%	-21.3 pp
2023/24 (final)	20.7%	53.1%	-32.4 pp
2022/23 (final)	27.4%	52.4%	-25.1 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 (revised)	35.7	50.4	-14.7
2023/24 (final)	29.5	50.0	-20.6

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	36.2	50.3	-14.1

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)	-0.65	0.16	-0.81
2022/23 (final)	-0.01	0.17	-0.18

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 (provisional)	80%	91%	Below
2022 leavers (revised)	86%	93%	Below
2021 leavers (revised)	85%	94%	Below

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 (2 term)	8.4%	8.1%	Close to average
2023/24 (3 term)	9.4%	8.9%	Close to average
2022/23 (3 term)	9.2%	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 (2 term)	24.4%	21.9%	Close to average
2023/24 (3 term)	29.6%	25.6%	Close to average
2022/23 (3 term)	29.8%	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.

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