

Maltby Lilly Hall Academy

Address: Cliff Hill, Maltby, Rotherham, South Yorkshire, S66 8AU

Unique reference number (URN): 141729

Inspection report: 15 April 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 ●

Attendance and behaviour

Strong standard ●

Leaders closely monitor and evaluate pupils' attendance. The school has clear systems in place to respond to pupil absence. These are applied consistently. Leaders constantly promote the importance of regular school attendance. Pupils' attendance rates have gradually improved in recent years, including for pupils who are disadvantaged and those with special educational needs and/or disabilities (SEND). Leaders quickly identify any barriers to attendance and provide effective support to pupils and their families. This approach is reducing persistent absence.

Leaders have created a warm, welcoming and calm learning environment. This enables all pupils to learn and thrive in school. Pupils' behaviour is excellent. They are polite, respectful and kind to others. Bullying is very rare, but if it happens, it is dealt with effectively. Pupils respond positively to clear behaviour rules and routines and high expectations, which are consistently understood and applied by all adults. Pupils rarely need reminding of these. Pupils learn how to manage their emotions well and become resilient learners with highly positive attitudes to learning. Older pupils are positive role models for younger pupils. Leaders have created a culture in which staff know pupils well and care for pupils, helping them to feel safe and happy in school.

Curriculum and teaching

Strong standard ●

Leaders have developed a high-quality, ambitious curriculum. They have made effective improvements to strengthen the curriculum and how it is taught, across subjects and phases. The curriculum is well-sequenced so that pupils build on their knowledge from early years through to the end of key stage 2. Pupils gain the knowledge they need for their next stage of education. Some of the improvements made are relatively new and so need more time to fully impact on pupils' published outcomes by the end of key stage 2.

Leaders ensure that the curriculum is taught consistently and effectively. Teachers have the detailed subject knowledge required to deliver the high-quality curriculum. Lessons are carefully structured so that pupils secure the crucial knowledge they require. Teachers constantly check for pupils' misconceptions and address these quickly. Adults make thoughtful adaptations to ensure that pupils who are disadvantaged and those with special educational needs and/or disabilities fully access the curriculum.

Leaders prioritise developing pupils' foundational knowledge and a rich vocabulary. Pupils are taught to read from the earliest stage. They quickly become confident and competent readers, with older pupils reading complex texts. Pupils learn how to communicate effectively through their spoken language and in their writing.

Early years

Strong standard ●

Children get off to a rapid start because leaders are highly knowledgeable about how young children develop and learn. The youngest children settle quickly into the 2-year-old provision, where they are curious, immersed in learning and ultimately prepared well for the

Nursery Year. The curriculum is progressive across the early years and is carefully designed to consider children's developmental needs and abilities. Children, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), benefit from a high level of care and support that enables them to access the high-quality curriculum with ease.

Staff are highly trained and interact meaningfully with children. They maximise opportunities to help children to develop their resilience, independence and problem-solving skills. Children quickly develop their communication and language skills and collaborate well together.

In Reception, adults teach phonics well and children quickly develop a broad vocabulary and become enthusiastic readers. Leaders also focus on children learning to be confident speakers and writers as well as understanding early mathematics. Staff rigorously track the progress of children and keep parents and carers well informed. Adults are skilled at adapting and evolving the learning environment both indoors and outside, based on what the children know and can do. Children transition seamlessly into Year 1.

Inclusion

Strong standard 

Leaders have a clear understanding of the needs of their pupils, particularly those who are disadvantaged and those with special educational needs and/or disabilities (SEND). Adults quickly and accurately identify and assess pupils' needs. When pupils need extra support, they receive timely and effective interventions, which consistently reduce barriers to learning or wellbeing. A small proportion of pupils with SEND need a high level of support throughout their time in school. Staff understand these needs well and provide high-quality support to enable pupils to fully participate in school life.

Leaders rigorously monitor and evaluate the progress of pupils. Leaders seek advice from external professionals and use this to tailor the teaching approach where needed. Leaders are committed to making sure the environment enables all pupils to thrive. Staff are highly trained to make reasonable adjustments and adaptations that make a sustained difference to the experiences of pupils who are disadvantaged and those with SEND. Leaders use additional funding to make sure every pupil has everything they need to be successful. They constantly review their approach to make sure it is making a difference to pupils' learning. Children known (or previously known) to social care are well looked after in school.

Leadership and governance

Strong standard 

Leaders know their school and their pupils incredibly well. The principal has recently been appointed but is already well established due to his previous roles in school and within the trust. Leaders have precisely identified and prioritised actions for improvements in the best interests of pupils. Many of these actions have been embedded and have secured strong standards across multiple areas of the school's work. Leaders, on all levels, have a clear understanding of what they need to do next to further improve.

Trustees and governors are committed to their roles. They support leaders but also provide robust challenge to hold leaders to account. They have an accurate view of the school's performance and fulfil their legal duties.

Leaders have high expectations of their staff and their pupils. They have established an extensive programme for high-quality staff training, which is precisely aligned with the priorities for school improvement. Staff value their professional learning opportunities and take responsibility for their development. The impact of this is demonstrable through the high-quality teaching and support that pupils receive. Leaders are outward facing and share their knowledge and best practice with other schools across the trust.

Leaders care about the wellbeing of their staff. Staff value their approach and actions taken to reduce their workload. They are immensely proud to work in this school. They feel trusted and valued. Leaders communicate well with parents, who know what their child is learning in school and are kept informed of the progress that they are making.

Expected standard

Achievement

Expected standard 

Pupils, including those who are disadvantaged, achieve well in national tests for reading, writing and mathematics. They typically achieve in line with, or above, national averages at the expected standards. However, a small minority of pupils do not achieve as highly as they could. Pupils with special educational needs and/or disabilities (SEND) generally make suitable progress from their starting points.

Leaders make sure that pupils, including those who are disadvantaged and pupils with SEND, secure their foundational knowledge in reading, writing and mathematics. Pupils build on the positive start that they make in early years, as they move up the school. Pupils become confident, fluent readers and communicators. They develop their knowledge in foundation subjects across the curriculum over time. They produce high-quality work and are well prepared for the next stage of their education.

Personal development and wellbeing

Expected standard 

Pupils gain a range of experiences through the school's personal development programme. It starts in early years and pupils build on their knowledge as they move through school. They learn how to maintain a healthy lifestyle, both physically and mentally. Pupils learn about healthy relationships at an age-appropriate level as well as learning how to recognise danger and risk, including when online.

Pupils learn, and demonstrate, what it means to be a good citizen. They show respect and tolerance, understanding the importance of not discriminating against people but showing consideration to the needs of others. Pupils are active in their community through singing in their local care home and preparing parcels for the local food bank.

Pupils benefit from opportunities to explore their local heritage through visits to landmarks and castles. They visit museums, art galleries and the theatre and learn about different faiths and cultures. Older pupils attend residential visits and outdoor education. This helps to build their resilience and develop team-building skills.

Pupils access extra-curricular clubs, for example drawing, yoga and mindfulness. Leaders ensure that these opportunities are accessible for all pupils, including for those who are disadvantaged and those with special educational needs and/or disabilities (SEND). However, this offer is not as tailored to the needs and aspirations of pupils as it could be, to broaden pupils' experiences and ensure that all pupils benefit fully.

The student council run election campaigns in which pupils vote for their representatives. Leaders support all pupils, including those with SEND, to get involved. The student council makes sure pupils have a voice in the direction of the school. Older pupils can become sports leaders and run activities for younger pupils.

All pupils benefit from high-quality pastoral support. Staff care about pupils and their wellbeing. Pupils know where to go if they have a worry or concern. They receive the guidance they need to become confident and independent in preparation for their next steps.

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

Pupils are safe and happy at Maltby Lilly Hall Academy. They receive a warm welcome each day by staff, who care for them. Pupils' behave incredibly well. They are polite and well mannered. Pupils show kindness and respect towards others. Bullying is very rare and dealt with effectively. Pupils thoroughly enjoy their experience of school and most attend regularly.

Pupils are keen to learn and impress. They benefit from a high-quality curriculum, which is delivered consistently well. Children in the early years are incredibly well prepared to move into key stage 1. They are equipped with the knowledge and skills they need for their next steps. In school, pupils build on their strong foundations and secure their foundational knowledge. They take pride in their work. Pupils who are disadvantaged and those with special educational needs and/or disabilities (SEND), receive highly effective support and care. This enables them to progress alongside their peers. Pupils achieve well at the end of key stage 2 from their starting points. In national tests, pupils typically achieve in line with, or above, national averages. However, a small minority of pupils do not achieve as highly as they could.

All pupils, including those who are disadvantaged and those with SEND, benefit from a range of opportunities that extend beyond the classroom. They regularly explore their local area and visit the local church and theatre. Pupils visit national museums and art galleries. Pupils are encouraged to join clubs and activities, such as multi-skill sports or card games. However, these are not tailored closely enough to the hobbies and talents of pupils. Pupils are encouraged to engage with their local community through fundraising activities or by singing as part of the choir. Some pupils have leadership responsibilities and are positive role models for younger pupils. These experiences prepare pupils well for their next steps.

Next steps

- Leaders should ensure that the improvements made to curriculum and teaching lead to more pupils achieving at the highest levels at the end of key stage 2.
 - Leaders should ensure that the full personal development programme is carefully tailored to the needs and aspirations of pupils so that all pupils, including those who are disadvantaged and those with SEND, fully benefit from the offer.
-

About this inspection

This school is part of Maltby 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, David Sutton, and overseen by a board of trustees, chaired by Glyn Staves.

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 HMI.

Inspectors spoke with the principal, senior leaders, the chief executive officer, trustees and governors during the inspection.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The school also, under the same registration, runs a 2-year-old provision and a nursery. This is located on Lilly Hall Road, Maltby S66 8AB.

The school has undergone a significant change since the last inspection. The current principal started in January 2026. However, he has worked with the school in his trust role for a number of years and was previously the principal up until 2021.

Principal: David Horrigan

Lead inspector:

Nikki Heron, His Majesty's Inspector

Team inspectors:

Claire Leech, Ofsted Inspector

Sam O'Brien, Ofsted Inspector

Rebecca Lumb, 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 15 April 2026

School and pupil context

Total pupils

427

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: 272

School capacity

496

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: 300

Pupils eligible for free school meals (FSM)

15.13%

Below average

What does this mean?

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

National average: 26.3%

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

1.17%

Below 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: 3.5%

Pupils with special educational needs (SEN) support

9.60%

Below average

What does this mean?

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

National average: 15%

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).

All pupils' performance

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	66%	61%	Close to average
2024/25 (revised)	57%	62%	Close to average
2023/24 (final)	68%	61%	Close to average
2022/23 (final)	72%	60%	Above

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	81%	74%	Above
2024/25 (revised)	79%	75%	Close to average
2023/24 (final)	82%	74%	Above
2022/23 (final)	83%	73%	Above

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	78%	72%	Above
2024/25 (revised)	75%	72%	Close to average
2023/24 (final)	78%	72%	Close to average
2022/23 (final)	82%	71%	Above

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	81%	73%	Above
2024/25 (revised)	75%	74%	Close to average
2023/24 (final)	82%	73%	Above
2022/23 (final)	85%	73%	Above

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 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	49%	46%	Close to average
2024/25 (revised)	33%	47%	Below
2023/24 (final)	58%	46%	Above
2022/23 (final)	60%	44%	Above

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	73%	62%	Above
2024/25 (revised)	73%	63%	Close to average
2023/24 (final)	75%	62%	Above
2022/23 (final)	70%	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	73%	59%	Above
2024/25 (revised)	60%	59%	Close to average
2023/24 (final)	83%	58%	Above
2022/23 (final)	80%	58%	Above

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	62%	60%	Close to average
2024/25 (revised)	60%	61%	Close to average
2023/24 (final)	67%	59%	Close to average
2022/23 (final)	60%	59%	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 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	49%	68%	-19 pp
2024/25 (revised)	33%	69%	-36 pp
2023/24 (final)	58%	67%	-9 pp
2022/23 (final)	60%	66%	-6 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	73%	80%	-7 pp
2024/25 (revised)	73%	81%	-7 pp
2023/24 (final)	75%	80%	-5 pp
2022/23 (final)	70%	78%	-8 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	73%	78%	-5 pp
2024/25 (revised)	60%	78%	-18 pp
2023/24 (final)	83%	78%	6 pp
2022/23 (final)	80%	77%	3 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	62%	80%	-18 pp
2024/25 (revised)	60%	81%	-21 pp
2023/24 (final)	67%	79%	-13 pp
2022/23 (final)	60%	79%	-19 pp

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)	4.8%	5.2%	Close to average
2023/24 (3 term)	5.4%	5.5%	Close to average
2022/23 (3 term)	5.6%	5.9%	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)	11.6%	13.3%	Close to average
2023/24 (3 term)	14.0%	14.6%	Close to average
2022/23 (3 term)	12.1%	16.2%	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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <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
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright