

Oasis Academy Don Valley

Address: Leeds Road, Sheffield, South Yorkshire, S9 3TY

Unique reference number (URN): 140394

Inspection report: 19 May 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.

Expected standard

Early years

Expected standard 

The school's early years provision is well led and a strength of the school. Leaders have high aspirations for the children in their care and do not allow barriers to prevent children from being well prepared for key stage 1. Although many children arrive with low starting points, such as in their speech, language and communication, the school's effective approach typically results in them achieving well by the end of the Reception year. Children's development is carefully mapped across all areas of learning, with the prime areas, including language development clearly prioritised. For example, the school's effective teaching of phonics in Reception contributes positively to the school's phonics screening check outcomes.

In the early years, children are supported to understand how to look after themselves, including through eating healthily and learning to brush their teeth. Staff focus on the welfare of children. They supervise children well and ensure that they remain safe, such as minimising risks associated with choking when children are eating.

Staff in the early years regularly check for gaps in children's learning and development. They tailor activities appropriately to address these. This includes providing effective, bespoke support for children who required it to enhance their fine motor development. Staff further reinforce the support that they offer through high-quality interactions with children.

Leadership and governance

Expected standard 

Leaders, including those from the trust, have a very secure understanding of the school and the current standard of education that it provides to pupils. The trust has acted to provide significant additional resources and staffing capacity, including through the deployment of the executive principal, to help stabilise and improve the school. This has had a tangible impact that can be seen in the improving standards of behaviour and a more effective range of professional learning for staff, for example. However, there remains much to do to ensure that all pupils receive the consistently high-quality education that they are entitled to. Leaders recognise this and continue to work at pace to make the necessary improvements.

Those with responsibility for governance are suitably knowledgeable and skilled to discharge their responsibilities effectively. They hold an accurate view of the school and use this to provide further support to the work of school leaders. They make appropriate further checks to ensure that they are satisfied that the school meets its statutory duties, such as in relation to safeguarding.

Leaders have taken steps to improve conditions for staff and the school's relationship with parents and carers. Staff generally welcome these with many recognising their impact, such as on their workload. Leaders are not complacent on these matters. The school provides a range of wider support, including to help staff to maintain positive mental health. Leaders know the importance of supporting staff wellbeing in improving the experience of both staff and pupils.

The school, supported by the trust, has developed an ambitious curriculum for both personal, social and health education and relationships and sex and health education. This pays appropriate regard to national guidance. The school works with local religious leaders to enhance its teaching of the curriculum and strengthen families' understanding of the school's approach, such as when teaching about different types of family structures and the protected characteristics. The school ensures that pupils learn to keep themselves safe, including online.

Leaders have constructed much of the school's personal development offer around its drive to celebrate the diverse, multi-cultural nature of its pupils. It integrates cultural events within the school year, such as promoting Roma heritage in the school's 'Romfest' event. Actions such as this have helped to enhance pupils' understanding of others, as well as reducing incidents of discrimination.

Leaders ensure that pupils' views are taken into account. The school offers a broad range of clubs and activities, many included as a result of pupils' interests or to develop their talents. Consequently, pupils enjoy these. Many make regular use of opportunities such as the school's science and boardgame clubs. Pupils benefit from the opportunity to carry out voluntary roles supporting their peers and younger pupils. For example, secondary pupils help primary peers with their reading and many pupils support the running of school events, such as the Iftar.

The school has carefully integrated learning about careers across the full age-range of the school. Leaders use insights about local employment opportunities to inform what pupils learn. They ensure that pupils have opportunities to speak with a range of local colleges and universities. This, alongside independent careers advice and guidance, helps pupils to make informed decisions about their next steps.

Needs attention

Achievement

Needs attention 

Outcomes in national assessments, such as GCSEs and end-of-key-stage tests, are broadly low and below national averages. Largely, this has been the case over multiple years. However, the school's high proportions of pupils who face barriers to learning, including those who speak English as an additional language, make like-for-like comparisons more challenging. For example, despite weak overall attainment, the school's disadvantaged pupils achieve in line with their disadvantaged peers elsewhere.

While some achievement measures remain too low, the school is making positive strides with younger pupils. Children in the early years transition to key stage 1 well prepared for the next stage in their learning. Phonics screening check outcomes are close to the national average and the Year 4 multiplication check outcomes have risen in recent years. This reflects the improvements that the school is making and the impact of these on those pupils

who have experienced a less disrupted education. Gaps in older pupils' knowledge still hamper their preparedness for later learning.

Attendance and behaviour

Needs attention 

Rates of absence are high. Too many pupils miss important learning. The school is taking steps to address this. Leaders monitor attendance data in detail. This helps them to identify patterns and trends. It helps the school to establish what additional support pupils need. Leaders use this analysis to inform appropriate actions. Targeted interventions, such as the school's 'escape PA' initiative have proved effective. However, securing more consistent attendance, particularly in the secondary phase, remains of the utmost importance.

Pupils show respect for one another. They respect each other's different faiths and cultures. Many pupils behave well and display positive attitudes to their learning. Staff and pupils routinely comment positively on the recent improvements in behaviour at the school. There has been a recent reduction in suspensions. Incidents of bullying and derogatory behaviour are reducing. When incidents do arise, staff challenge these robustly.

Routines, such as the school's morning line up, help pupils to start the day well. Despite this, some pupils continue to struggle to meet leaders' high expectations for their conduct. In some cases, staff do not consistently reinforce these expectations, particularly in relation to low-level behaviours. Where appropriate, such as for pupils accessing adapted provisions, the school provides tailored support that helps pupils to improve their behaviour.

Curriculum and teaching

Needs attention 

The school has adopted the trust's ambitious curriculum, making adjustments to reflect its context and pupils' requirements. Leaders have carefully considered what pupils need to know, ensuring that pupils learn new knowledge in a logical sequence.

Despite the ambitious intent, teaching remains inconsistent. Leaders have an accurate understanding of what needs to improve. Actions to bring this about are well reasoned and checked on by leaders at all levels. Further improvement in the implementation of the curriculum is required to ensure that all pupils benefit from the high-quality teaching that some already do.

Generally, provision in the primary phase is more secure with greater variation occurring in the secondary phase. Where teaching is most effective, staff present information clearly to promote pupils' knowledge, use ambitious vocabulary and regularly check what pupils know. In these cases, teachers adjust their teaching to address misconceptions quickly. However, this is not the norm for all pupils. In some cases, weaknesses exist in teachers' use of assessment and how they implement guidance on the support required by pupils with SEND. When this happens, it can slow pupils' progress through the curriculum or how quickly gaps in pupils' knowledge and skills are closed. Although leaders have taken deliberate steps to develop staff expertise, the impact of these is yet to be fully embedded.

Leaders accurately identify pupils' barriers to learning and wellbeing, including special educational needs and/or disabilities. A range of assessment approaches, supplemented by external professional advice and guidance, inform the school's support plans for individual pupils. These are shared with staff to guide teaching approaches and outline adaptations to help pupils. However, these are implemented inconsistently and do not routinely sharpen learning for pupils who face additional barriers.

The school's pupil premium strategy draws on leaders' accurate understanding of the school's context and the barriers that pupils face. Leaders have devised evidence-informed strategies to address challenges such as high absence and gaps in pupils' achievement. While some positive impact is evident, more generally this is still to be realised consistently. Gaps between pupils eligible for the pupil premium grant and their peers, such as in achievement and attendance, are still to significantly narrow.

Leaders have secure oversight of those pupils known or previously known to social care. Children in care are well supported by the school, working alongside the virtual school. Leaders use the additional funding that these pupils are eligible for effectively, targeting it to improve their access to education and support. The school uses alternative provision infrequently and commissions this carefully. Ensuring pupils' welfare and development are key considerations for leaders in these cases.

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

The majority of pupils enjoy attending Oasis Academy Don Valley. The school is improving after a period of turbulence since its previous inspection. Most pupils recognise the positive changes that are being made to the standards of behaviour and the quality of the curriculum, alongside the wider opportunities that they are able to access. These improvements are gradually beginning to benefit pupils, their learning and achievement. However, in many aspects these are more embedded in the primary phase.

Pupils in the primary phase enjoy playing and learning in the company of their peers. They form secure relationships with their friends and teachers. These help them to feel a sense of belonging and community. Children in the early years secure a positive start to their time in school.

Leaders are taking positive steps to secure improved behaviour from pupils across the school. These have already resulted in significant change, including pupils receiving more rewards for good conduct and fewer sanctions for misbehaviour. Bullying is rare and not tolerated. Despite this, sometimes leaders' high expectations are not reinforced by staff consistently. When this happens, pupils' low-level misbehaviour is not addressed and continues to interrupt learning.

Some pupils achieve well. Children in the early years are well prepared for key stage 1. Outcomes in the phonics screening check and the Year 4 multiplication check are generally positive. Often, disadvantaged pupils achieve similarly to their peers in other schools.

However, overall, pupils' achievement is not high enough and has been low over time. Leaders' actions are resulting in the youngest pupils being better prepared for their next steps than those in older year groups. For these pupils, the steps being taken to improve the curriculum, teaching and attendance are not sufficiently embedded and have not yet had the positive impact that leaders intend them to.

Next steps

- Leaders should ensure that the school's curriculum is consistently well taught across subjects and phases.
 - Leaders should embed recent and planned changes in the school's attendance strategy to secure improved attendance of pupils, particularly in the secondary phase.
 - Leaders should ensure that teachers consistently implement the school's planned support for pupils with SEND in lessons.
 - Leaders should ensure that staff consistently close gaps in pupils' knowledge and skills quickly, strengthening their understanding of the curriculum and achievement in national assessments
 - Leaders should ensure that changes to improve the school are rigorously checked, evaluated and adjusted so that improvements, such as those in standards of behaviour, are built upon and sustained over time.
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About this inspection

This school is part of Oasis Community Learning, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, John Barneby, and overseen by a board of trustees, chaired by Caroline Taylor.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the executive principal, head of the primary phase and other senior leaders from the school and trust, including the chief executive officer of the trust. The lead inspector spoke with members of the trust board. Inspectors also discussed the school's work with representatives of the virtual school and leaders at alternative provisions where the school commissions places. During the inspection, inspectors visited lessons across a range of subjects and year groups as well as speaking with pupils and reviewing samples of their work. They also spoke with other members of the school's teaching and non-teaching staff.

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 makes use of 3 alternative provisions, all of these are unregistered.

Executive Principal: Nichola Smith

Lead inspector:

Thomas Wraith, His Majesty's Inspector

Team inspectors:

Chris Fletcher, Ofsted Inspector

Dan Whieldon, Ofsted Inspector

Michael Rowland, Ofsted Inspector

Claire Stewart, 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 19 May 2026

School and pupil context

Total pupils

1,138

Close to 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

1,170

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: 1,154

Pupils eligible for free school meals (FSM)

57.72%

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

2.28%

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

13.88%

Close to average

What does this mean?

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

National average: 13.4%

Location deprivation

Well 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)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (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	53%	61%	Below
2024/25 (final)	51%	62%	Below
2023/24 (final)	59%	61%	Close to average
2022/23 (final)	51%	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	62%	74%	Below
2024/25 (final)	61%	75%	Below
2023/24 (final)	72%	74%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	52%	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	71%	72%	Close to average
2024/25 (final)	69%	72%	Close to average
2023/24 (final)	76%	72%	Close to average
2022/23 (final)	67%	71%	Close to average

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	59%	73%	Below
2024/25 (final)	56%	74%	Below
2023/24 (final)	62%	73%	Below
2022/23 (final)	59%	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 (final)	27.3%	45.4%	Below
2023/24 (final)	30.3%	45.9%	Below
2022/23 (final)	33.3%	45.3%	Below

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)	36.8	46.1	Below
2023/24 (final)	36.1	45.9	Below
2022/23 (final)	37.5	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)	-0.59	-0.03	Below
2022/23 (final)	-0.13	-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	47%	46%	Close to average
2024/25 (final)	51%	47%	Close to average
2023/24 (final)	44%	46%	Close to average
2022/23 (final)	43%	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	58%	62%	Close to average
2024/25 (final)	63%	63%	Close to average
2023/24 (final)	63%	62%	Close to average
2022/23 (final)	47%	60%	Below

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	69%	59%	Above
2024/25 (final)	73%	59%	Above
2023/24 (final)	69%	58%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	63%	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	53%	60%	Close to average
2024/25 (final)	56%	61%	Close to average
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	53%	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 (final)	18.2%	25.8%	Close to average
2023/24 (final)	23.9%	25.8%	Close to average
2022/23 (final)	27.7%	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 (final)	32.2	34.9	Close to average
2023/24 (final)	32.5	34.6	Close to average
2022/23 (final)	33.4	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)	-0.62	-0.57	Close to average
2022/23 (final)	-0.14	-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	47%	68%	-21 pp
2024/25 (final)	51%	69%	-18 pp
2023/24 (final)	44%	67%	-24 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	43%	66%	-23 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	58%	80%	-21 pp
2024/25 (final)	63%	81%	-17 pp
2023/24 (final)	63%	80%	-17 pp
2022/23 (final)	47%	78%	-32 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	69%	78%	-9 pp
2024/25 (final)	73%	78%	-5 pp
2023/24 (final)	69%	78%	-9 pp
2022/23 (final)	63%	77%	-14 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	53%	80%	-26 pp
2024/25 (final)	56%	81%	-24 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	53%	79%	-26 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 (final)	18.2%	53.1%	-35.0 pp
2023/24 (final)	23.9%	53.1%	-29.3 pp
2022/23 (final)	27.7%	52.4%	-24.7 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)	32.2	50.4	-18.2
2023/24 (final)	32.5	50.0	-17.5
2022/23 (final)	33.4	50.3	-16.9

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)	-0.62	0.16	-0.79
2022/23 (final)	-0.14	0.17	-0.31

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)	81%	92%	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 (3 term)	10.6%	8.4%	Above
2023/24 (3 term)	10.3%	8.9%	Above
2022/23 (3 term)	9.3%	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 (3 term)	30.1%	23.4%	Above
2023/24 (3 term)	32.9%	25.6%	Above
2022/23 (3 term)	30.3%	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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