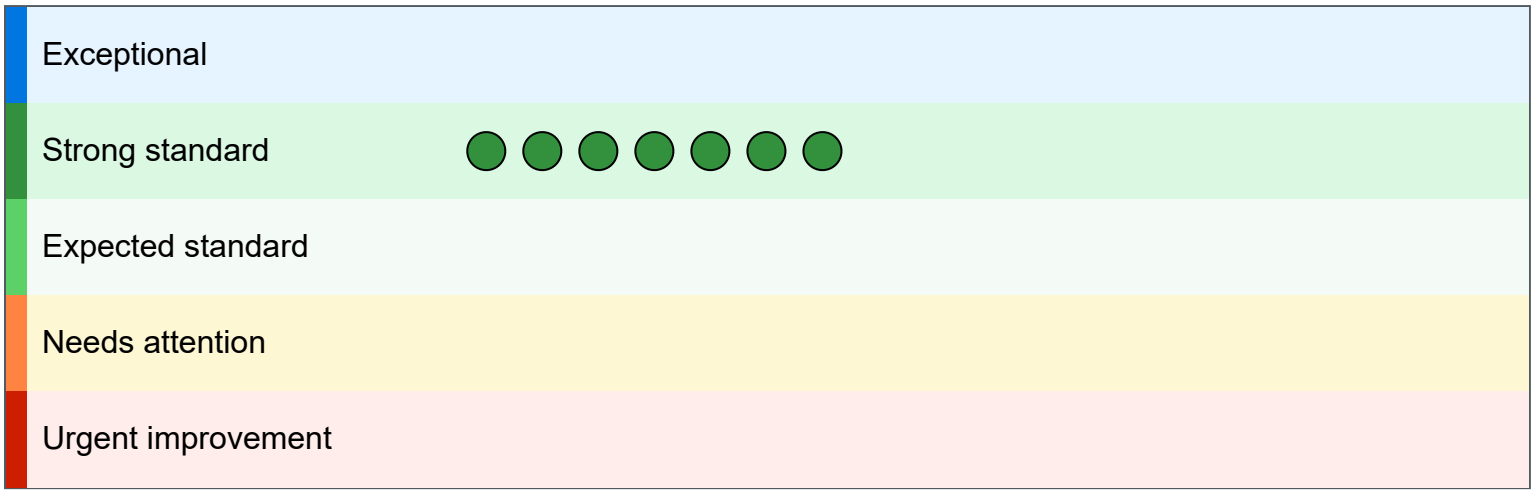
# South Nottinghamshire Academy

**Address:** Glebe Lane, Off Cropwell Road, Radcliffe on Trent, Nottingham, Nottinghamshire, NG12 2FQ

**Unique reference number (URN):** 137112

# Inspection report: 13 October 2026




## Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

# Strong standard

## Achievement

**Strong standard**

Pupils achieve well across the curriculum. Their work is typically of a high standard. It demonstrates secure knowledge and understanding of the curriculum. Pupils take pride in their work. They are developing the skills they need for further study.

Outcomes at key stage 4 have been typically above national averages over time. Pupils make good progress from their starting points. Students in the sixth form also make positive progress. This is reflected in the high quality of their work. Disadvantaged pupils and those with special educational needs and/or disabilities achieve well alongside their peers. Effective support enables pupils to overcome barriers to learning. Targeted support for reading enables pupils who need additional help to catch up quickly.

Pupils are well prepared for the next stage of their education, employment or training. They develop secure knowledge, qualifications and wider skills that enable them to move successfully on to their next steps.

## Attendance and behaviour

**Strong standard**

Attendance is above national averages, including for disadvantaged pupils. Leaders have high expectations of pupils' attendance. They celebrate high attendance through assemblies. Regular attendance is recognised through attendance awards. Leaders use effective systems to monitor attendance and quickly identify pupils who may need additional support. They analyse attendance information precisely and provide tailored support for pupils who face barriers to regular attendance. This includes working with families, external agencies and pupils themselves. As a result, attendance is improving over time for all pupils, including those with special educational needs and/or disabilities. Pupils attend school regularly. The number of pupils who are persistently absent from school is below the national average.

High expectations of behaviour are understood and applied consistently across the school. As a result, pupils behave well and contribute positively to a calm and purposeful environment. Pupils are respectful towards each other, staff and visitors. They move around the school sensibly, and lessons are rarely disrupted by poor behaviour. Clear routines support pupils to develop positive attitudes to learning. Pupils say that bullying is rare and that staff deal with concerns quickly and effectively. Leaders have established clear systems for reporting concerns, and pupils know how to access support if needed. Incidents of discriminatory behaviour are addressed appropriately. As a result, pupils feel safe, valued and able to focus on their learning.

## Curriculum and teaching

**Strong standard**

The curriculum is ambitious and well planned. Subjects are carefully sequenced from Year 7 to Year 13. Leaders have designed a curriculum that develops the specific knowledge and skills of each subject. For example, in English, carefully planned topics and structured

discussion activities help pupils to develop subject-specific vocabulary, analytical thinking and spoken communication. As a result, pupils deepen their understanding over time.

Teaching is typically highly effective across the curriculum. Staff follow a clear and consistent approach to teaching. Lessons are well organised and calm. Teachers explain new learning clearly and check pupils' understanding regularly. They know pupils well and use this knowledge to provide appropriate support in lessons. This helps pupils, including those with special educational needs and/or disabilities, to access the curriculum successfully and overcome barriers to learning.

Teachers use precise assessments to identify how pupils' knowledge is developing and adapt their teaching when needed. Pupils receive helpful feedback from teachers and consistently use this to improve their work.

Leaders have established effective systems to identify which pupils need to further develop the basic skills necessary to support their future learning. The reading programme is well established. Pupils' reading ability is assessed carefully, and additional support is provided when needed. Well-planned interventions help pupils to develop confidence and fluency.

## Inclusion

**Strong standard** 

Leaders use robust systems to quickly identify barriers to learning, attendance and wellbeing. They use a range of information and support from external experts to ensure that pupils receive the right support. As a result, pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils are well supported to access the curriculum and wider school life. Pupils with complex physical needs are given personalised support, which enables them to thrive at school.

Staff know pupils well. They benefit from regular training and clear information about barriers to learning. This means that teachers provide effective support in lessons. As a result, vulnerable pupils, including pupils with SEND, achieve well. Additional support helps pupils to build confidence and close gaps in their learning. Leaders monitor the impact of support carefully.

Disadvantaged pupils benefit from a well-planned support strategy. Leaders provide personalised support, including mentoring and help during transition points. They take steps to remove financial barriers to participation, including using pupil premium funding. As a result, disadvantaged pupils take a full part in school life and wider opportunities. They are well represented in leadership roles and enrichment activities across the school.

Alternative provision is used appropriately and monitored carefully. Leaders check pupils' attendance, progress and wellbeing closely to ensure that support remains effective.

## Leadership and governance

**Strong standard** 

Leaders have high expectations of pupils and staff. They have a clear understanding of the school's strengths and areas to be developed. Leaders' actions have improved important aspects of the school's work, including consistency of teaching. They work beyond the school to share effective practice and support improvement in other schools. Leaders make

use of external expertise to strengthen provision for pupils and to develop staff knowledge and skills. This has enhanced the support available to pupils, particularly through the school's pastoral care.

Governors and trustees know the school well and fulfil their statutory responsibilities effectively. They have a secure understanding of the school's work, including provision to support vulnerable pupils. Governors provide effective support and challenge. Governors share leaders' ambition for pupils. They check carefully that improvement priorities are having the intended impact.

Staff value the support they receive from leaders. Leaders consider workload carefully and have established effective approaches to support staff's wellbeing. As a result, staff speak positively about the school and describe it as a family. They are proud to work at the school. Leaders provide a well-planned programme of training that supports staff at all stages of their careers. Staff develop their expertise through opportunities within the school and across the trust. Early career teachers are particularly positive about the support, training and guidance they receive. Staff across all roles contribute to the school's wider work, including the extensive co-curricular programme.

Many parents who shared their views are positive about the school. They value leaders' high expectations and appreciate the wide range of opportunities available to pupils.

## Personal development and wellbeing

**Strong standard** 

Overall, pupils develop knowledge and skills that prepare them well for life in modern Britain. The personal, social and health education curriculum is delivered mainly through mixed-aged tutor groups in Years 7 to 11. Younger pupils benefit from opportunities to learn from older pupils. This deepens discussion and understanding. Typically, pupils develop a secure understanding of important issues through discussion. This includes topics such as democracy, equality and respect. Learning is reinforced by focused curriculum weeks that provide age-appropriate learning on key topics, such as healthy living and relationships. Leaders use assessment information to identify aspects of the curriculum that need to be revisited. However, assessment processes do not always provide leaders with precise enough information about the knowledge of different groups of pupils.

Effective pastoral support helps pupils to feel valued. Leaders place a high priority on pupils' emotional wellbeing. Staff work closely with families and external agencies to provide timely support. Pupils benefit from mentoring, wellbeing programmes and carefully planned support during important transition points. As a result, pupils settle quickly into new stages of education and are well prepared for their next steps.

A strength of the school is the wide range of opportunities available beyond the classroom. Many pupils take part in a variety of clubs, visits and activities. A range of leadership roles enables pupils to develop their collective responsibility and confidence. Leaders carefully track participation in co-curricular activities. They take effective action to ensure that all pupils can take part. Disadvantaged pupils and those with special educational needs and/or disabilities are well represented in leadership roles and activities. Barriers to participation are swiftly identified and proactively removed through practical and financial support.

Careers education prepares pupils well for their future. Pupils benefit from meeting employers, attending careers events and receiving personalised guidance. As a result, pupils understand the choices that are available to them. They know what they need to do to achieve their ambitions.

**Post-16 provision** **Strong standard**

Students benefit from a high-quality sixth form that prepares them well for their future. Leaders have created an inclusive provision where students are supported to achieve well from their starting points.

Teaching is consistently structured and effective. As a result of high-quality teacher knowledge and exposition, combined with a range of appropriate teaching techniques, students are generally well engaged and able to make progress with their learning. Strategies such as pre-reading and regular assessment help students to remember and build complex knowledge. Students are confident in explaining their ideas. Detailed teacher feedback supports students to improve their work and make progress. Students retaking English and mathematics qualifications receive effective support and achieve positive outcomes.

Students are well prepared for life beyond school. The personal development programme helps them explore current issues, stay safe and become responsible young adults. Careers guidance is a particular strength. Students receive expert advice and benefit from a wide range of experiences that help them make informed decisions about their next steps. Many students undertake work experience related to their areas of interest or future aspirations. As a result, they move on successfully to higher education, employment or training.

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

Pupils enjoy being part of a welcoming and inclusive school community at South Nottinghamshire Academy. The school's values, reflected in 'the SNA way', shape school life. Pupils treat others with respect, work hard and aim high. They are encouraged to persevere when challenges arise and understand the importance of attending school regularly. As a result, pupils are confident, engaged in their learning and well prepared for life beyond school.

Pupils consistently meet leaders' high expectations of attendance and behaviour. Pupils behave well. This is supported by consistent routines. Overall attendance is above the national average and has been improving over time.

There is a strong sense of belonging at the school. Diversity is celebrated. Pupils' additional needs are well considered, so that all pupils can be fully involved in the wider life of the school. The mixed year tutor system is valued by pupils. Younger pupils settle quickly and gain confidence from the support of older pupils. Pupils take pride in helping others and acting as positive role models. This is reflected through the school's peer mentoring programme.

Effective teaching enables pupils to develop secure subject knowledge and achieve positive outcomes. Outcomes at the end of key stage 4 are typically above national averages. Students in the sixth form make positive progress from their starting points.

Pupils feel safe in school. They trust adults to listen and help when needed. Bullying and discriminatory behaviour are rare. When concerns arise, staff deal with them quickly.

The co-curricular programme is an important part of life at school, including in the sixth form. Pupils benefit from an extensive range of opportunities beyond the classroom. Leadership opportunities, including roles as prefects, house captains or diversity ambassadors, support pupils to develop confidence and independence. Careers education is highly effective. Pupils value opportunities to discuss their futures with leaders. This supports pupils to make important decisions about their next steps.

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## Next steps

- Leaders should refine processes to ensure that pupils' knowledge of the personal development programme, particularly their understanding of the personal, social and health education curriculum content, is consistently secure and detailed across all years.
- Leaders should continue to develop whole-school approaches supporting handwriting and numeracy, including for pupils who have not yet secured these skills.

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## About this inspection

This school is part of Redhill 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, Andrew Burns, and overseen by a board of trustees, chaired by Simon Healy.

The head of school is Mark Siviter.

This inspection took place on 13 and 14 October 2026.

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.

Inspectors spoke with school leaders, staff and pupils. They also spoke with representatives of the trust and those responsible for governance during the inspection. Information was gathered from parents.

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 currently makes use of 2 alternative provisions, which are registered.

Headteacher: Dan Philpotts

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**Lead inspector:**
Helen Loader, His Majesty's Inspector

**Team inspectors:**
Alison Davies, Ofsted Inspector
James Laming, Ofsted Inspector
Gary Carlile, Ofsted Inspector
Matthew Van Lier, Ofsted Inspector

## Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 13 October 2026

## School and pupil context

### Total pupils

**1,010**
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: 1,063

### School capacity

**750**
Well below 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)**

## 21.23%
Below average

**What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 30.4%

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

## 1.58%
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: 3.53%

**Pupils with special educational needs (SEN) support**

## 9.01%
Below average

**What does this mean?**

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

National average: 14.0%

**Location deprivation**

## Well below average

**What does this mean?**

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

**Resourced provision or SEND Unit (if applicable)**

## No resourced provision

**What does this mean?**

Whether school has Resourced provision or SEND unit (if applicable).

## All pupils' performance

**English and maths GCSE**

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2024/25 (final)** | 56.6% | 45.4% | Above |
| **2023/24 (final)** | 61.6% | 45.9% | Above |
| **2022/23 (final)** | 43.2% | 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 (final)** | 51.7 | 46.1 | Above |
| **2023/24 (final)** | 54.0 | 45.9 | Above |
| **2022/23 (final)** | 49.9 | 46.3 | Close to average |

**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)** | 0.18 | -0.03 | Close to average |
| **2022/23 (final)** | 0.36 | -0.03 | Above |
| **2021/22 (final)** | 0.34 | -0.03 | 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' 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)** | 28.6% | 25.8% | Close to average |
| **2023/24 (final)** | 30.4% | 25.8% | Close to average |
| **2022/23 (final)** | 7.7% | 25.2% | Below |

### 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)** | 37.3 | 34.9 | Close to average |
| **2023/24 (final)** | 42.9 | 34.6 | Above |

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2022/23 (final)** | 31.2 | 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)** | -0.31 | -0.57 | Close to average |
| **2022/23 (final)** | -0.66 | -0.57 | Close to average |
| **2021/22 (final)** | -0.03 | -0.55 | 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' 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)** | 28.6% | 53.1% | -24.6 pp |
| **2023/24 (final)** | 30.4% | 53.1% | -22.7 pp |
| **2022/23 (final)** | 7.7% | 52.4% | -44.7 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)** | 37.3 | 50.4 | -13.1 |
| **2023/24 (final)** | 42.9 | 50.0 | -7.1 |
| **2022/23 (final)** | 31.2 | 50.3 | -19.1 |

### 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)** | -0.31 | 0.16 | -0.47 |
| **2022/23 (final)** | -0.66 | 0.17 | -0.82 |
| **2021/22 (final)** | -0.03 | 0.15 | -0.19 |

## 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)** | 98% | 92% | Above |
| **2022 leavers (revised)** | 91% | 93% | Average |

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2021 leavers (revised)** | 95% | 94% | Average |

## 16 to 18 performance

### A-level average point score

The average points that students achieved per A-level entry.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2024/25 (final)** | 35.54 | 35.00 | Close to average |
| **2023/24 (final)** | 33.14 | 34.38 | Close to average |
| **2022/23 (final)** | 34.51 | 34.16 | Close to average |

### A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2024/25 (final)** | 0.1 | 0.0 | Close to average |
| **2023/24 (revised)** | -0.1 | 0.0 | Close to average |

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2025/26 (1 term)** | 5.9% | 7.8% | Below |

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2024/25 (3 term)** | 6.8% | 8.4% | Below |
| **2023/24 (3 term)** | 7.8% | 8.9% | 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 |
|---|---|---|---|
| **2025/26 (1 term)** | 15.4% | 21.5% | Below |
| **2024/25 (3 term)** | 18.4% | 23.4% | Below |
| **2023/24 (3 term)** | 20.7% | 25.6% | 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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