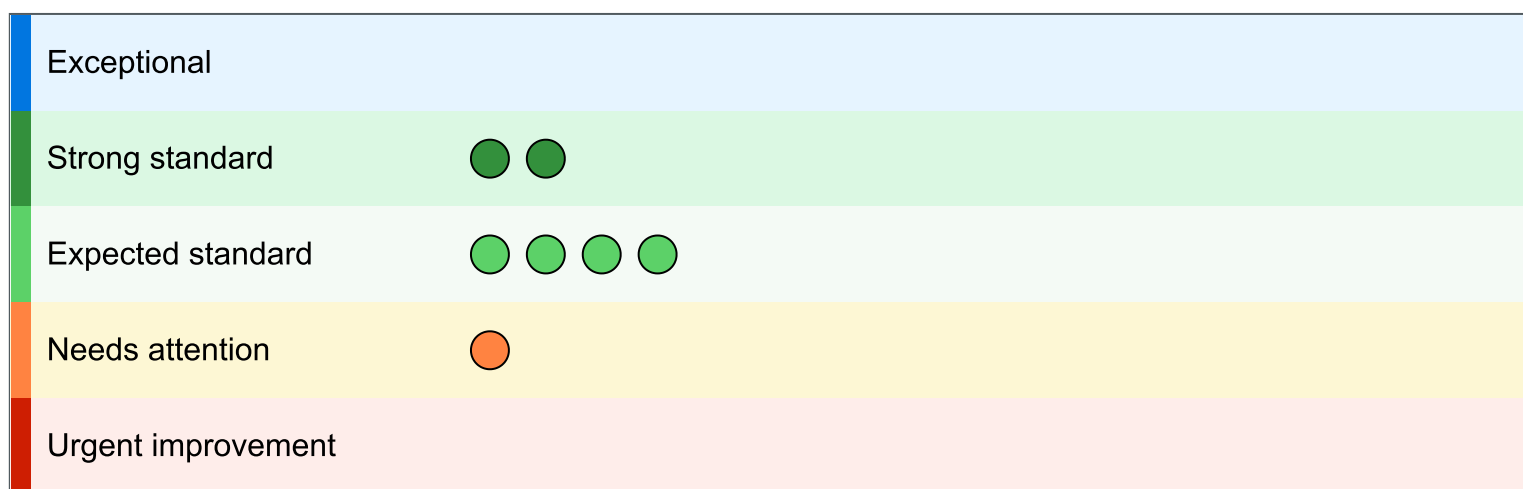


Maltby Academy

Address: Braithwell Road, Maltby, Rotherham, South Yorkshire, S66 8AB

Unique reference number (URN): 136042

Inspection report: 28 April 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 ●

Inclusion

Strong standard ●

Inclusion runs through every aspect of school life. Leaders identify and understand each pupil's individual needs. Specifically, the 'vulnerable learners network' is a weekly opportunity for staff to consider what support is in place for individuals and to check if this needs to be altered so that it is even more effective. As a result, vulnerable pupils' attendance is improving, rates of suspensions are decreasing and attainment is increasing.

Morning routines and the enrichment programme help pupils with different needs to focus and engage fully in school life. Pupils access activities such as boxing and special effects make-up, which they might not otherwise have had the opportunity to experience.

Leaders engage well with external agencies, including the local authority's virtual school. Alternative provision is very well targeted and its use is reviewed regularly. The school's 'Exceed' and 'Succeed' provision to support pupils with special educational needs and/or disabilities (SEND) is highly effective. Teaching in classrooms is well tailored to the needs of pupils with SEND.

Disadvantaged pupils learn well from their starting points. Several also have SEND or are known to social services. Additional funding grants for disadvantaged pupils have been used particularly effectively to improve attendance.

Personal development and wellbeing

Strong standard ●

Pupils access a well-sequenced personal development programme that revisits key topics such as mental health, wellbeing and online safety. Pupils develop a deep understanding of healthy relationships. The 'life skills' curriculum is both 'static and adaptive'. This means that leaders have planned what needs to be covered, but they alter this should national or local themes or events require a change. The programme is equally as effective for students in the sixth form. The majority of pupils develop a deep understanding of the issues covered.

The wider offer builds on this and is impressive. Morning routines help pupils feel welcomed into school. Planner checks, raffle tickets to reward positive behaviours and discussion topics all form part of this programme. Songs play, chosen by student leaders, that link to the positive traits that leaders want to develop among pupils, such as resilience. These link to the discussion topics. As pupils arrive, staff spot those who need any additional pastoral support and intervene effectively.

Wednesday afternoon enrichment takes place within the school day and all pupils have access to this. Trampolining, ultimate frisbee and gardening are just a few examples. These opportunities spark the imagination of pupils and widen their horizons. All pupils participate.

The 'student leadership team' is active. Together with staff, they help to develop leadership opportunities for other pupils. Reading mentors, house leaders and anti-bullying ambassadors are all in place. Pupils help to run house competitions in disciplines such as art, photography and chess.

Pupils have a deep respect for difference and understand what it is to be a citizen in modern Britain. Careers education is comprehensive. Pupils receive support and guidance to help them with their next steps. They appreciate this. The wider personal development programme helps to bring a true sense of belonging within the academy.

Expected standard ●

Attendance and behaviour

Expected standard ●

As a direct result of the positive culture at school and the systems that leaders have put into place, attendance has increased. It is now at or above national averages. Fewer and fewer pupils are persistently absent. Rates of attendance continue to increase. Leaders work effectively with families where there are barriers to pupils' attendance. The number of pupils who miss a high proportion of school has decreased significantly.

For several years now, leaders have focused on creating a positive culture in school. They have been highly successful in doing so. Pupils are respectful, courteous, considerate and kind. They are calm when moving around the building and motivated in lessons. Parents, carers, staff and pupils agree. Leaders leave nothing to chance. They have thought deeply about how to ensure that pupils belong to and enjoy school. The rich enrichment offer and focused morning routines support this. Suspensions are decreasing, bullying and discriminatory language are rare and swift support is given for behaviour where needed. Leaders listen carefully to the perspectives of pupils. There are excellent relationships between adults and pupils. Those pupils who attend the 'Exceed' provision receive the support that they need in relation to any social, emotional or mental health problems they may encounter.

Curriculum and teaching

Expected standard ●

Leaders have transformed the curriculum. The impact of this on pupils' achievement is increasing, including in mathematics. The curriculum for each subject is ambitious and coherent. The essential knowledge that pupils learn has been identified. The school's '39-week plans' are pivotal in this regard. They ensure that new content builds on what pupils already know step by step. This includes subjects taught in the sixth form.

Typically, teaching is effective and purposeful. Teachers consistently apply the school's teaching approaches effectively. These include opportunities for revisiting prior learning and pinpointing what pupils already know. Learning activities support pupils to understand what is required of them and help them to focus on the task in hand. Teachers offer additional support if needed, and all this supports pupils well to make progress. There is also a focus on reading aloud across school. Pupils rise to meet teachers' expectations. The culture in lessons is highly positive.

Pupils who need extra help, including those with special educational needs and/or disabilities, receive this. Leaders have an accurate view of the curriculum and teaching. Leaders continue to strengthen how well all teachers check pupils' progress in lessons to

ensure that this is consistently effective in closing knowledge gaps and addressing any misconceptions.

Leadership and governance

Expected standard 

Leaders are transforming the school. The job is not finished, but it is well underway. The culture that leaders have built at school is impressive. Pupils are respectful and courteous. The school is a calm and focused place to learn. Attendance is improving. The curriculum has been overhauled. Historic weaknesses in mathematics are being addressed robustly. Leaders know their school well.

A striking feature of the school is the way in which systems are designed to ensure that pupils feel as if they belong. Morning entry routines are well established and help to set the scene for the day. The enrichment programme on Wednesday afternoon allows all pupils to get involved in interesting and sometimes unusual activities. All pupils have these opportunities.

Governors and trustees work intelligently to provide leaders with the support and challenge needed to drive the school forward. They are passionate about the school. Governors and trustees share the school's commitment to inclusion. They know the barriers that some pupils face. They support leaders in helping these pupils to belong and thrive.

'Driver groups' across the trust work together to develop aspects of the schools' work, for example, in subject curriculums. The school provides teachers with a well-considered programme of research-informed professional learning. Staff value this learning. Staff feel well supported. They say that leaders are mindful of staff workload. Leaders work effectively with parents and carers. They also engage with other schools to investigate what works best and to implement it at Maltby.

Post 16 provision

Expected standard 

Leaders have a secure understanding of the quality of post-16 provision at school. Their vision is to support pupils from all backgrounds and abilities to have a successful education in sixth form. This inclusive approach is helping students who may not have continued their studies to do so. Generally, students progress well from their starting points, but sometimes they do not always attain in national examinations as well as they could.

Students are well prepared for their next steps after Maltby. The advice and guidance they receive is effective. Some students leave to go to university, while others go into the world of work. Very few leave without firm plans for the future.

The curriculum is well planned and ambitious. Teaching is effective. Delivery of lessons is purposeful and questioning is incisive. Teachers have secure subject knowledge. Teachers help individuals if they struggle to understand a specific concept.

Students with special educational needs and/or disabilities achieve well. Sometimes, students access personalised transition programmes to help them when they leave Maltby. The tutor programme supports pupils of all aptitudes and abilities effectively. Enrichment, life

skills lessons and the many student leadership opportunities help to further enhance students' time in sixth form.

Needs attention

Achievement

Needs attention 

Historically, pupils have underachieved in mathematics. This has had a negative impact on the percentage of pupils who achieve grade 5 or above in the combination of both English and mathematics GCSEs. This includes disadvantaged pupils. Leaders are aware of this. They have improved the curriculum and the quality of teaching in mathematics. Although some pupils still have some gaps in their knowledge, these are closing quickly. This is because leaders are acting decisively in relation to this.

In all other subjects, pupils make consistently positive progress through the curriculum. For example, pupils are doing well in history, geography and English. Pupils who need extra help in securing the basics, for example, in handwriting, spelling and reading, typically receive the support they need. Pupils with special educational needs and/or disabilities (SEND) do well here. For example, the specific and time-limited programmes that some pupils with SEND access in the 'Succeed' provision are highly effective.

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

Leaders, staff and pupils at this school have transformed its culture and ethos. Pupils behave extremely well and show a deep respect for each other. Pupils are resilient, confident and take responsibility. They have high aspirations and enjoy being part of the Maltby community.

Pupils feel as if they belong here. Every day, pupils are warmly welcomed into the building by members of staff. The morning routine that is in place helps pupils to settle and prepares them for learning. Members of the student leadership team check on younger pupils, breakfast is available for all, and daily discussion topics help focus pupils' minds. Wednesday afternoon is special. A wide variety of enrichment activities is available for pupils within the school day. The range is impressive and includes fishing and sword dancing, for example. All pupils can access these opportunities.

Pupils enjoy school. The school is calm and lessons are focused. Bullying is rare, as is derogatory language. If there are ever any issues, pupils say these are dealt with quickly and effectively. Such is the positive atmosphere at school, rates of attendance are improving. Pupils feel safe.

Pupils who need additional help in their learning are well supported. For example, pupils with special educational needs and/or disabilities receive effective help in class. Those with greater need who access the school's 'Exceed' or 'Succeed' provisions are very well supported.

Pupils' achievement is also improving. Recent work to help pupils do even better in mathematics is bearing fruit. Improvements in the curriculum and teaching are helping pupils in all year groups remember more of the content that they study. Pupils leave school with firm plans for the future. This includes students in the sixth form. Students in sixth form develop wider skills that help them as they move on to employment or to university.

Next steps

- Leaders should ensure that the renewed mathematics curriculum is consistently well delivered so that pupils' achievement in national tests, such as GCSEs, improves.
 - Leaders should ensure that checks on pupils' learning are used to consistent effect to identify gaps in pupils' understanding and to inform subsequent teaching.
 - Leaders should continue to improve students' academic performance in the sixth form.
-

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 (CEO), 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 HMIs.

Inspectors spoke with the principal, members of the senior leadership team, the director of education and the CEO during the inspection. The lead inspector also met those responsible for governance.

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 currently makes use of 4 alternative provisions, all of which are registered.

Principal : Richard Wood

Lead inspector:

Michael Wardle, His Majesty's Inspector

Team inspectors:

Harkireet Sohel, Ofsted Inspector


Katie North, Ofsted Inspector

Jayne Gaunt, Ofsted Inspector

Vicky Callaghan, 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 28 April 2026

School and pupil context**Total pupils**

1,121

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

1,200

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)

33.92%

Close to 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

4.82%

Above 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

18.38%

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

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

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)	33.9%	45.4%	Below
2023/24 (final)	35.6%	45.9%	Below
2022/23 (final)	36.1%	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)	42.0	46.1	Close to average
2023/24 (final)	44.0	45.9	Close to average
2022/23 (final)	42.5	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)	-0.13	-0.03	Close to average
2022/23 (final)	-0.17	-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.

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)	12.0%	25.8%	Below
2023/24 (final)	17.3%	25.8%	Close to average
2022/23 (final)	27.5%	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)	29.8	34.9	Below
2023/24 (final)	35.3	34.6	Close to average
2022/23 (final)	32.8	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)	-0.53	-0.57	Close to average
2022/23 (final)	-0.82	-0.57	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' 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)	12.0%	53.1%	-41.1 pp
2023/24 (final)	17.3%	53.1%	-35.8 pp
2022/23 (final)	27.5%	52.4%	-25.0 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)	29.8	50.4	-20.6
2023/24 (final)	35.3	50.0	-14.7
2022/23 (final)	32.8	50.3	-17.5

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)	-0.53	0.16	-0.70
2022/23 (final)	-0.82	0.17	-0.99

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)	87%	92%	Below
2022 leavers (revised)	91%	93%	Average
2021 leavers (revised)	88%	94%	Below

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)	26.18	35.00	Below
2023/24 (final)	28.66	34.38	Below
2022/23 (final)	29.88	34.16	Below

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)	-1.0	0.0	Below
2023/24 (revised)	-0.5	0.0	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)	10.2%	8.4%	Above
2023/24 (3 term)	10.6%	8.9%	Above
2022/23 (3 term)	10.5%	9.0%	Above

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)	31.5%	23.4%	Above
2023/24 (3 term)	33.3%	25.6%	Above
2022/23 (3 term)	33.3%	26.5%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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