

The Brunts Academy

Address: The Park, Mansfield, Nottinghamshire, NG18 2AT

Unique reference number (URN): 137763

Inspection report: 17 March 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 ●

Pupils benefit from a calm, orderly and respectful environment in which routines are well established and applied consistently. Leaders' clear expectations mean that pupils attend regularly and understand the importance of being in school every day. Staff work closely with pupils and their families, offering supportive approaches such as morning check-ins, attendance mentoring and structured start-of-day routines that help pupils settle quickly. Leaders use ongoing monitoring to identify any issues early and act promptly so that pupils remain engaged and ready to learn.

Pupils behave exceptionally well across the school. They move around the site sensibly and show courtesy towards staff and one another. In classrooms, pupils follow established routines, contribute thoughtfully during discussions and work with sustained focus. They respond positively to the calm, consistent presence of staff, who use respectful, relationship-based approaches to support pupils' behaviour. Pupils say that staff deal with concerns, such as unkind behaviour or bullying, fairly and quickly. Pupils value opportunities to contribute to the school community, for example, through peer-support roles, restorative conversations or taking responsibility for shared spaces. This creates a culture in which pupils feel safe, supported and confident in their learning.

Curriculum and teaching

Strong standard ●

Leaders have designed a well-structured and ambitious curriculum that reflects the needs of the pupils served by the school. They have thought carefully about the knowledge that pupils should learn and have ensured that curriculum plans sequence this clearly across subjects. Leaders often check how well the curriculum is implemented and use this information to refine and strengthen teaching, where appropriate.

Teachers use their strong subject knowledge to explain new concepts clearly and help pupils make secure connections to earlier learning. Consistent routines, such as retrieval activities, modelled examples and structured practice tasks, support pupils in understanding increasingly complex ideas. Teachers check pupils' learning frequently so that any misconceptions are identified and resolved quickly.

Staff know their pupils well and adapt teaching thoughtfully. They provide additional scaffolding, chunked tasks or pre-teaching of key vocabulary when needed so that pupils with different starting points, including disadvantaged pupils and those with special educational needs and/or disabilities, can access the same ambitious curriculum as their peers. Teachers place a strong emphasis on foundational knowledge. For example, they provide focused reading support, structured writing frames and carefully chosen mathematical representations to help pupils secure the building blocks they need for later content.

Across the school, teaching is consistent, purposeful and rooted in leaders' clear expectations. This enables pupils to learn with confidence and success.

Inclusion

Strong standard ●

Leaders have built a highly inclusive culture that reflects the needs of the pupils that the school serves. Staff know their pupils well and recognise that some may face challenges that affect their learning or wellbeing. Leaders take these circumstances into account when planning support so that these pupils can access the curriculum with confidence. Pupils benefit from clear, consistent routines and additional opportunities, such as small-group reading support, structured nurture sessions and targeted pastoral check-ins, that help them feel secure and ready to learn.

Staff identify pupils' individual needs thoroughly, including pupils with special educational needs and/or disabilities and those known, or previously known, to children's social care. Teachers use effective strategies to help these pupils build their knowledge securely and participate in lessons fully alongside their peers.

Leaders monitor the impact of the support provided by the school closely. They often review pupils' progress and refine interventions, including academic tutoring, precision-teaching sessions and speech-and-language-focused activities, when needed. Leaders work well with families and external professionals so that support is coordinated and reflects high ambition for pupils' development. Pupil premium funding is used thoughtfully to remove barriers. Staff maintain careful oversight of students in the post-16 provision and pupils who attend alternative provision to ensure that support remains consistent across settings.

Leadership and governance

Strong standard ●

Leaders have a clear and accurate understanding of the school's strengths and priorities. They make thoughtful decisions that place pupils' education and wellbeing at the centre of their work. Leaders' actions have contributed to significant and sustained improvement across the school. They have established systems to ensure that pupils experience a calm, ambitious and inclusive environment in which they can learn and thrive.

Those responsible for governance provide effective challenge and support. They understand their statutory responsibilities and maintain close oversight of key areas such as safeguarding, curriculum and pupils' outcomes. Governors check carefully that leaders' actions, and their use of resources, have the intended impact, particularly for pupils who need additional support.

Leaders take decisions that are focused firmly on pupils' best interests, including disadvantaged pupils, pupils with special educational needs and/or disabilities and those known, or previously known, to children's social care. This means that all pupils can participate fully in school life. Leaders work in close partnership with families and have prioritised building trusting relationships so that parents and carers feel supported and listened to and are fully part of the school community.

Leaders ensure that staff receive high-quality professional development that deepens their knowledge and strengthens their practice. Staff are positive about the support they receive. Leaders are mindful of staff workload and wellbeing when implementing new initiatives. They take a measured and collaborative approach to change, ensuring that expectations are

clear and manageable. As a result, staff feel valued, motivated and part of the school's collective drive for continued improvement.

Personal development and wellbeing

Strong standard ●

Pupils benefit from a well-planned personal development programme that helps them grow in confidence and understand their place in the wider world. Through this programme, pupils learn to reflect on their beliefs and values, and show respect and empathy for others. They engage thoughtfully with discussions about different viewpoints and ethical issues. Pupils develop strong social skills and work cooperatively in lessons and during wider school activities.

The school provides a rich range of opportunities that broaden pupils' interests and aspirations. Pupils take part in activities such as sports clubs, creative arts, gardening, outdoor learning and practical projects linked to the local community. They value experiences such as participating in charity events, environmental initiatives and cultural celebrations, which help them understand the importance of contributing positively to society. Roles such as peer supporters, reading buddies and members of pupil groups help pupils develop leadership, communication and teamwork skills. Leaders monitor participation carefully so that pupils who may need additional encouragement are supported to take part.

Pupils learn about healthy relationships, personal safety and how to look after their physical and mental health. Sessions on managing emotions, online safety, consent and understanding risk help pupils make informed decisions in a range of situations. The relationships and sex education and health education programme is age-appropriate and sequenced so that pupils develop a secure understanding of how to stay safe, both online and offline.

Pupils receive strong and impartial careers information, education, advice and guidance. They take part in activities such as employer encounters, curriculum-linked visits, work-related learning and preparation for applications and interviews. These experiences help pupils make informed choices about their next steps. Students in the post-16 provision value the guidance and enrichment opportunities that help them develop independence and prepare them well for further study, training or employment.

Post 16 provision

Strong standard ●

The post-16 curriculum is ambitious and prepares students successfully for further study, training or employment. Leaders have a clear understanding of the quality of the 16 to 19 study programmes. They ensure that the curriculum is adapted appropriately to meet students' needs and that teaching reflects high expectations. Staff use their strong subject knowledge to explain concepts clearly and build students' confidence in tackling more demanding work.

Students make significant progress from their starting points and achieve well across their courses. Teaching is matched closely to what they need to learn next. Staff monitor students' understanding carefully and provide prompt support when needed. Students value

the guidance they receive, saying it helps them stay motivated and manage the demands of post-16 study.

Students receive high-quality careers information, education, advice and guidance. A variety of experiences help students make well-informed decisions about their next steps. Many secure places in further education, apprenticeships or employment that match their aspirations.

A wide range of enrichment opportunities broaden students' interests and strengthen their personal development. They engage in activities such as community projects and creative or sporting pursuits and take on leadership roles. Staff provide tailored support for students who face additional challenges. This ensures that all students experience a supportive environment in which they can thrive and prepare confidently for their futures.

Expected standard

Achievement

Expected standard 

Pupils achieve well in many subjects and are increasingly confident in applying what they know. Work in pupils' books shows that they build knowledge securely and are becoming more independent in their learning. Although published outcomes do not reflect the strength of teaching now seen across the school, current pupils are making the progress expected of them from their starting points.

Some pupils still have gaps in their knowledge because their earlier learning was disrupted. Leaders have made this a clear priority for improvement. Pupils benefit from carefully targeted support that helps them secure essential knowledge in reading, writing and mathematics. This is helping them to access the full curriculum successfully.

Significant groups, including disadvantaged pupils and pupils with special educational needs and/or disabilities, make steady progress. Pupils across the school, including students in the post-16 provision, are prepared increasingly well for their next steps in education, training or employment.

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

Pupils thrive in a calm and supportive environment where they feel safe. They appreciate trusted adults who listen carefully and act when concerns arise. The strong focus on safeguarding means that pupils know how to seek help and understand the risks they may face in their community. Pupils say that bullying is rare and that staff deal with any incidents quickly and consistently.

Pupils enjoy their learning because teaching is purposeful and well structured across subjects. They respond positively to the high expectations that staff have of them, including those who are disadvantaged and those with special educational needs and/or disabilities. Pupils talk with pride about how the school has improved in recent years. They can explain

how teachers help them build knowledge securely through clear routines and well-sequenced curriculum content.

Although pupils achieve well in many subjects, leaders recognise that achievement is not yet consistently strong for all groups. Pupils work hard to secure the strong foundations they need, particularly in subjects where previous gaps in knowledge remain. They appreciate the support and extra opportunities that staff provide to help them catch up.

Pupils conduct themselves sensibly around school. They are polite, respectful and increasingly self-regulating, including during social times. Most pupils attend regularly, and leaders' efforts are improving attendance further for those pupils who need extra support. Pupils value the school's inclusive culture and say they feel a strong sense of belonging.

Pupils benefit from a rich personal development programme. They learn how to contribute positively to their school and the wider community, and they understand the importance of respect, responsibility and kindness. Students in the post-16 provision speak highly of the supportive environment, the ambitious curriculum and the helpful preparation they receive for their next steps. This provision gives students the knowledge and skills they need to be successful.

Next steps

- Leaders should strengthen how they use assessment information to sharpen their understanding of pupils' progress so that achievement is consistently strong across all subjects.

About this inspection

This school is part of Greenwood Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Wayne Norrie, and overseen by a board of trustees, chaired by Chris Hall.

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 senior leaders, trustees, trust executive leaders, staff and pupils during the inspection.

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 makes use of 7 alternative provisions, including 6 that are unregistered.

Principal: Chris Fisher

Lead inspector:

Nyree Parker, His Majesty's Inspector

Team inspectors:

Clive Worrall, Ofsted Inspector

Alison Davies, Ofsted Inspector

Julie Sheppard, Ofsted Inspector

Anna Crawte, 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 17 March 2026

School and pupil context

Total pupils

1,397

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,599

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: 1,153

Pupils eligible for free school meals (FSM)

28.77%

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

1.65%

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: 3.09%

Pupils with special educational needs (SEN) support

13.74%

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

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

English and maths GCSE

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

Year	This school	National average	Compared with national average
2024/25 (revised)	43.9%	45.4%	Close to average
2023/24 (final)	39.9%	45.9%	Close to average
2022/23 (final)	32.7%	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 (revised)	45.5	46.0	Close to average
2023/24 (final)	41.4	45.9	Close to average
2022/23 (final)	39.8	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)	-0.41	-0.03	Below
2022/23 (final)	-0.51	-0.03	Below

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 (revised)	19.7%	25.8%	Close to average
2023/24 (final)	16.4%	25.8%	Close to average
2022/23 (final)	12.9%	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 (revised)	34.1	34.9	Close to average
2023/24 (final)	29.1	34.6	Below
2022/23 (final)	29.2	35.0	Below

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)	-1.00	-0.57	Below
2022/23 (final)	-1.06	-0.57	Below

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 (revised)	19.7%	53.1%	-33.4 pp
2023/24 (final)	16.4%	53.1%	-36.7 pp
2022/23 (final)	12.9%	52.4%	-39.6 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	34.1	50.4	-16.3
2023/24 (final)	29.1	50.0	-20.9
2022/23 (final)	29.2	50.3	-21.1

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)	-1.00	0.16	-1.16
2022/23 (final)	-1.06	0.17	-1.23

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	91%	91%	Average
2022 leavers (revised)	92%	93%	Average
2021 leavers (revised)	93%	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 (revised)	32.23	34.99	Close to average
2023/24 (final)	32.01	34.38	Close to average
2022/23 (final)	31.19	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 (revised)	0.3	0.0	Above
2023/24 (revised)	0.2	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
2024/25 (2 term)	8.1%	8.1%	Close to average
2023/24 (3 term)	9.7%	8.9%	Close to average
2022/23 (3 term)	8.4%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	20.4%	21.9%	Close to average
2023/24 (3 term)	26.2%	25.6%	Close to average
2022/23 (3 term)	23.6%	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.

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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