

# Inspection of The Levett School

Melton Road, Sprotbrough, Doncaster, South Yorkshire DN5 7SB

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Inspection dates:	23 and 24 April 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

The school cultivates happiness among the pupils. They enjoy attending school. Devoted staff provide personal and academic support to pupils. This helps them reach their potential.

High expectations for behaviour and learning apply to all pupils, which helps to create a productive learning environment. The vast majority of pupils meet these expectations daily and over time. Behaviour in school is generally calm. Pupils understand the school values. Staff revisit and promote these values frequently. This helps pupils develop a strong attitude towards learning.

Pupils care for each other. When pupils need support, friends and adults are on hand. Breakout spaces give pupils a quiet place to relax if they feel overwhelmed.

The school integrates extra-curricular opportunities into the school day. The offer includes visits to theatres, parks, local restaurants and overnight camping. The school has designed these opportunities to help pupils understand the world around them. This has a positive effect on how pupils socialise with others. Structured social times allow pupils to demonstrate mature social skills.

## **What does the school do well and what does it need to do better?**

The school has a broad curriculum accessible to all, including pupils with special educational needs and/or disabilities (SEND). The school identifies and meets the needs of pupils with SEND effectively. Staff have strong subject knowledge. Activities in the lessons match the needs of pupils. As a result, the vast majority of pupils make progress through the curriculum from their starting points. They develop subject understanding and can apply prior knowledge. For instance, in key stage 2, pupils can remember that too much caffeine affects healthy eating. However, in key stage 3, the curriculum is not consistently delivered as intended. Consequently, pupils do not always secure the essential knowledge the school intends them to learn.

Reading is present in the pupils' lives every day. Pupils at the early stages of reading receive prompt and effective support that helps them to catch up quickly with their peers. A rich reading offer is in place for all pupils. Pupils enjoy reading a range of books from different genres and authors.

At the start of the day, pupils engage in self-regulation activities, such as sports, reading and games. This helps ensure pupils are ready for the day ahead. Pastoral teams around the pupils support them in class.

Pupils join the school at different times throughout the school year. When they start, staff work closely with families to understand each pupil's individual needs. This informs behaviour plans and strategies to support pupils. Staff implement these strategies both in and out of the classroom to support pupils to learn effectively. However, support from

staff to promote better behaviour can be inconsistent when pupils cause low-level disruption.

Pupils have a good understanding of different religions and values. They can explain why certain times of the year are significant for various faiths. Additionally, they learn the importance of values such as respect and care. The school celebrates acts of kindness by awarding weekly certificates that encourage pupils to exhibit traits such as determination, positivity, reflection and integrity. Pupils actively apply these values in the community through fundraising for charities. Pupils receive well-planned career advice throughout the key stages to help them make informed choices in their studies.

The school welcomes a range of visitors who help pupils learn about how to be a good citizen, health and current issues. Pupils discuss current news topics, from global conflicts to environmental issues. The school provide trips that help pupils experience their learning in the real world. For example, the science curriculum links to nature walks.

The local management committee has a granular knowledge of the school. They offer strategic support and challenge to school leaders at all levels. Leaders prioritise staff well-being, fostering a positive and supportive working environment. Leaders at all levels are united and manage change in a productive, inclusive manner.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Aspects of the curriculum in key stage 3 are not fully developed. This means some pupils do not consistently improve their subject knowledge over time. The school should quickly ensure that all aspects of this curriculum are delivered effectively to meet the changing needs of the pupils.
- Staff are not consistently applying the school's graduated approach to behaviour management. This means, on occasions, disruptive pupil behaviours can escalate. The school should ensure that all staff are clear about the actions they should take to support individual pupils when they display disruptive behaviours.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	106666
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	10379322
<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Maintained
<b>Age range of pupils</b>	5 to 14
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	49
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jonathan Sharp
<b>Headteacher</b>	Hannah Buchanan (acting headteacher)
<b>Website</b>	<a href="http://www.levett.doncaster.sch.uk">www.levett.doncaster.sch.uk</a>
<b>Dates of previous inspection</b>	9 and 10 November 2022, under section 5 of the Education Act 2005

## Information about this school

- The school currently uses two registered alternative provisions.
- 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.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector met with governors.
- Inspectors met with senior and middle leaders, including those responsible for safeguarding, personal development, careers, attendance and behaviour.
- Inspectors carried out deep dives in these subjects: Early reading, mathematics, humanities, and personal, social and health education. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors looked at a range of information regarding behaviour. Inspectors observed the behaviour of pupils at social times.
- Inspectors spoke with pupils and staff formally and informally throughout the inspection. Responses to Ofsted's surveys for staff, pupils, and parents and carers were considered by the inspection team.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

### **Inspection team**

Richard Jones, lead inspector

His Majesty's Inspector

Bernie Moorecroft

Ofsted Inspector

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