

# Da Vinci Academy

Address: St Andrew's View, Breadsall, Derby, Derbyshire, DE21 4ET

Unique reference number (URN): 144066

## Inspection report: 3 February 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

### Attendance and behaviour

Expected standard 

Leaders have successfully improved pupils' attendance. Pupil absence has reduced sharply and is now in line with national figures. This includes for pupils with special educational needs and/or disabilities (SEND). It is also the case for other groups of pupils, such as those who are disadvantaged or known to social care.

Although improving, some pupils continue to be often absent. Staff act with determination. They leave no stone unturned. Staff scrutinise information regularly. They adapt support for the most vulnerable families with dogged persistence and care. Leaders provide a supportive and effective introduction to school for pupils with social, emotional and mental health needs. Successful links with external agencies further enhance this support and benefit pupils.

The culture of the school has shifted. Leaders have reset behaviour expectations and introduced clear strategies to achieve their aims. These strategies are well understood and followed by pupils and staff. Pupils show positive attitudes to learning. The 'dot' system ensures high staff presence. Pupils know that high numbers of expert staff are consistently on hand to support and help regulate their behaviour or emotional distress if needed. Issues of bullying or harassment are managed effectively, including when online. This work creates an environment that supports learning. The need for more severe consequences has lessened significantly. This includes for disadvantaged pupils and pupils with SEND.

### Inclusion

Expected standard 

Da Vinci Academy is an inclusive school. Leaders hold high ambitions for disadvantaged and vulnerable pupils and pupils with special educational needs and/or disabilities (SEND). Leaders ensure that these pupils receive the support they need to succeed. Leaders have adapted the curriculum so pupils can study courses that prepare them well for their next steps. Provisions such as the Bridge and the Targeted Intervention Room support pupils' wellbeing and provide tailored learning. Leaders use alternative provision in pupils' best interests. The number of pupils accessing alternative provision has reduced significantly.

Leaders allocate additional funding for disadvantaged pupils strategically. They review its impact regularly to ensure it improves outcomes. This spending has strengthened disadvantaged pupils' attendance and behaviour. It is beginning to improve their literacy and achievement.

Staff identify the needs of pupils with SEND quickly. Leaders, including skilled SEND leadership, work closely with families and appropriate external agencies. The school increases the level of support as needed. Staff receive effective training and detailed information that helps them plan learning carefully. However, some adaptations in lessons are not precise enough to meet pupils' needs consistently.

## Leadership and governance

Expected standard 

Leadership and local governance have changed since the last inspection. New leaders understand the school's complex context and show absolute commitment to placing pupils' interests at the centre of their work. The new leadership has shown remarkable courage and resilience. Leaders have guided the school and its community through an extremely turbulent and distressing period. The school is now recovering and is swiftly improving.

Leaders have identified clear priorities for improvement and are taking effective action to secure the necessary changes. They reflect carefully on their work and actively seek the views of others to inform their self-evaluation. They act promptly when aspects of the school's work do not meet their expectations.

Leaders work effectively with external organisations and agencies. For example, they liaise closely with the virtual school, the local authority, parents and carers and other schools when adapting pupils' educational offer. This ensures that pupils receive provision that meets their needs.

Governors, including the local governing board, are ambitious for the school's community. They provide appropriate support and challenge to leaders and fulfil their statutory duties effectively.

Staff show strong commitment to the school. They value the training and development they receive and feel well supported by leaders.

## Personal development and wellbeing

Expected standard 

The personal, social and health education and relationships curriculums meet pupils' needs well. The school's context is significant: most pupils are disadvantaged, and many have additional vulnerabilities or are known to social care. Leaders shape these curriculums in response to pupil voice, events in school and information from their tracking and monitoring. Pupils are well informed. They value the chance to influence these curriculums so that their learning feels relevant and timely.

Leaders have developed a specific curriculum and targeted assemblies to strengthen pupils' understanding of fundamental British values. Pupils understand concepts such as the rule of law and take their roles of responsibility seriously. They spoke confidently about the impact of their work, including efforts to reduce anti-social behaviour in the local park. They express pride in tackling real issues and making a difference.

Pupils organise events that celebrate diversity. Recently, they planned a full week dedicated to promoting difference. They speak with genuine pride about these experiences, saying, 'It was genuinely beautiful to learn and take pride in our diverse community.'

Leaders provide a wide range of clubs, trips and events that extend pupils' learning beyond the classroom. Some pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities, receive additional support so they can take part in these activities.

The careers programme is well structured. Leaders target support carefully so pupils can make informed decisions about their next steps. Pupils at risk of not being in education, employment or training (NEET) receive intensive guidance. This work is having a positive impact, and the number of pupils at risk of being NEET is now below the local average. Impressively, the care for pupils continues after they have left, with follow-up support for pupils who need some more help to secure their next steps successfully.

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## Needs attention

### Achievement

Needs attention 

Achievement remains too low. Most pupils underachieve significantly at the end of key stage 4 across many subjects. There is variability in how well pupils build secure foundations in key knowledge. Leaders are ambitious for pupils and understand this needs to get better. Published outcomes in 2025 show some improvement in the achievement for disadvantaged pupils in a few subjects and a narrowing of the gap between these pupils and their peers. Current pupils are being better prepared for their end of key stage examinations.

In the past, pupils were not well prepared for their next steps in education, training or employment. This is improving. Fewer pupils leave school without moving into education, employment or training. More pupils are experiencing success.

### Curriculum and teaching

Needs attention 

Teachers do not consistently adapt lessons to meet pupils' needs. This is particularly for pupils with special educational needs and/or disabilities. The school does not use assessment reliably enough to identify misconceptions or address gaps in knowledge. Errors in reading, writing, punctuation and spelling sometimes go unnoticed and uncorrected.

Overall, the curriculum is well structured and coherent. In every subject, knowledge builds progressively towards ambitious and clearly defined end points. Pupils have frequent opportunities to practise skills, apply what they know and develop confidence in their learning. In some areas, pupils show genuine enthusiasm for learning and remember more over time.

Staff often benefit from high-quality professional development. They value opportunities to work with colleagues across the trust to share expertise and improve their curriculum knowledge. However, the quality of teaching is inconsistent.

Leaders recognise that increasing numbers of pupils with various needs, disadvantages and vulnerabilities that enter the school lack secure foundations in reading, writing and number. Staff identify pupils' needs quickly. They provide high-quality support that is beginning to make a difference, particularly for disadvantaged pupils.

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

This school takes the responsibility of serving its community seriously. Pupils, most of whom are disadvantaged, feel safe. Staff are vigilant. Pupils and their families benefit from excellent relationships with staff. Pupils enjoy practical support that makes a tangible difference. Every pupil, for example, receives breakfast at the start of the day. Deliberate care is taken to provide lunchtime meals that are enticing and nutritious. Pupils value this care. They know that they can approach many trusted members of staff for help. Pupils describe the school as their 'safe place'.

The behaviour policy is working. Pupils respond well to clear routines. Lessons are calm. Pupils learn without disruption. Bullying can happen, but it is never tolerated and is dealt with effectively.

Pupils value the extra-curricular opportunities available to them. They relish the visits from external speakers, including alumni, who share their experiences of the wider world and help to raise ambition. Events such as 'wear your colours' day support pupils' knowledge and preparation for life in modern Britain.

Pupils' needs are swiftly identified. This includes those with special educational needs and/or disabilities. However, in some lessons, teachers do not adapt learning well enough to meet these needs. As a result, some pupils develop gaps in their knowledge that remain unaddressed.

The curriculum is broad and reflects pupils' needs and interests. However, the quality of teaching varies. At times, pupils' misconceptions are not picked up precisely enough. Some pupils repeat errors, and others do not secure essential foundations, such as accurate handwriting and spelling. Although outcomes are improving, pupils' achievement remains significantly below national figures.

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## Next steps

- Leaders should ensure that highly effective teaching is embedded across the school so that all groups of pupils, including those with special educational needs and/or disabilities, make strong progress across the curriculum.
  - Leaders should ensure that teaching focuses on identifying and resolving quickly any misconceptions, explaining important knowledge and carefully checking pupils' understanding consistently well so that pupils achieve well in every subject.
  - Leaders should make certain that pupils secure the necessary accuracy and fluency in reading, handwriting and spelling, in readiness for their next learning steps.
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## About this inspection

This school is part of L.E.A.D. multi 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

(CEO), Diana Owen, CBE, and overseen by a board of trustees, chaired by Andy Buck.

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 met with the headteacher and other senior leaders. They met with the director of secondary schools, who acted as the nominee during the inspection, and other trust representatives, including the trust's lead for safeguarding. The lead inspector met with the deputy CEO of the trust and members of the local governing board, including the Chair.

The inspectors confirmed the following information about the school:

The school has undergone a significant change since the last inspection. The headteacher took up the post in January 2024. New leaders have joined the school, including the Chair and members of the local governing board.

The school makes use of 2 registered alternative provisions.

Headteacher: Jayne Scattergood

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### **Lead inspector:**

Jayne Ashman, His Majesty's Inspector

### **Team inspectors:**

Alexandra Jane Burton, Ofsted Inspector

Kathryn Hobbs, Ofsted Inspector

Helen Loader, His Majesty's Inspector

Deborah Mosley, 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 3 February 2026

## **School and pupil context**

### **Total pupils**

**704**

Below 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

**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: 1,152

## Pupils eligible for free school meals (FSM)

**56.68%**

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

**4.26%**

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

**17.33%**

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

## 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

### 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 (provisional)	21.0%	45.2%	Below
2023/24 (final)	19.3%	45.9%	Below
2022/23 (final)	17.6%	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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (provisional)</b>	34.6	45.9	Below
<b>2023/24 (final)</b>	32.2	45.9	Below
<b>2022/23 (final)</b>	36.4	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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023/24 (final)</b>	-0.64	-0.03	Below
<b>2022/23 (final)</b>	-0.57	-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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (provisional)</b>	9.0%	25.6%	Below
<b>2023/24 (final)</b>	13.5%	25.8%	Below
<b>2022/23 (final)</b>	11.5%	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
<b>2024/25 (provisional)</b>	29.0	34.9	Below
<b>2023/24 (final)</b>	27.8	34.6	Below
<b>2022/23 (final)</b>	32.9	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
<b>2023/24 (final)</b>	-0.87	-0.57	Below
<b>2022/23 (final)</b>	-0.97	-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
<b>2024/25 (provisional)</b>	9.0%	52.8%	-43.9 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	13.5%	53.1%	-39.6 pp
2022/23 (final)	11.5%	52.4%	-41.0 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 (provisional)	29.0	50.3	-21.3
2023/24 (final)	27.8	50.0	-22.2
2022/23 (final)	32.9	50.3	-17.4

### 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)	-0.87	0.16	-1.03
2022/23 (final)	-0.97	0.17	-1.14

### 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)	79%	91%	Below
2022 leavers (revised)	85%	93%	Below
2021 leavers (revised)	87%	94%	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 (2 term)	8.0%	8.1%	Close to average
2023/24 (3 term)	9.4%	8.9%	Close to average
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 (2 term)	26.0%	21.9%	Above
2023/24 (3 term)	32.4%	25.6%	Above
2022/23 (3 term)	31.5%	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.

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