

# Co-op Academy Leeds

Stoney Rock Lane, Leeds, West Yorkshire LS9 7HD

## Inspection dates

22–23 January 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Requires improvement</b>
16 to 19 study programmes	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- While the quality of teaching is improving, it is still too variable both within and between different subject areas. Some teachers do not use assessment information accurately enough to set work that challenges all pupils. Teachers' expectations of what pupils can achieve are not consistently high.
- Some teachers do not check pupils' learning closely. Not all pupils develop their skills and understanding well enough and this contributes to inconsistent outcomes for pupils.
- Although pupils are making better progress than in the past, too many, including those who are disadvantaged, are still not achieving well across a number of subjects, including English and mathematics.
- Weaknesses in pupils' literacy skills, including their use of accurate grammar, punctuation and spelling, are a barrier to learning for some pupils, and this hinders their progress.
- Some pupils, including some who attend the alternative provision, do not attend school regularly enough.

### The school has the following strengths

- The principal, trustees and governors are ambitious for pupils and determined to continue to improve all aspects of the school. Leaders' actions are beginning to improve the quality of teaching and have brought improvements to behaviour and pupils' overall attendance levels.
- Trustees and governors have an accurate view of the school's strengths and weaknesses. This has enabled them to challenge school leaders more effectively and to hold them to account.
- The curriculum is tailored appropriately to meet the needs of the pupils, including those who have recently arrived in the United Kingdom.
- The sixth form is a strength of the school. Teaching in the sixth form is stronger and more consistent than in the main school.
- Personal development, behaviour and welfare are strong. There is a culture of respect for others and pupils respond well to expectations of behaviour.
- Safeguarding is effective. A strong culture of safeguarding exists within the school.

## Full report

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

- Improve the quality of teaching, learning and assessment, particularly in mathematics, so that pupils, including those who are disadvantaged, make at least good progress across all year groups and subjects by:
  - ensuring that teachers use the information they have about pupils to plan challenging activities for all groups of pupils
  - identifying and addressing any gaps in learning which are acting as barriers to pupils' progress
  - ensuring that all teachers focus on the development of pupils' literacy skills across the curriculum and in their subject areas
  - improving pupils' use of a wider breadth of language, including their knowledge of subject-specific vocabulary.
- Improve further the quality of leadership and management by eradicating the variability in the quality of teaching currently in the school by ensuring that systems are in place to share the effective practice that exists within the school.
- Continue the drive to improve attendance overall, but particularly for those pupils who currently do not attend school regularly enough, including those attending alternative provision.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders have created an environment in the school which is very inclusive. The principal, governors and trustees have high expectations of what pupils can achieve. Staff are motivated to do the best they can for pupils. This is evident from their determined efforts, which are focused on helping pupils to attend school more regularly and make better progress.
- Leaders, including governors and trustees, know the school well. They have a clear understanding of the school's strengths and weaknesses. They have put into place appropriate plans to make the necessary improvements. These plans are regularly reviewed by trustees, governors and school leaders to ensure that they are having the desired impact. Where actions are having less impact, they are modified or changed.
- Leaders have worked tirelessly to improve attendance and reduce persistent absence. This relentless focus is now paying dividends and pupils, particularly those in key stage 3, attend school much more regularly. Absence rates, which have been very high in the past, have rapidly improved recently. Significantly fewer pupils are now regularly absent from school than was the case over the past three years.
- Subject leaders have high expectations and are well supported by senior leaders. They are fully involved in the quality assurance process and can demonstrate the effect of their work around improving teaching. There is a strong link between subject leaders and pastoral staff, which has had a positive impact on improving behaviour and attendance.
- The curriculum is broad and balanced and is flexible and responsive to pupils' starting points, interests and aspirations. The 'Inspire' course in Years 7 and 8 adds challenge for the most able pupils because they study additional subjects such as Mandarin and statistics to broaden their knowledge, skills and experiences.
- The taught curriculum is well supported by a wide range of extra-curricular activities and educational visits. There are a range of opportunities in sport, music, art and drama and also to engage in charity work within the local community. Pupils value these opportunities to develop a range of skills such as teamwork and leadership. Participation rates in extra-curricular activities are good across all year groups.
- The school's work to promote spiritual, moral, social and cultural education is well planned and comprehensive. The school's tutorial programme and assemblies promote the school's values well. Pupils talk enthusiastically about 'Culture Fest', in which pupils are encouraged to showcase aspects of their culture through dance and music. The school's values of self-help, self-responsibility, equality, equity, democracy and solidarity help to promote pupils' understanding of fundamental British values.
- Leaders consider carefully how to use the additional funding for Year 7 literacy and numeracy catch-up and for pupils who have special educational needs and/or disabilities (SEND). Consequently, leaders' actions have a positive impact on the progress that these groups of pupils make.
- In the past, the use of the additional pupil premium funding provided to support disadvantaged pupils has not been effective. Leaders have since reviewed the school's

action plan and identified more clearly pupils' barriers to learning. As a result of targeted support, this group of pupils are now making stronger progress and their attendance has improved.

- Leaders check the quality of teaching rigorously. Senior leaders have taken effective action to tackle the weakest teaching evident at the last inspection. They provide targeted support and appropriate professional development for teachers and this is valued by staff. Consequently, while there remains some variability in the quality of teaching, there is an improving picture overall.

## **Governance of the school**

- In the past, governors were not sufficiently rigorous in questioning how well pupils were achieving or in challenging leaders about plans for improvement.
- Governors have taken effective action to improve their work. They now have a much better understanding of the school's strengths and weaknesses. Equally, they are not complacent and have plans to ensure more consistent practice in the classroom and better outcomes.
- Governors receive relevant information about the school's performance in a format that makes it easy for them to understand. The records of meetings of the local governing body demonstrate that they ask appropriate questions and hold school leaders to account for school improvement effectively.
- Governors engage in a wide range of training to ensure that they have the skills necessary to be effective. They are well trained in child protection and have received the 'Prevent' duty training on how to keep pupils safe from the dangers of radicalisation and extremism.

## **Safeguarding**

- The arrangements for safeguarding are effective. A strong culture of safeguarding exists within the school.
- Leaders and governors with responsibility for safeguarding ensure that they keep clear and accurate records relating to safeguarding issues.
- The school works very effectively with a whole range of external agencies to manage the high number of complex safeguarding issues and cases recorded.
- All staff are up to date with the latest information and they understand their responsibilities in relation to keeping children safe. This includes training in child protection and the 'Prevent' duty.
- Appropriate pre-employment checks are carried out on all staff and volunteers to ensure that they are suitable to work with children. Protocols relating to visitors to school are clear and consistently followed.
- Pupils who attend alternative provision off-site are well looked after. There are regular visits to all placements. Leaders systematically check that pupils are attending, and risk assessments have been carried out to make sure that pupils are kept safe.
- Pupils say that they feel safe in school because they are taught how to recognise risks

and keep themselves safe, including when online.

### Quality of teaching, learning and assessment

**Requires improvement**

- The quality of teaching and learning is variable across different year groups and within different subject areas. Although improving, the quality of teaching is not enabling all groups of pupils to make good or better progress.
- Leaders have introduced a 'bronze, silver, gold' policy to help teachers meet the varying needs of the pupils. There were examples seen in lessons and in books where this had been used effectively. However, in some lessons, in a range of subjects, planning is not tailored to meet pupils' needs. For example, in some instances, work lacks challenge for some pupils and so learning is less effective and, occasionally, some off-task behaviour occurs.
- Not all teachers fully recognise their role in developing literacy skills across the curriculum, such as emphasising the understanding and accurate use of key subject-specific terminology. In some subject areas, there is too little emphasis on spelling, punctuation and grammar. As a result, weak literacy skills are hampering the progress of some pupils.
- Teaching in mathematics is improving and staffing is now more stable. However, teaching in this subject area remains variable and this affects pupils' progress. Work is not consistently well matched to pupils' abilities. For example, some teaching lacks challenge, including for the most able pupils. Equally, where some pupils have gaps in their knowledge which prevent them from making good progress, these are not always addressed promptly.
- Teaching assistants have benefited from the regular training and are deployed effectively. When supporting pupils in lessons, they demonstrate secure subject knowledge and use skilful questioning to deepen pupils' understanding.
- The teaching of modern foreign languages is a strength within the school and this is reflected in the public examination results for this subject. Careful planning ensures that pupils are appropriately challenged in this subject. Pupils tackle a range of tasks with enthusiasm and are confident and articulate when speaking the language.
- Inspection evidence, including work in pupils' books, confirms that the quality of teaching in the school's Henry Barran Centre is effective. Well-trained subject specialists are ensuring that pupils are effectively challenged and supported. In mathematics, there is a strong focus on problem-solving, and pupils are starting to understand complex concepts. Pupils were also able to talk confidently about the work they had covered in English, where they have been studying Macbeth.

### Personal development, behaviour and welfare

**Good**

## **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Leaders have given this aspect of the school's work a high priority. There is a culture within the school of respect for others, and pupils get on well together, both in lessons and during social times.
- Pupils are proud of their school and appreciate the opportunities it provides for them. Pupils feel their views and opinions are valued by adults and that they are encouraged to take on responsibilities. An example of this is the 'Stephen Lawrence committee', which is led by pupils to raise awareness of equality.
- Pupils say that they feel safe in school and that school helps them to stay safe when they are out in the community. The school works closely with the local police to ensure that pupils understand the implications of antisocial behaviour, gang association and knife crime. Pupils also have a clear understanding of the potential dangers of social media and know how to keep themselves safe online.
- The school's careers advice and guidance programme is well led. Pupils receive a wealth of information about potential careers which reflect their skills and interests. A wide range of employers work with the school, as do local universities. Pupils who met with inspectors said that this has been effective in raising their aspirations. The careers information pupils receive helps them prepare well for their next steps in education, employment or training. The proportion of pupils who go into further education, employment or training is steadily increasing.
- Pupils are aware of what constitute different forms of bullying. They say that bullying is rare and dealt with effectively by staff. They know who to go to if they have concerns. Pupils say that the decision to ban mobile telephones in school has had a positive impact on reducing bullying. Pupils also take responsibility for tackling bullying. For example, there are now a number of lesbian, gay, bisexual and transgender student ambassadors who have been trained to support other pupils.
- Pupils who attend the school's own alternative provision at the Henry Barran Centre are well cared for. The curriculum they follow is well structured and motivates them to achieve their potential. Since starting this provision, their confidence, behaviour and attendance have improved.

## **Behaviour**

- The behaviour of pupils is good.
- The majority of pupils respond positively to the school's expectations of behaviour. Pupils, who are from a diverse range of backgrounds, are tolerant of each other and work well together.
- In most lessons, pupils behave well. In a small minority of lessons, there is some low-level disruption, mostly due to work not being sufficiently challenging.
- Pupils told inspectors that behaviour has improved over the last two years, both in the classroom and around school. This is a view shared by staff. New behaviour systems are having a positive impact and are generally used consistently by staff. School records show a declining number of incidents of inappropriate behaviour and a marked

reduction in the use of fixed-term exclusions.

- Leaders have prioritised attendance as an area for improvement because, in the past, absence figures for the school have been well above the national average. Attendance has improved rapidly, particularly at key stage 3, and is now close to the national average. Persistent absence has also reduced but there are still some pupils who are absent from school too often, including some of those who attend alternative provision.
- During breaktime and the changeover of lessons, the school is calm and orderly. Pupils are usually punctual to lessons but not always.

## Outcomes for pupils

## Requires improvement

- Examination results for 2018 show that Year 11 pupils did not make good progress across a range of subjects, including mathematics and humanities. Inspection evidence shows that pupils currently in the school are making better progress as a result of improvements in teaching. However, the progress of pupils is still not good because it varies too much within and across subjects and year groups.
- The progress of disadvantaged pupils has been weak for a number of years. School leaders have prioritised the progress of this group of pupils, and teachers are now much more aware of the needs of these pupils. Assessment information and work in pupils' books demonstrate that disadvantaged pupils currently attending the school are beginning to catch up with other pupils due to this more focused support.
- A small number of pupils access alternative provision at the Henry Barran Centre and at other local providers. In many cases, this has helped to improve attendance and allowed them to access courses tailored to meet their needs. As a result, they are now making stronger progress.
- Pupils with SEND and those who have benefited from support through the additional funding for Year 7 literacy and numeracy catch-up are now making stronger progress. For example, in the nurture groups that have been established in key stage 3, the majority of pupils are showing increased levels of resilience and independence so that they can, in time, rejoin mainstream lessons. Pupils who have benefited from additional literacy interventions are also now showing accelerated gains in terms of their reading ages.
- A significant number of pupils join the school having just arrived in the United Kingdom and many of these pupils speak little or no English. The school employs a range of specialist staff to support these pupils and they make good progress in developing their spoken English.
- Pupils' progress in modern foreign languages has, historically, been a strength of the school, and pupils have made good progress in this subject area. Work in pupils' books indicates that this continues to be the case.
- Pupils are well guided in making their choices for their next steps in life. The majority of pupils whose destinations are known are continuing in education or moving into employment or training. However, the lack of development of literacy and mathematical skills potentially hampers their future career aspirations.

## 16 to 19 study programmes

Good

- The sixth form is well led and managed. Students who enter the sixth form are almost all new to the United Kingdom. Students settle quickly and are well supported in developing their English skills. Leaders have developed a bespoke curriculum which is well matched to students' starting points.
- Students benefit from strong teaching in the sixth form. Teachers demonstrate secure subject knowledge and understand the specific needs of the students. They set work which suitably challenges them. The quality of teaching is more consistent in this area of the school.
- The taught curriculum is complemented well by a range of extra-curricular opportunities. Work experience offers students a useful insight into the world of work and is tailored to meet the needs of individuals and their aspirations.
- Students speak very positively about the careers advice and guidance they receive. Students are well prepared for the next stage of their lives and the vast majority move on into further education.
- Students in the sixth form are extremely well behaved and have very positive attitudes towards their learning. They are polite and friendly. Students value the support and encouragement they receive from their teachers and feel this has helped them develop their confidence. Students enjoy coming to school and this is reflected in the high attendance rates in the sixth form.
- Students currently in the sixth form are making good progress and are on track to gain level 1 and 2 qualifications in a range of academic and vocational courses. The progress students make in the sixth form is stronger than in the main school.
- Many students retake their English and mathematics GCSE examinations, often from very low starting points. Students make good progress in both of these subjects and the success rates for these students are above the national averages.
- Safeguarding arrangements in the sixth form are robust. Staff are fully aware of their responsibilities to keep students safe. Students say that they feel safe when in school and that the school also helps them to keep themselves safe outside of school.

## School details

Unique reference number	137065
Local authority	Leeds
Inspection number	10059057

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	917
Of which, number on roll in 16 to 19 study programmes	33
Appropriate authority	Board of trustees
Chair	Mark Williams (acting)
Principal/Teacher in charge	Jonny Mitchell
Telephone number	01133 807 940
Website	<a href="http://www.leeds.coopacademies.co.uk">www.leeds.coopacademies.co.uk</a>
Email address	<a href="mailto:info@cal.coop">info@cal.coop</a>
Date of previous inspection	20–21 September 2016

## Information about this school

- The school is an average-sized secondary school. It is an academy converter and is part of the Co-op Academy Trust, with a local governing body.
- The proportion of disadvantaged pupils eligible for support through the pupil premium is well above the national average.
- The proportion of pupils on roll who speak English as an additional language is high. Over 70 different languages are spoken by pupils at the school.
- The school runs its own off-site provision, the Henry Barran Centre. There are currently 18 pupils attending this provision. The school also places a small number of pupils in the following alternative off-site provision for part of the week or full-time: Focus

Training, The Hunslet Club, Leeds College of Building, YES! Project, The Work, Involve, Reconciliation Training, Southway, MAP Charity, Meanwood Valley Urban Farm, OIL Mechanics and Core Training Development.

## Information about this inspection

- Inspectors observed lessons across a range of subjects in all year groups and at the Henry Barran Centre. Some of these observations were carried out jointly with school leaders. Inspectors listened to some pupils read.
- Inspectors scrutinised current pupils' learning in their workbooks and discussed this work with pupils in lessons. Inspectors also had more formal discussions with groups of pupils from across the school, including a group of sixth-form students. They also held a number of conversations with pupils at break and lunchtime.
- Meetings took place with representatives from the local governing body, a representative from the Co-operative Academy Trust, the principal, a range of other senior and middle leaders, and teachers, including those who have recently started in the profession.
- A range of school documentation was reviewed, including assessment information and the school's own evaluation of its performance and plans for improvement. Information relating to the quality of teaching and the school performance management processes was also considered. The school's policies and procedures were scrutinised, including those relating to safeguarding and the register of checks on the suitability of adults to work with children. Published performance information was also reviewed, along with information published on the school's website.
- Inspectors considered the five responses to Parent View, Ofsted's online questionnaire, including four free-text comments. They also reviewed the 75 responses to Ofsted's online staff questionnaire.

## Inspection team

Stuart Cleary, lead inspector	Ofsted Inspector
Bernard Clark	Ofsted Inspector
Lynn Kenworthy	Ofsted Inspector
Steve Rogers	Ofsted Inspector

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