

Cockburn John Charles Academy

Address: Old Run Road, Old Run Rd, Leeds, West Yorkshire, LS10 2JU

Unique reference number (URN): 145927

Inspection report: 2 June 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 ●

Achievement

Strong standard ●

Pupils make excellent progress from typically low starting points, particularly those who are disadvantaged. This is reflected in published 'progress 8' measures. A large number of pupils enter the school with prior achievement that is lower than national averages. Many pupils are at the early stages of learning to read when they start the school. These pupils quickly catch-up and develop fluency in reading, which helps them to achieve well in other subjects. A small but significant number of pupils start the school after Year 7 and are new to the country, some of these pupils have not had any formal education.

Pupils produce high quality work across all areas of the curriculum. Pupils can recall, in detail, current and prior learning. This is especially the case for pupils with special educational needs and/or disabilities and those who are disadvantaged. Pupils are consistently well prepared for their next steps in education, employment or training.

Due to the typically low starting points this progress is not reflected in all achievement measures at the end of key stage 4.

Attendance and behaviour

Strong standard ●

Leaders consistently apply a robust and evidence informed attendance strategy. Leaders forensically analyse attendance information to identify trends and patterns. When needed, tailored support is given to pupils and their families, with a particular focus on vulnerable pupils. For example, leaders use live data to inform them if any pupils require a home visit. These personalised and compassionate interventions successfully break down barriers to attendance, resulting in a notable and sustained reduction in persistent absence. Pupils, including those who are disadvantaged, attend well at the school, this is improving over time.

Pupils' behaviour is excellent across the school. Pupils display kindness and courtesy to each other and to the adults in the building. They hold doors open and ask people how their day is going. Older pupils act as role models. For example, they lead extra-curricular activities for younger pupils at lunch time. There is a tangible learning culture around the school. Classrooms are calm and purposeful. Pupils actively engage in their learning. They are proud of their work. Bullying and discrimination is rare. If it does happen leaders deal with it effectively.

Curriculum and teaching

Strong standard ●

Leaders have devised a curriculum that is tailored to the context of the local area and the needs of the pupils in the school. For example, there is a focus on digital literacy to prepare pupils for life beyond school. Staff have an in-depth knowledge of the curriculum. They make astute decisions about how to adapt the curriculum based on what pupils have learned previously, or their starting points. For example, leaders have adapted the multimedia curriculum so that pupils with English as an additional language can access media in their first language.

The curriculum is consistently taught well. Highly effective teaching is embedded across different subjects and year groups. Teachers effectively model new learning and skills and provide pupils with regular opportunities to independently apply new knowledge. Teachers revisit prior learning to help pupils recall and build on what they already know. Teachers have excellent subject knowledge. There is a sharp focus on developing reading and vocabulary across all areas of the curriculum.

Teachers skilfully adapt the curriculum so that pupils with additional needs, including those who have English as an additional language, can access the curriculum. This support is highly effective and ensures that all pupils make progress through the curriculum regardless of their starting points.

Inclusion

Strong standard ●

The school serves a diverse community. In addition to having a high number of pupils with special educational needs and/or disabilities and a high number of pupils eligible for the pupil premium funding, there are high a number of pupils with English as an additional language (EAL). All pupils, no matter what their background, are welcome here. The school is extremely inclusive. Pupils with the highest level of need receive bespoke support that is tailored to their individual requirements. Pupils who have additional needs but may not require bespoke support receive effective support within lessons and sometimes support from their peers. For example, the young interpreters support pupils who may not have yet learnt English.

Leaders quickly and accurately identify any pupils with additional needs. Staff receive tailored training to help them understand how to support pupils, including those with EAL, to access the curriculum. This training is highly effective, meaning that all pupils make progress through the curriculum from their staring points.

The pupil premium funding is used very effectively. As a result, pupils eligible for this funding achieve well and attend well at the school. The support for pupils who are known to social care is equally effective. Alternative provision is used in the best interests of pupils.

Leadership and governance

Strong standard ●

Leaders at all levels care deeply about the school, the pupils and the local community. They are passionate about ensuring that everyone, regardless of their background or needs, has the opportunity to complete a 'Transformation to Excellence'. All decisions taken are in the best interests of pupils. Leaders, including those responsible for governance, have a detailed and insightful knowledge of the school's context, strengths and areas for improvements. Those responsible for governance meet their statutory responsibilities. Leaders have highlighted the correct areas for improvement. For example, the continued relentless drive to improve attendance.

Staff feel well supported by leaders. They feel as though their wellbeing and workload are considered when any decisions are made. Staff value strategies such as the 'secret friend' and positive comments box which help keep morale high. One staff member captured the thoughts of many when they described the school as a 'kind and pupil centred place to work.'

School and trust leaders have developed a highly effective culture of professional development. There is a 3-tier approach to professional development which includes whole school, subject and individual staff development. This approach has a tangible and positive impact on school and staff development priorities.

Leaders engage positively with parents and the local community. Many Trust and school leaders support local and city-wide initiatives including the local inclusion partnership and the Youth Justice Board.

Personal development and wellbeing

Strong standard 

Leaders have devised a personal development programme that is tailored to the needs of the pupils and the context of the school. The personal development programme is right for all pupils, including those with barriers to their learning. Seventy-four languages are spoken at the school. Pupils celebrate this diversity through cultural awareness week. During this week pupils attend in traditional dress and present to other pupils about their culture and heritage. This helps to build a culture where pupils are proud of their individuality and where mutual respect is demonstrated daily.

Through the taught curriculum, pupils learn about British values, protected characteristics, online safety and relationships education in an age appropriate way. Pupils demonstrate detailed knowledge of these topics and can debate topics such as the legal justice system in a mature fashion.

Pupils have access to a wide range of clubs at lunchtime and after school to develop their talents and interests. These are very well attended by pupils. The vibrant arts programme is a highlight. Pupils perform music, dance and drama to the school community and achieve success in national competitions.

Providing pupils with an effective careers education, information, advice, and guidance programme is a priority for the school. Leaders identify pupils who are at risk of not engaging in education, employment or training. Bespoke support is in place for these pupils to help ensure that they move on to high quality destinations when they leave school. Pupils are very well prepared for their next steps in education, employment, or training, possessing a strong sense of personal agency and future ambition.

Leaders meet regularly to identify pupils who may need additional pastoral support. A range of support is on offer for pupils including mental health support. Pupils know how to access this support if needed.

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

Cockburn John Charles Academy is a vibrant school serving a very diverse community. Over 70 languages are spoken at the school. Many pupils are disadvantaged or have additional needs. These differences are celebrated by the staff and the pupils. Inclusivity is at the heart

of the school. Positive and trusting relationships exist between staff and pupils. Pupils feel a real sense of belonging. They enjoy coming here and feel safe here.

Pupils make excellent progress at the school. Many pupils start the school with achievement levels below that of their peers nationally. Therefore, this progress is not reflected in all published outcomes at the end of key stage 4. The carefully tailored curriculum ensures that all pupils, including those with special educational needs and/or disabilities needs, can access the learning. The curriculum helps prepare pupils to meet the needs of the local labour market. Leaders ensure that pupils know the range of options available to them when they leave school. As a result, pupils are well prepared for their next steps.

Leaders have high expectations of all pupils. These expectations are clear. As a result, pupils' behaviour is excellent both in classrooms and at social times. Pupils display kindness and respect to each other and to the adults in school. Bullying and discrimination rarely happen. When they do, leaders deal with it effectively. In the classroom, pupils actively engage in their learning. They enjoy learning. Pupils attend well at the school.

The pupil leaders are role models within the school. The school ambassadors campaign to be democratically elected by their peers. They are the public face of the school. The school council take pupil voice to school leaders to action change within the school. Their actions have a positive impact on improving pupil wellbeing.

Next steps

- Leaders should continue their relentless drive to improve attendance.
-

About this inspection

This school is part of Cockburn 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), David Gurney, and overseen by a board of trustees, chaired by Peter Nuttall.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the CEO, the chair of the trust, a trustee and two members of the local governing body, including the chair, during the inspection.

The inspectors confirmed the following information about the school:

The school makes use of four registered alternative provisions and one unregistered alternative provision.

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.

Headteacher : Siobhan Roberts

Lead inspector:

Chris Sergeant, His Majesty's Inspector

Team inspectors:

Harkireet Sohel, Ofsted Inspector

Dimitris Spiliotis, Ofsted Inspector

Sam Vickers, Ofsted Inspector

John O'Hara, 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 2 June 2026

School and pupil context

Total pupils

1,202

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)

56.16%

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

1.66%

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

23.88%

Well 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 (final)	37.3%	45.4%	Close to average
2023/24 (final)	28.0%	45.9%	Below
2022/23 (final)	37.7%	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)	43.8	46.1	Close to average
2023/24 (final)	41.6	45.9	Close to average
2022/23 (final)	44.8	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)	0.47	-0.03	Above
2022/23 (final)	0.72	-0.03	Above

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)	29.9%	25.8%	Close to average
2023/24 (final)	20.3%	25.8%	Close to average
2022/23 (final)	37.2%	25.2%	Above

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)	39.8	34.9	Close to average
2023/24 (final)	36.7	34.6	Close to average
2022/23 (final)	42.1	35.0	Above

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)	0.28	-0.57	Above
2022/23 (final)	0.56	-0.57	Above

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)	29.9%	53.1%	-23.3 pp
2023/24 (final)	20.3%	53.1%	-32.8 pp
2022/23 (final)	37.2%	52.4%	-15.2 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)	39.8	50.4	-10.6
2023/24 (final)	36.7	50.0	-13.3
2022/23 (final)	42.1	50.3	-8.2

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)	0.28	0.16	0.12
2022/23 (final)	0.56	0.17	0.39

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)	85%	93%	Below
2021 leavers (revised)	85%	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 (3 term)	8.9%	8.4%	Close to average
2023/24 (3 term)	9.6%	8.9%	Close to average
2022/23 (3 term)	10.0%	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 (3 term)	21.6%	23.4%	Close to average
2023/24 (3 term)	23.8%	25.6%	Close to average
2022/23 (3 term)	26.8%	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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright