

Inspection of Cockburn Laurence Calvert Academy

Ring Road, Middleton, Leeds LS10 4AX

Inspection dates: 4 and 5 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The head of school is Victoria Smith. The school is part of the 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. There is also an executive headteacher, David Gurney, who is responsible for this school and four others.

What is it like to attend this school?

Cockburn Laurence Calvert Academy is an inclusive and welcoming school. Pupils are happy and confident. Leaders are ambitious for what pupils can achieve both personally and academically. The school is focused on a 'transformation to excellence' which is evident in the words and actions of all involved. The school provides a vast array of additional activities and educational experiences for all pupils. The school's commitment to pupils' personal and social development is exceptional. Pupils value and benefit from this broad range of opportunities.

Pupils are confident, respectful and creative. Engagement in extra-curricular activities is high. Regular clubs, including dance, cookery, chess and choir, develop pupils' talents and interests. Pupils decide together which charities to support. They are encouraged to debate important topical issues on a regular basis. These opportunities help pupils to learn about wider society and how they can make positive changes in it.

There is high-quality pastoral support available at the school. Pupils' mental and physical health are a priority for everyone. Pupils are confident to speak to an adult if they are worried about anything. Because of the opportunities the school provides and their positive relationships with adults, most pupils are happy and well motivated in their education.

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

The quality of pupil's personal development is an exceptionally strong feature of the school. British values such as tolerance and respect are well taught and understood. Pupils' differences are recognised and celebrated through an annual culture week and a pupil-led Afro-Fusion dance group. The school ensures all pupils access a wide range of experiences, including educational visits, foreign trips and talks from visiting speakers. These opportunities enable pupils to appreciate cultures, beliefs and traditions that are different from their own.

Pupils study a curriculum which is ambitious, relevant and well considered. The school is clear about what pupils need to know and remember. Leaders focus effectively on improving pupils' literacy and reading. The important vocabulary that pupils need to learn is specifically set out for each subject. Pupils who are at an early stage of learning to read get the help they need to improve their skills.

High-quality professional development has had a positive impact on how well the curriculum is taught, including by teachers who are new to the profession. Staff are knowledgeable and passionate. They understand which concepts pupils might find difficult. Staff use assessment well. This helps them to find out what pupils do, and do not, understand about the curriculum.

Pupils frequently reflect on their own learning. For example, 'connect' activities link back to previous lessons. There are regular opportunities for pupils to improve their

work. Despite the school's current approach to revisiting and embedding previous learning, some pupils do not remember what they have been taught over time. This limits the depth of understanding pupils achieve in some subjects.

Pupils with special educational needs and/or disabilities (SEND) are well supported at the school. Staff have the knowledge and skills required to identify and manage a wide range of needs. The school engages effectively with external professionals to get pupils the support they require. Staff are well informed about the needs of pupils with SEND through ongoing training.

Improving pupils' attendance is a priority at the school. However, since the start of the academic year, attendance has declined for some groups of pupils. Rates of persistent absence among vulnerable pupils remain higher than those of their peers. The school is aware of these trends and has begun to address them.

The school has created an excellent careers programme which prepares pupils well for the next steps in their education, employment and training. Visiting speakers, careers guidance and links between different subjects and job opportunities are all in place. Older pupils take part in a taster week before selecting their GCSE options to help them make informed choices. Pupils are inspired and ambitious for their futures.

Staff workload and well-being are considered by leaders when making decisions. Those responsible for governance are passionate and committed to their roles. However, their strategic understanding of some aspects of the school's work requires further development.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not have as deep an understanding of the curriculum as the school intends. This means that these pupils are not as well prepared for the next stage in their education as they might be. The school should ensure that systems for checking and addressing gaps in pupils' knowledge are effective, so that pupils learn the ambitious curriculum as intended.
- Some pupils do not attend school as regularly as they should. Persistent absence, specifically among vulnerable pupil groups, has increased over time. This means that some pupils do not benefit from the quality of education and pastoral care on offer. The school should ensure there is sufficient capacity and clear strategic direction to improve rates of attendance among all groups of pupils.

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

Unique reference number	148616
Local authority	Leeds
Inspection number	10297550
Type of school	Secondary Comprehensive
School category	Academy free school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	636
Appropriate authority	Board of trustees
Chair of trust	Peter Nuttall
Executive Headteacher	David Gurney
Website	www.cockburnlca.org
Date of previous inspection	15 June 2021, under section 8 of the Education Act 2005

Information about this school

- The school opened as part of the Cockburn Multi-Academy Trust in September 2021.
- At the time of the inspection, the school educated pupils from Years 7 to 9 only.
- The school uses three providers of alternative education. All are registered with the Department for Education.
- 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

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

- Inspections are a point-in-time judgement 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.
- Inspectors met with the executive headteacher, the head of school and other senior leaders. The lead inspector also spoke with the CEO of the trust. The inspection team met with members of the local governing body and trustees.
- Inspectors carried out deep dives in the following subjects: mathematics, science, physical education and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with some pupils and teachers and looked at samples of pupils' work.
- Inspectors met with leaders responsible for careers education at the school.
- Inspectors spoke with pupils about their experience in lessons, enrichment opportunities and what it is like to attend the school.
- Inspectors met with early career teachers and those who mentor them.
- One inspector met with the leaders responsible for literacy across the school. One inspector observed a range of reading interventions taking place.
- Inspectors examined the school's behaviour records, spoke to pupils who had been suspended from school and spoke with providers of alternative education.
- Inspectors met with the special educational needs and disabilities coordinator. They looked at a range of documentation, including education, health and care plans and individual learning plans. Inspectors also checked how pupils with SEND are supported in lessons.
- Inspectors checked the school's safeguarding policies and procedures, including checks made on all adults who come onto the school site. Inspectors spoke with pupils and staff to ensure their understanding of safeguarding procedures. An inspector met with the designated safeguarding lead to check on their work to keep pupils safe in school.
- Inspectors observed pupils' behaviour in a range of situations, including in corridors, at breaktimes, at lunchtimes and in lessons. They also spoke to pupils about behaviour and bullying.
- Inspectors considered the responses from parents and carers to Ofsted Parent View. This included the comments submitted via the free-text facility. Inspectors also considered responses to Ofsted's online pupil and staff surveys.

Inspection team

John Linkins, lead inspector	His Majesty's Inspector
Lisa Allen	Ofsted Inspector
Stuart Mcghee	Ofsted Inspector
Lesley Powell	Ofsted Inspector

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