

# Inspection of Bishop Young Church of England Academy

Bishops Way, Seacroft, Leeds, West Yorkshire LS14 6NU

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Inspection dates: 19 and 20 March 2024

<b>Overall effectiveness</b>	<b>Good</b>
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

The headteacher of this school is Rachael Lacey-Cole. This school is part of Abbey Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the co-chief executive officers (CEO), Catherine Garrett and Helen Pratten, and overseen by a board of trustees, chaired by Gefrin Price. There is also an executive headteacher, Paul Cooper, who is responsible for this school.

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

The school has high expectations of pupils' behaviour and conduct. The majority of pupils meet these expectations consistently. Lessons are typically free from disruption. If pupils fall short of these expectations, the school provides pupils with personalised support to improve their behaviour. Many do make improvements over time. Bullying of all kinds is rare. Pupils recognise the school as an inclusive and accepting environment. One pupil captured this when describing the school as 'united'.

The school's 'Bishop character' curriculum helps to promote its Christian ethos. In these lessons, pupils discuss and debate important topics, including the protected characteristics and how to keep safe and healthy. Pupils learn about opportunities for further education and training. They receive appropriate careers advice and guidance. This helps to raise pupils' aspirations of what they can achieve. Leaders know the importance of more pupils progressing into further education, employment or training as this support further embeds.

Pupils access a range of enrichment activities. These include sporting and performing arts activities, and more diverse opportunities, such as mock bar trials and a combined cadet force. Many pupils, including disadvantaged pupils, make use of these. The school's 'Next Gen leaders' pupil group promote projects such as the school's community garden and textile recycling initiative.

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

Published examination outcomes are not representative of the quality of education that current pupils receive at the school. The curriculum, especially in key stage 3, is richer, more ambitious and prepares pupils for their future studies better than previous pupils. A significant proportion of pupils join the school at non-standard times, including many after pupils begin their GCSE courses. The school supports these pupils well. However, their outcomes impact negatively on the school's published examination results.

The school provides staff with high-quality training. This includes specific training in the subjects they teach. Teachers use their knowledge to deliver effective lessons that support pupils to learn the school's carefully planned curriculum. The school effectively promotes purposeful discussion and use of subject-specific vocabulary through its focus on oracy. Pupils produce work of a high standard. Pupils who miss learning through absence are supported effectively to catch up.

The school has effective systems to support pupils with special educational needs and/or disabilities (SEND). The school works with external agencies to access additional help, including securing education, health and care (EHC) plans, where appropriate. A small number of pupils with EHC plans access their learning through the school's 'Dovecote' provision. They are well supported by the school and take a

full part in the school's wider offer. In lessons, teachers make suitable adjustments to help pupils with SEND access the curriculum.

Reading and the development of language are given high priority in the school. Leaders carefully identify texts, in a variety of subjects, that develop pupils' social and cultural awareness. Pupils in the early stages of learning to read receive the support they need. The school supports many pupils who are new to the country and/or who speak English as an additional language to learn to read fluently. Many of these pupils achieve especially well.

Pupils' attendance at school remains too low. This limits how well some pupils learn the school's ambitious curriculum. The school has reviewed its approach to securing regular attendance. Additional staffing appointments have been made, alongside working with external agencies, to provide further capacity. The school has an evidence-informed and targeted approach to increasing pupils' attendance. There are some areas of significant impact, such as a marked reduction in persistent absenteeism. However, too many pupils continue to miss important learning through absence.

The school has taken a research-informed approach to making improvements since the previous inspection. These strategies are improving the school's provision. Leaders at all levels, including those responsible for governance, are aligned in their approach. The school has effectively targeted its actions to address important priorities. However, the school is not as effective at using the available information to evaluate the impact of its work. This limits how quickly the school can make decisions about whether a particular approach is bringing about the desired improvement or if an alternative strategy may be needed.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Too many pupils are frequently absent from school. These pupils miss important learning. The school should build on its effective catch-up and attendance strategies to secure regular attendance from more pupils.
- The school does not consistently and effectively evaluate the impact of its evidence-informed school improvement strategies. This slows its ability to respond and adapt when these are not working to improve pupils' provision as the school expects. The school should make use of available data and other information to evaluate the impact of its actions.

## 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>	144809
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10297445
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	796
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Gefrin Price
<b>CEO of the trust</b>	Catherine Garrett (Co-CEO) Helen Pratten (Co-CEO)
<b>Headteacher</b>	Paul Cooper (Executive headteacher), Rachael Lacey-Cole (Head of school)
<b>Website</b>	<a href="http://www.bishopyoungacademy.co.uk">www.bishopyoungacademy.co.uk</a>
<b>Dates of previous inspection</b>	21 and 22 September 2021, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Abbey Multi Academy Trust.
- The school operates a resourced provision for pupils with SEND called Dovecote. This provides education for pupils with autism or speech, language and communication needs. All pupils attending the provision have an EHC plan. Places are commissioned through the Leeds local authority.
- The proportion of pupils eligible for support through pupil premium funding is significantly above the national average.
- The proportion of pupils who speak English as an additional language is significantly above the national average.
- The school uses one registered alternative provision.
- The school is part of the Church of England Diocese of Leeds. The most recent section 48 inspection took place in June 2023.
- 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.

- 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.
- 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.
- The lead inspector met with members of the trust board, the local governing board and the trust's co-CEOs.
- During the inspection, inspectors met with the headteacher and executive headteacher. They also met with other senior and middle leaders, including those responsible for safeguarding, behaviour, attendance and personal development.
- Inspectors carried out deep dives in these subjects: mathematics, English, geography and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also reviewed samples of pupils' work and curriculum planning documentation from these subjects: science and history.
- Inspectors looked at a range of documentation regarding the support pupils with SEND receive. They looked at the quality of the provision for pupils with SEND in lessons, including for pupils accessing the school's Dovecote provision.
- Inspectors scrutinised a range of documentation, including minutes from governing board meetings as well as the school's self-evaluation and improvement plans.
- Inspectors looked at a range of information regarding behaviour. They observed the behaviour of pupils in classrooms and at social times.
- The views of pupils and staff who responded to Ofsted's surveys were considered.
- Inspectors considered the views of parents through the responses to Ofsted's online questionnaire for parents, Ofsted Parent View.

## Inspection team

Thomas Wraith, lead inspector

His Majesty's Inspector

Harkireet Sohel

Ofsted Inspector

Geoff Lumsdon

Ofsted Inspector

Jayne Gaunt

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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