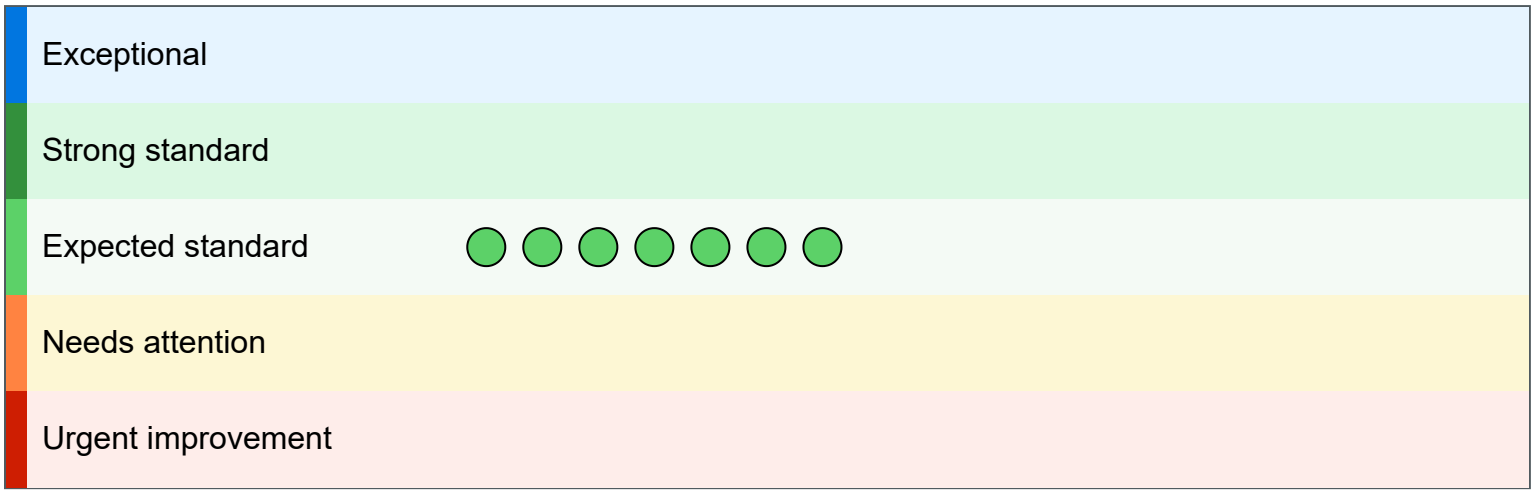
Co-op Academy Nightingale

Address: Stanley Road, Harehills, Leeds, West Yorkshire, LS9 7AX

Unique reference number (URN): 139701

Inspection report: 6 October 2026



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

Achievement

Expected standard

Pupils generally achieve well from their starting points. Most develop the knowledge and skills they need for the next stage of their education. They build secure foundations in reading, writing and mathematics and apply this learning across the curriculum.

Many pupils join the school at different points throughout the year. This high level of pupil mobility means that published outcomes do not fully reflect the progress that all pupils make during their time at the school. Recent outcomes in reading and mathematics, including for disadvantaged pupils, show improvement.

Pupils with special educational needs and/or disabilities, disadvantaged pupils and those who face other barriers to learning generally make suitable progress from their starting points. Staff provide support that helps these pupils access learning successfully. Occasionally, gaps in pupils' knowledge are not identified and addressed quickly enough. This means that some pupils do not build on prior learning as effectively as they might.

Attendance and behaviour

Expected standard

Leaders recognise the importance of regular attendance and monitor it closely. They analyse attendance information carefully to identify pupils and families who need support. Leaders work with families and external agencies to remove barriers and provide tailored support where needed. Published attendance remains below national figures. However, whole-school figures are affected by the school's highly mobile population and by some pupils whose time out of the country results in extended periods of absence. Attendance is improving for pupils whose attendance causes concern, including those who do not attend regularly.

Leaders establish clear expectations for behaviour that are underpinned by positive relationships and consistent routines. Pupils behave well and show positive attitudes to learning. Staff reinforce expectations consistently, helping to create a calm and orderly environment. Leaders' work to strengthen behaviour has contributed to a reduction in suspensions. Bullying is rare and dealt with appropriately when concerns arise. Discrimination, harassment and other unacceptable behaviour are not tolerated. Staff provide effective support and suitable adjustments for pupils who need additional help, including pupils with special educational needs and/or disabilities, and those facing other barriers to their learning. Pupils respond positively to adults and are ready to learn. This helps them engage successfully in lessons and school life.

Curriculum and teaching

Expected standard

Leaders have a clear understanding of the quality of curriculum and teaching across the school. They identify priorities and make improvements where needed. The curriculum is well planned and sequenced. It identifies the knowledge and skills that pupils should learn and helps them build their learning over time.

Leaders prioritise securing the basic knowledge in reading, writing and mathematics that pupils need to access the rest of the curriculum. The school has an established approach to the teaching of phonics. Pupils who need additional support receive this promptly. This helps them develop the knowledge and skills needed to access the wider curriculum successfully.

Teachers generally teach the curriculum well. They have secure subject knowledge and explain learning clearly. Staff check pupils' understanding and identify those who need extra support. Pupils engage positively in lessons and usually learn successfully. However, there are variations in how effectively teachers identify gaps in pupils' knowledge and respond to misconceptions. Consequently, some gaps in pupils' knowledge are not addressed as quickly as they could be.

Leaders work closely with staff to ensure that support is in place for pupils with special educational needs and/or disabilities(SEND). Teachers adapt the curriculum appropriately so that pupils with SEND can access the same curriculum as their peers.

Early years

Expected standard

Leaders have established an ambitious curriculum that helps children develop the knowledge and skills needed for future learning. The curriculum reflects children's starting points and places a clear emphasis on communication, language and early literacy. Stories, rhymes and conversations help children develop vocabulary and confidence in communication. The curriculum builds knowledge and skills progressively and prepares children for Year 1.

Adults create a welcoming environment where children feel safe, secure and ready to learn. Positive relationships and established routines help children settle quickly and develop confidence and independence. Staff support children's learning through direct teaching and purposeful play. Children develop secure foundations in early reading through the school's phonics programme and benefit from regular opportunities to practise and apply their knowledge.

Staff know children well and identify additional needs promptly. They provide support that helps children, including those with special educational needs and/or disabilities and those facing other barriers, to participate successfully in learning. Children generally make suitable progress from their starting points and are prepared for Year 1. However, there is some variation in how effectively adults identify and respond to children's emerging understanding. Consequently, learning does not always build as securely as intended.

Inclusion

Expected standard

Leaders have established an inclusive culture where pupils are valued and supported to take part in all aspects of school life. Many pupils join the school at different points throughout the year. Leaders have effective systems to identify pupils' needs quickly and provide timely support. As a result, pupils settle well and receive the help they need from the outset.

Leaders work closely with families to understand and reduce barriers to learning and wellbeing. They work effectively with external professionals and services to secure

additional support when needed. These partnerships strengthen the support available to pupils and families.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) receive support that is matched to their needs. Staff receive training and guidance to help them adapt learning appropriately. Leaders review this support regularly and make changes where needed. Most classroom adaptations help pupils with SEND access learning successfully alongside their peers.

Leaders understand the barriers facing disadvantaged pupils. They use additional funding, including the pupil premium grant, to provide academic and pastoral support. As a result, disadvantaged pupils are generally well supported. Pupils who are known, or previously known, to social care benefit from coordinated support and effective work with external agencies.

Leadership and governance

Expected standard

Leaders understand the school's context well. They are clear about its strengths and the areas that need further improvement. Leaders and those responsible for governance share a clear commitment to improving pupils' life chances. Pupils are at the centre of decision making. Leaders have high expectations and are ambitious for what pupils can achieve. They have established priorities that reflect the needs of a highly mobile school community and the barriers some pupils face in learning, attendance and wellbeing. Leaders work effectively with staff, families and external agencies to help pupils access the support they need.

Staff value the support and guidance they receive. Professional development is linked closely to school priorities and helps staff develop their expertise. Early career teachers benefit from effective mentoring and support. Leaders give appropriate attention to staff wellbeing and workload. Staff feel supported, are positive about working at the school and know how to raise concerns when needed.

Those responsible for governance understand the school's context and priorities well. They provide appropriate support and challenge and fulfil their statutory responsibilities effectively. Leaders and those responsible for governance work constructively with trust partners, parents and external professionals to strengthen provision for pupils and families. Parents are positive about the school's work and value the care and support that staff provide. Leaders recognise the importance of trust and communication in supporting pupils' education and wellbeing.

Leaders have identified the right priorities for improvement and are taking appropriate action. Their work is contributing to continued improvement across the school.

Personal development and wellbeing

Expected standard

Leaders provide a coherent programme for personal development that runs through the curriculum and wider school life. Pupils learn about healthy relationships, personal safety and physical and mental wellbeing. They understand how to keep themselves safe online and offline. The curriculum helps pupils develop an age-appropriate understanding of

equality, diversity and healthy lifestyles. Pupils learn about democracy and citizenship through opportunities such as the school council and leadership roles. Opportunities across the curriculum support pupils' understanding of fundamental British values and the importance of treating others with kindness and respect.

Pupils benefit from a range of opportunities that broaden their interests and experiences. They take part in clubs, sporting activities, visits and community projects. Leadership roles help pupils develop confidence and responsibility. Pupils contribute to school life and understand that their views can influence decision making. Leaders work carefully to ensure that all pupils can participate. They make appropriate adaptations and remove barriers so that disadvantaged pupils, pupils with special educational needs and/or disabilities and those facing other challenges benefit from the wider offer. Leaders also minimise financial barriers so that pupils can access these opportunities regardless of their circumstances.

Pastoral support is central to the school's work. Staff know pupils and families well and respond sensitively to individual needs. Leaders work closely with families to provide support and guidance when needed. This helps pupils feel safe, valued and included. Leaders promote a shared sense of belonging. Pupils from a wide range of backgrounds learn and play together harmoniously. They show respect for one another's experiences and differences and value being part of an inclusive community. Leaders place particular importance on helping pupils who are new to the school settle quickly and become active members of the community. Pupils know who to approach if they need help and trust adults to support them.

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

Pupils feel a clear sense of belonging within this welcoming and inclusive school community. Many join the school at different points in the year, including some who are new to the country or have experienced interruptions to their education. Pupils receive a warm welcome and are helped to settle quickly. They benefit from positive relationships with staff, who know them and their families well. Pupils feel safe and trust adults to help them if they have concerns. Children in the early years are happy and settle quickly because of the nurturing environment and well-established routines.

Pupils generally enjoy learning and value the support they receive from staff. They benefit from a broad curriculum and develop the knowledge and skills needed for the next stage of their education. Staff work effectively to reduce barriers to learning and wellbeing. This helps many pupils, including pupils with special educational needs and/or disabilities and those who join the school during the year, to make progress from their starting points. Pupils benefit from opportunities that broaden their horizons, raise their aspirations and help them think about future possibilities. Improving outcomes in national assessments reflect the positive difference that the school is making for many pupils.

Pupils behave well and show positive attitudes to learning. Bullying is rare and pupils are confident that adults will deal with concerns quickly. Attendance remains a challenge for some pupils. However, pupils and families benefit from the support that leaders provide to improve attendance. As a result, more pupils attend school regularly. Pupils enjoy a wide range of clubs, visits, community activities and leadership opportunities. These experiences

help them to develop their confidence, responsibility and an understanding of the wider world.

Next steps

- Leaders should ensure that teaching across the curriculum is consistently responsive to what pupils already know and understand. Teachers should identify gaps in knowledge and misconceptions quickly and adapt teaching so that learning addresses pupils' most important next steps.
- Leaders should continue to strengthen their work to improve attendance and reduce persistent absence, particularly for pupils and groups whose attendance remains weaker, building on the positive impact of the targeted support already in place.

About this inspection

This school is part of The Co-operative Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Chris Tomlinson, and overseen by a board of trustees, chaired by Russell Gill.

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

This inspection took place on 6 October and 7 October 2026.

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

Inspectors spoke with school and trust leaders, trustees and members of the academy community council during the inspection. Inspectors also spoke with staff, parents and pupils.

The inspector(s) confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Poppy Lewis

Lead inspector:
Tracy Duffy, His Majesty's Inspector

Team inspectors:
Alison Ashworth, Ofsted Inspector
Jo Robinson, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 6 October 2026

School and pupil context

Total pupils

395
Above 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: 268

School capacity

420
Above 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: 300

Pupils eligible for free school meals (FSM)

59.75%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

1.27%
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: 4.1%

Pupils with special educational needs (SEN) support

17.47%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

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

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	43%	62%	Below
2023/24 (final)	33%	61%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	60%	75%	Below
2023/24 (final)	40%	74%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	57%	72%	Below
2023/24 (final)	54%	72%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	57%	74%	Below
2023/24 (final)	49%	73%	Below

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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 reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	37%	47%	Close to average
2023/24 (final)	34%	46%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	56%	63%	Close to average
2023/24 (final)	43%	62%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	49%	59%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	63%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	46%	61%	Below
2023/24 (final)	49%	59%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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 reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	37%	69%	-33 pp
2023/24 (final)	34%	67%	-33 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	56%	81%	-25 pp
2023/24 (final)	43%	80%	-37 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	49%	78%	-29 pp
2023/24 (final)	63%	78%	-15 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	46%	81%	-34 pp
2023/24 (final)	49%	79%	-31 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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
2025/26 (1 term)	9.5%	5.1%	Above
2024/25 (3 term)	9.5%	5.2%	Above
2023/24 (3 term)	11.4%	5.5%	Above

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
2025/26 (1 term)	30.4%	14.4%	Above
2024/25 (3 term)	33.3%	13.0%	Above
2023/24 (3 term)	39.6%	14.6%	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.

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