

# Co-op Academy Penny Oaks

**Address:** Upper Nidd Street, Leeds Road, Bradford, West Yorkshire, BD3 9ND

**Unique reference number (URN):** 149643

## Inspection report: 22 September 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 are confident about all strands of their learning. They explain their knowledge in subjects, including history and music, in great detail. They show a thirst for learning and speak proudly about what they know. For example, older pupils explain the significance of the Mayan headdress, while others describe how monarchs and leadership have changed over time. Many pupils with special educational needs and/or disabilities also show this high level of knowledge.

Many pupils join the school at different points during the year, and some stay for only a short time. Leaders help these pupils quickly gain the reading and writing skills they need. This enables them to access the wider curriculum and succeed in their next stage of education. High pupil movement means that the school's outcomes in national tests do not always reflect the quality of education pupils receive or the rapid progress they make in school.

Younger pupils learn to read from the moment they join the school. They quickly learn letter sounds and use this knowledge to become fluent and confident readers. Pupils who remain at the school achieve highly in the Year 1 phonics screening check. Older pupils talk confidently about the books they read. They discuss books from the library's '100 books you will read' collection with enthusiasm. Pupils show a wide knowledge of different genres, authors and favourite books, and explain clearly why they enjoy them.

### Attendance and behaviour

Strong standard ●

Pupils value being part of the school community. As a result, they come to school regularly because they want to be at school. Leaders take a straightforward but highly effective approach to maintain and improve attendance. Leaders conduct attendance research to understand why some pupils do not attend regularly. They identify which approaches have the greatest impact on improving attendance. They then use these approaches in their day-to-day attendance work. Leaders work closely with families. They offer practical help and build positive relationships, which create trust. This encourages pupils to attend school regularly. Leaders continue to positively support the small number of families whose children struggle to attend regularly.

Leaders have established the school as a highly-inclusive community where everyone feels welcome and valued. Throughout the school, pupils treat one another with kindness, respect and genuine care. Pupils readily include others in their learning and play, and they support new pupils to settle quickly into school life. Bullying is rare. Pupils are confident that adults will listen to any concerns and take action where this is needed. Leaders address issues swiftly and effectively, ensuring that pupils feel safe, happy and able to learn. As a result, the school maintains a calm, positive and purposeful environment where pupils thrive.

### Curriculum and teaching

Strong standard ●

Leaders are highly ambitious for pupils. They have created a curriculum that is flexible yet well-sequenced from the early years onwards. This enables pupils to enter at different

stages and access learning that meets their individual starting points. Staff are confident in checking what pupils know and understand. They use assessment effectively to identify pupils' needs and inform next steps. This helps pupils to move through the curriculum at a rapid pace.

In the classroom, teachers give high priority to pupils' spoken language, reading and writing development. The school weaves its 'speaking curriculum' throughout daily learning. Pupils regularly practise speaking to their peers and answering in full sentences. They learn new vocabulary every day and develop confidence in using it in a range of contexts.

Teachers adapt learning skilfully so that pupils develop confidence as writers. Pupils often practise sentence structures, verb tenses and punctuation. This helps them improve their accuracy and fluency in writing. Teachers identify errors quickly and address misconceptions immediately, preventing them from becoming embedded. They ensure that pupils revisit the most important knowledge they need to be successful in all subjects. As a result, pupils learn well and build their knowledge and skills securely over time.

## **Early years**

**Strong standard** ●

Leaders have carefully planned the early years curriculum and adapted it to reflect the needs of children and the local community. They prioritise communication, physical development and personal development so that children gain the skills they need for future learning. Staff make the most of everyday opportunities to develop these areas throughout the provision. Leaders have created a stimulating learning environment, both indoors and outdoors, that successfully promotes all areas of learning. As a result, children achieve well and make rapid progress from their starting points.

Like the rest of the school, many children in the early years provision start at different points during the year. Staff quickly identify gaps in children's learning, development and communication skills. They use this information to provide the right support straight away, helping children settle quickly and access the curriculum successfully. Staff help children ask for support and build their language skills. Teachers join in with activities, model language and show children how to communicate with others positively. These pupils achieve very well from their starting points and make rapid progress.

Parents and carers speak highly of the early years provision. They value the caring relationships that staff build with children and appreciate the high-quality support their children receive. Staff work closely with families and provide effective transition arrangements that help children settle happily and confidently into school.

## **Inclusion**

**Strong standard** ●

Leaders prioritise removing barriers to learning and/or wellbeing for all pupils. This work is highly successful. Many pupils join the school at different times throughout the year. These pupils often have different starting points in education to those of their peers. Staff quickly identify gaps in pupils' learning and provide tailored support to help them catch up. They review this support regularly and take swift action when new gaps emerge. As a result, pupils overcome their barriers to learning and are able to access the school's rich curriculum and wider opportunities.

Leaders support disadvantaged pupils creatively and effectively. This allows these pupils to achieve well. Leaders ensure that the mental and physical wellbeing of disadvantaged pupils are well supported. For example, regular sporting classes help them to develop a secure understanding of how to stay healthy. Leaders also address any gaps that stop them from fully accessing the curriculum. Staff share this understanding and make this work a priority. As a result, disadvantaged pupils attend well, behave positively and achieve successfully.

Pupils with special educational needs and/or disabilities receive effective support. This support consistently reduces the barriers to learning and/or wellbeing that these pupils may face. Staff expertly incorporate adaptations and adjustments into their classroom practice. Individual tailored support for pupils is of a high quality, timely and effective.

## **Leadership and governance**

**Strong standard** ●

Leaders are knowledgeable, skilled and very proud of their school. Over time, they have made many improvements that have led to high-quality provision across all areas of the school. They respond well to challenges, including high levels of pupil mobility. They make sure that pupils who join at different times, as well as pupils who stay at the school, receive the support they need to succeed. Leaders regularly check how well current pupils are doing and act decisively when standards may fall below their expectations.

The trust works closely with the school and provides effective support and challenge. Trustees understand and implement their statutory roles effectively. Trustees and local governors share leaders' ambition for pupils and play an important role in the school's continued improvement.

Leaders consider staff's workload carefully and take sensible steps to promote wellbeing. Staff appreciate the professional development opportunities available to them and feel proud to work at the school. These opportunities give them the confidence and support they need to succeed in their roles.

Parents and carers describe the school as a welcoming and nurturing community where children thrive and are well prepared for the next stage of their education. They are overwhelmingly positive about the school and are proud to be part of its community.

## **Personal development and wellbeing**

**Strong standard** ●

Personal development sits at the heart of the school. Pupils come from many different countries and backgrounds, but they are supported to find common interests, build positive relationships and create a shared sense of belonging. Pupils learn about different faiths and understand how they are similar and different. They compare their own beliefs with those of others and discuss them respectfully. Pupils recognise and value difference. They understand and respect that people may have different beliefs, backgrounds, cultures, disabilities or family circumstances.

Pupils learn how to keep themselves safe, including when they are online. They understand the risks they may face in the local community and know how to ask for help from trusted adults. Leaders carefully adapt support for pupils who are new to the school or those with

special educational needs and/or disabilities. For example, some pupils use simple systems, such as visual prompts to show adults when they need extra help or reassurance. Leaders think carefully about every aspect of school life to ensure that all pupils feel safe, supported and included.

Leaders identify pupils' needs quickly and provide highly effective pastoral support when needed. Staff build positive relationships with pupils and families and provide support if necessary. Adults identify concerns early and put support in place to help prevent matters escalating. They help families access housing, food, transport or external services when these issues affect pupils' attendance or wellbeing.

Leaders provide a rich and extensive enrichment offer. They ensure that every pupil participates, regardless of when they join the school. For example, staff regularly hold 'learning showcase' events where pupils are expected to communicate their learning confidently to parents and carers. Pupils do this with pride. Pupils also regularly attend educational visits, hear from external speakers and take part in trust and community events. Year 6 pupils spoke enthusiastically to inspectors about their recent residential visit. They explained how they faced their fear of heights and described the resilience, courage and determination they used to overcome it.

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

Co-op Academy Penny Oaks is a vibrant and successful school. Pupils speak many different languages and come from a wide range of cultural backgrounds. They see their identities, cultures and backgrounds reflected throughout the school, including through what they read and learn. In lessons, pupils are taught about important figures from across the world. This helps them learn how choices and decisions shape our world today. Many pupils join and leave the school during the year outside the normal points. These pupils, as well as all others, feel valued, included and part of the school from the moment they join. They quickly make friends, develop positive relationships with staff and immerse themselves in school life. Pupils thrive here because they are safe and happy.

Pupils' behaviour is very positive. They greet visitors and staff warmly, often asking how they are. They show genuine respect in their interactions with others, both in lessons and on the playground. Pupils appreciate each other's ideas during discussions in lessons. They listen closely and respond well to different opinions. Bullying is rare. When pupils share any concerns, staff act swiftly and effectively.

Pupils make rapid progress through the school's engaging curriculum. Lessons are interesting, and staff help pupils to be curious about their learning. Pupils also supported to speak confidently and share what they have learned across different subjects using ambitious vocabulary. Pupils who are new to English quickly develop the speaking skills that they need to access the curriculum. They then receive effective support in reading and writing. Pupils achieve well and are well prepared for their next steps in education.

Pupils also extend their learning beyond the classroom. For example, they grow vegetables in the school's garden and learn to cook a range of foods. They then enjoy sharing these meals with their families at the many events the school hosts. The school's '50 things to

experience before you leave Penny Oaks' programme helps to ensure that pupils learn from a range of experiences across all year groups. For example, younger pupils enjoy a train ride, where they deepen their understanding of local heritage by exploring the local area, including key landmarks and places of interest.

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## Next steps

- Leaders should continue to respond to the changing circumstances and needs of the school community to maintain high standards across all areas.
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## 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, Dr 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 22 September and 23 September 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 the headteacher, senior leaders and wider staff during the inspection. Inspectors also spoke to key staff within the multi academy trust, including the regional director, chief executive officer and chair of the trust board.

The inspectors confirmed the following information about the school:

The school has undergone a significant change since the last inspection. Since joining the multi academy trust, the school no longer is registered to have designated religious character.

The school currently uses no alternative provision.

Headteacher: Mrs Michelle Khambhaita

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### Lead inspector:

Katie Hall, His Majesty's Inspector

### Team inspectors:

Donna Barker, Ofsted Inspector

Paul Higginbottom, 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 22 September 2026

## School and pupil context

### Total pupils

**188**

Below 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

**210**

Below 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)

**38.69%**

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**

**3.19%**

Close to 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**

**11.17%**

Below 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 |             | 61%              |                                |
| 2024/25 (final)       | 55%         | 62%              | Close to average               |
| 2023/24 (final)       | 60%         | 61%              | Close to average               |
| 2022/23               |             | 60%              |                                |

### 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 |             | 74%              |                                |
| 2024/25 (final)       | 79%         | 75%              | Close to average               |
| 2023/24 (final)       | 60%         | 74%              | Below                          |
| 2022/23               |             | 73%              |                                |

### 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 |             | 72%              |                                |
| 2024/25 (final)       | 66%         | 72%              | Close to average               |
| 2023/24 (final)       | 76%         | 72%              | Close to average               |
| 2022/23               |             | 71%              |                                |

**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 |             | 73%              |                                |
| 2024/25 (final)       | 69%         | 74%              | Close to average               |
| 2023/24 (final)       | 76%         | 73%              | Close to average               |
| 2022/23               |             | 73%              |                                |

**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 |             | 46%              |                                |
| 2024/25 (final)       | 50%         | 47%              | Close to average               |
| 2023/24 (final)       | 61%         | 46%              | Above                          |
| 2022/23               |             | 44%              |                                |

**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 |             | 62%              |                                |
| 2024/25 (final)       | 81%         | 63%              | Above                          |
| 2023/24 (final)       | 61%         | 62%              | Close to average               |
| 2022/23               |             | 60%              |                                |

### 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 |             | 59%              |                                |
| 2024/25 (final)       | 63%         | 59%              | Close to average               |
| 2023/24 (final)       | 72%         | 58%              | Above                          |
| 2022/23               |             | 58%              |                                |

### 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 |             | 60%              |                                |
| 2024/25 (final)       | 63%         | 61%              | Close to average               |
| 2023/24 (final)       | 72%         | 59%              | Above                          |
| 2022/23               |             | 59%              |                                |

### 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 |             | 68%                              |                         |
| 2024/25 (final)       | 50%         | 69%                              | -19 pp                  |
| 2023/24 (final)       | 61%         | 67%                              | -6 pp                   |
| 2022/23               |             | 66%                              |                         |

**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 |             | 80%                              |                         |
| 2024/25 (final)       | 81%         | 81%                              | 0 pp                    |
| 2023/24 (final)       | 61%         | 80%                              | -19 pp                  |
| 2022/23               |             | 78%                              |                         |

**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 |             | 78%                              |                         |
| 2024/25 (final)       | 63%         | 78%                              | -16 pp                  |
| 2023/24 (final)       | 72%         | 78%                              | -5 pp                   |
| 2022/23               |             | 77%                              |                         |

### 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 |             | 80%                              |                         |
| 2024/25 (final)       | 63%         | 81%                              | -18 pp                  |
| 2023/24 (final)       | 72%         | 79%                              | -7 pp                   |
| 2022/23               |             | 79%                              |                         |

## 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) | 3.6%        | 5.2%             | Below                          |
| 2023/24 (3 term) | 4.7%        | 5.5%             | Below                          |

### 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) | 9.8%        | 13.0%            | Close to average               |
| 2023/24 (3 term) | 14.4%       | 14.6%            | 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.

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