

Abbey Grange Church of England Academy

Address: Butcher Hill, Leeds, West Yorkshire, LS16 5EA

Unique reference number (URN): 137083

Inspection report: 6 May 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 achieve highly at this school. This is because they build strong foundations in reading, vocabulary and subject knowledge from the moment they join. They make rapid progress through a well-sequenced curriculum and talk confidently about what they know and how ideas connect. National outcomes at key stage 4 show notable strength. Attainment and progress have been well above national figures for several years, including in English and mathematics. Disadvantaged pupils achieve particularly well, with progress scores that are well above their peers nationally. Pupils with special educational needs and/or disabilities also make excellent progress from their starting points because teachers understand their needs and make effective adaptations in lessons.

Pupils leave Abbey Grange well prepared for their next steps. Most move on to further or higher education with confidence, supported by high-quality guidance and a curriculum that develops both knowledge and character.

Attendance and behaviour

Strong standard ●

Pupils attend regularly because leaders place great importance on helping every child be in school and ready to learn. The attendance team works with care and precision to remove barriers for pupils who find attendance harder. This approach has kept attendance for all groups well above national figures for several years. Persistent absence is low and continues to fall. Pupils who are disadvantaged, have special educational needs and/or disabilities (SEND) or are known to social care receive tailored support. Leaders analyse patterns closely and act quickly when concerns arise.

Behaviour across the school is calm and respectful. Pupils respond well to the tangible family atmosphere that is present throughout the school. Pupils move around the site harmoniously with minimal supervision. They show kindness towards one another, and care for their younger peers. Pupils say they feel safe and that staff deal with any concerns. Bullying is rare and dealt with by staff quickly and fairly. In lessons, pupils focus well, listen carefully and take pride in their work. Adjustments for pupils with SEND are well judged and help them meet these expectations with confidence.

Staff apply behaviour systems with consistency, and pupils understand the high expectations set for them. As a result, it is unusual for pupils to require high-level sanctions. Suspensions are very low and continue to decline.

Curriculum and teaching

Strong standard ●

Pupils benefit from a well-planned and ambitious curriculum that gives them strong foundations for future learning. Leaders think carefully about what pupils should learn and when, and they work closely with subject teams to make sure knowledge builds in clear steps. Pupils talk confidently about how ideas link together. They enjoy lessons where teachers explain new content clearly and check understanding often. Leaders have prioritised reading, vocabulary and oracy development across the school. The impact of this

is striking. Pupils explain ideas using subject-language that is advanced for their stage of learning.

Teaching is consistent and purposeful. Staff use the Abbey Learning Cycle to structure learning and give pupils time to practise, discuss and apply new ideas. Teachers know their subjects well and use modelling, scaffolding and questioning to help pupils secure key concepts. Pupils who need extra help, including disadvantaged pupils and those with special educational needs and/or disabilities, receive well-planned support. Adaptations in lessons and targeted interventions help them keep up and take part fully in learning.

The curriculum is inclusive, broad and designed so that every pupil can succeed. Recent refinements to options, including in modern foreign languages, have strengthened pupil choice and improved the quality of learning in these areas.

Inclusion

Strong standard ●

Pupils are supported by a school that knows them well and acts early to remove barriers to learning. Staff use a detailed system to spot any pupil who may need extra help, including disadvantaged pupils, those with special educational needs and/or disabilities (SEND), pupils known to social care and others who may face challenges. This means that needs are identified quickly and support is put in place before problems grow. Pupils say that adults understand them and make the right adjustments so they can take part in lessons and wider school life with confidence.

Disadvantaged pupils benefit from leaders' thoughtful use of additional funding. This includes extra reading and numeracy support, access to enrichment, mentoring and close pastoral care. As a result, these pupils attend well and achieve highly. Pupils with SEND are well supported through the Learning Support Centre, where they can access speech and language therapy, quiet spaces and small-group teaching. They are also fully supported in mainstream lessons with clear adaptations that help them succeed.

Pupils known to social care receive joined-up support from pastoral staff, the safeguarding team and external agencies. Leaders check that any alternative provision is safe, suitable and helping pupils stay on track. Across the school, pupils feel included, valued and able to thrive.

Leadership and governance

Strong standard ●

Leaders have a clear vision that all children should flourish at the school. They provide clear, ambitious and highly effective direction to ensure this vision is realised. Leaders know the school's strengths well and are open about the few areas that still need work. They act in pupils' best interests. Leaders have a sharp focus on improving those areas that will make the biggest difference for pupils. This is keenly felt by pupils. One pupil captured this well when they stated 'the school chooses to be better for us each day'. The transition to a new principal has been managed with care, ensuring stability and continuity of leadership.

Governance is highly effective. Governors meet statutory duties with rigour and have a deep understanding of the school's work. They check all aspects of the school regularly and

provide both challenge and support. They are clear about priorities and ensure that decisions reflect the school's inclusive Christian vision.

Staff wellbeing is taken seriously. Leaders have streamlined systems and reduced unnecessary demands made on staff. Staff describe workload as manageable and feel listened to. For example, the school's 'transformation' team meetings provide a forum where staff can share their views and suggestions for improving the work culture. Professional development is a significant strength, with coaching and trust-wide training helping staff grow in expertise.

Parents and carers, professionals and community partners speak highly of the school. The parent-teacher association is an active and valued part of school leadership, raising funds through community events and offering wider support that strengthens school life. The school has well-established links with churches, local businesses and charities. These help to enrich pupils' experiences and strengthen the school's place in the community.

Personal development and wellbeing

Strong standard 

Pupils benefit from a personal development programme that is thoughtful, ambitious and woven into daily school life. Leaders have a clear vision for helping pupils grow in character, confidence and responsibility. This is seen in the way pupils talk about the ABBEY character values and how they apply them. Pupils reflect on their beliefs through form time, worship, reading and character lessons. They develop a deep understanding of right and wrong and learn how to treat others with respect. Pupils talk with great excitement about Culture Day, where they celebrate the many languages and backgrounds in the school. Pupils appreciate diversity and feel proud of who they are.

Pupils learn how to stay safe online and offline, build healthy relationships and make informed choices. They speak confidently about topics such as consent, mental health and managing risk. Pupils can explain how these lessons help them in real life. Pupils also develop a secure understanding of British values through leadership roles, debating, charity work and opportunities to influence school decisions.

Personal development is inclusive and reaches every pupil. Disadvantaged pupils and those with special educational needs and/or disabilities are supported to take part in enrichment, leadership and trips, with financial and pastoral help where needed. Uptake in clubs is very high across all groups, and pupils describe how activities help them grow in confidence and teamwork. Pupils benefit from high-quality pastoral support. Staff know pupils well and work closely with families and external agencies to meet individual needs.

Careers education is a significant strength. Pupils receive personalised guidance, employer encounters and work experience. Most move on to further or higher education, training or employment with confidence. By the time they leave school, pupils are well prepared for life in modern Britain and feel ready to take their next steps.

Expected standard

Post 16 provision

Expected standard

Leaders provide clear direction to the sixth-form. They know the strengths of the provision and are open about the areas that still need to improve, particularly achievement in some subjects. They have clear plans in place and are working closely with middle leaders to strengthen teaching, assessment and the overall culture of learning at post-16.

Achievement in the sixth form is improving but not yet as strong as at key stage 4. Leaders track progress carefully and have introduced new approaches to teaching, literacy and oracy to help students secure the knowledge they need for their courses. Students experience purposeful lessons and appreciate the subject expertise of their teachers. Support for students with special educational needs and/or disabilities or those who are disadvantaged is well planned, with adaptations and mentoring that help them stay on track.

Students receive helpful careers guidance, including university talks, employer encounters and personalised advice. Most move on to positive destinations, and leaders are working to strengthen outcomes further so that more students achieve the grades they need for their chosen next steps. Wider opportunities, such as leadership roles, community service and enrichment, help students grow in confidence and prepare them for adult life. Students say that staff are approachable and supportive, and that they feel well cared for.

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

Pupils are proud to belong to Abbey Grange. They describe the school as a place where they feel known, welcomed and encouraged to be their best selves. From the moment they arrive, pupils experience warm relationships, clear routines and a culture built on kindness and ambition. They enjoy coming to school because lessons are engaging, staff believe in them and there is always something to get involved in. One pupil, representing the views of many, said that 'everyone is appreciated for who they are'. This sense of belonging is strengthened by daily acts of care, from greetings at the gate to the calm, purposeful atmosphere in classrooms.

Pupils achieve highly. They enjoy learning and take pride in doing their best. They build strong foundations in reading, vocabulary and oracy. Teaching is clear and purposeful, so pupils understand new ideas and talk confidently about how topics connect. Disadvantaged pupils and those with special educational needs and/or disabilities make considerable progress from their starting points. Due to the skilled guidance and support they receive, pupils are very well prepared for their next steps.

Pupils enjoy a huge array of experiences that enriches their learning, develops leadership and broadens their horizons. For example, pupils are excited to take part in drama productions such as 'Joseph', with older pupils helping younger ones learn choreography. Pupils demonstrate social conscience by leading support for various charities and providing Easter gifts for the local hospital's children's ward. Sixth-form students contribute to the wider life of the school through mentoring and community service. Pupils take part in

powerful human-rights and anti-prejudice projects, where they explore themes of identity, tolerance and moral courage before teaching these ideas to their peers.

Pupils attend school regularly and feel safe. Pupils show high levels of respect to adults and to each other. They show maturity beyond their years and behave impeccably. Bullying is rare and dealt with quickly if it does happen.

Next steps

- Leaders should continue to strengthen post-16 provision so that teaching, assessment and outcomes match the high standards seen at key stage 4.
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About this inspection

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 chief executive officer, Helen Pratten, and overseen by a board of trustees, chaired by Gefrin Price.

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

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 governors and trustees, the interim principal, the executive principal, the principal designate, the chief executive officer and other senior leaders during the inspection. Inspectors met with subject leaders, staff and pupils. They visited lessons and looked at samples of pupils' work.

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.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Leeds. Its last section 48 inspection was in 2023.

The school currently makes use of 4 alternative provisions, including 1 that is unregistered.

The school has undergone a significant change since the last inspection and is currently led by an interim principal. A new principal has been appointed and is due to take up post in June 2026.

Interim Principal: Rachael Cole

Lead inspector:

Chris Carr, His Majesty's Inspector

Team inspectors:

Aejaz Laher, Ofsted Inspector

Chris Fletcher, Ofsted Inspector

James Franklin-Smith, Ofsted Inspector

Andrew Gibbins, Ofsted Inspector

Steve Shaw, 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 6 May 2026

School and pupil context**Total pupils**

1,615

Well 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: 1,067

School capacity

1,152

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)

22.96%

Close to 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

0.62%

Well 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

11.21%

Close to average

What does this mean?

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

National average: 13.4%

Location deprivation

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)	62.3%	45.4%	Above
2023/24 (final)	70.0%	45.9%	Above
2022/23 (final)	65.5%	45.3%	Above

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)	55.9	46.1	Above
2023/24 (final)	58.7	45.9	Above
2022/23 (final)	55.6	46.3	Above

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)	0.70	-0.03	Above
2022/23 (final)	0.49	-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)	48.3%	25.8%	Above
2023/24 (final)	52.0%	25.8%	Above
2022/23 (final)	53.7%	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)	48.6	34.9	Above
2023/24 (final)	47.4	34.6	Above
2022/23 (final)	46.9	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)	0.32	-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)	48.3%	53.1%	-4.8 pp
2023/24 (final)	52.0%	53.1%	-1.1 pp
2022/23 (final)	53.7%	52.4%	1.2 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)	48.6	50.4	-1.8
2023/24 (final)	47.4	50.0	-2.6
2022/23 (final)	46.9	50.3	-3.4

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)	0.32	0.17	0.15

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)	96%	92%	Above
2022 leavers (revised)	97%	93%	Above
2021 leavers (revised)	98%	94%	Above

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	33.11	35.00	Close to average
2023/24 (final)	31.12	34.38	Close to average
2022/23 (final)	31.62	34.16	Close to average

A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	-0.1	0.0	Close to average
2023/24 (revised)	-0.2	0.0	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)	5.1%	8.4%	Below
2023/24 (3 term)	5.0%	8.9%	Below
2022/23 (3 term)	4.9%	9.0%	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)	11.1%	23.4%	Below
2023/24 (3 term)	12.9%	25.6%	Below
2022/23 (3 term)	12.2%	26.5%	Below

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.

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