

# Inspection of a good school: Beckfoot Upper Heaton

Thorn Lane, Heaton, Bradford, West Yorkshire BD9 6AL

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Inspection dates:

23 and 24 May 2023

## **Outcome**

Beckfoot Upper Heaton continues to be a good school.

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

Leaders have created an ethos based on 'excellence, integrity and kindness'. Pupils uphold these values. Leaders' recent focus on the '5 habits of excellence' helps pupils know how to meet the high expectations of teachers. Pupils respond well to reminders when they do not meet expectations. Teachers give gentle reminders to pupils not on task. New routines for returning to learning after break- and lunchtime ensure a calm start to lessons. These clear routines support a consistent approach across the school. In lessons, pupils focus on their learning. They do not stop others from learning.

Pupils respect their school environment. Corridors, classrooms and outside areas are litter free. Pupils are welcoming and polite to visitors. They are proud of the way everyone respects others from different backgrounds. Bullying is infrequent. Pupils know that there are adults they can trust if they have a concern. Pupils are confident that adults will help them.

Pupils enjoy the clubs and activities on offer. They particularly enjoy the variety of sports and science, technology, engineering and mathematics (STEM) clubs. Pupils are keen to take part in enrichment opportunities. Teachers help pupils to consider their future options beyond the school. As a result, older pupils are successful in securing places in education, employment or training. Several girls and boys have recently taken up apprenticeships in engineering.

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

Leaders have developed an ambitious curriculum. Pupils access a full curriculum. This includes pupils with special educational needs and/or disabilities (SEND). Learning is carefully planned. It builds on prior knowledge and skills so that pupils can confidently tackle new learning. Pupils learn important knowledge in a logical order. Teachers have strong subject knowledge. This means that they teach the content of the curriculum well. When pupils have misconceptions about their learning, teachers quickly address these. Teachers use assessment well to inform their planning.

Teachers know how to support pupils to access the curriculum. Teachers use strategies identified on individual plans for pupils with SEND. This allows these pupils to access the same learning as their peers. Leaders ensure that there is support for pupils to strengthen their reading when they need it. Pupils receive extra help from trained staff to identify gaps in their phonic knowledge. A structured programme is in place for pupils to improve their confidence and fluency with reading. Pupils talk about the texts they study together from different genres and authors. Dedicated time for pupils to read for pleasure is part of the timetable.

The attendance of pupils is a concern. Leaders have identified this as a priority. As a consequence, they have invested in resources in pastoral teams to tackle poor attendance. There is still work to do. Pupils with poor attendance are missing important learning, which makes it hard for them to learn well. Standards of behaviour are improving. Suspensions have been high in the past and are now rapidly reducing. Pupils respond to the high expectations of staff. Pupils who need extra help have bespoke provision to help them to self-regulate.

Pupils enjoy the opportunities they have for leadership. The student parliament has a high profile in school. The 'next gen' leaders work with a local primary school to promote recycling. They presented an assembly there and helped pupils with a litter-pick in their playground. There are anti-bullying leaders and peer mentors. Pupils are working towards The Diana Award for anti-bullying. All pupils who take on leadership roles have training, in some cases from external agencies. Pupils take pride in the responsibilities they have as leaders.

The programme for personal development is carefully planned. The design of the personal and social education curriculum, careers programme and assemblies meets the needs of pupils. Leaders respond to information in school and in the community to shape the curriculum. Pupils value assemblies and lessons where they discuss issues and topics to prepare them for life in modern Britain. They are knowledgeable about different beliefs and faiths, equalities and diversity. They hold strong views about the importance of respect for others. Pupils feel welcome, whatever their background. Pupils describe the school as a family.

Parents and carers have mentioned issues they are less confident about. Communication about specific issues relating to their child needs to improve. Leaders know that there is more work to do to engage parents so that they have a full picture of the school.

Trustees and representatives of the local school board provide effective support and challenge. They have clear information about day-to-day life in the school. Staff value the support from colleagues. Staff manage their workload well by working as a team. Staff appreciate the way leaders share key information at a time of change. Leaders are approachable and mindful of the resilience of staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders carry out the necessary checks for all adults who work with pupils. Records are well kept. Regular training and updates inform staff of the potential risks pupils may face. As a result, they know how to spot when pupils are at risk of harm. Staff record their concerns on a central system. These are swiftly followed up. Leaders ensure that pupils receive the help they need. This includes working with external agencies.

Pupils learn how to keep safe when online. They know that it is important to be vigilant. Pupils know the actions they should take if they have a worry. Teachers give regular updates as new risks emerge.

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

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

- Irregular attendance of pupils impacts on their access to the opportunities on offer at school. Some pupils have gaps in their knowledge because of poor attendance at school. Leaders need to continue to strengthen the strategies they have introduced so that rates of attendance further improve.
- In recent times, there have been some changes at school that have unsettled parts of the school community. As a consequence, some parents and carers have expressed concern about specific issues that impact on their children. Better communication between school and home is needed. Leaders are aware of the need to strengthen parental engagement. Leaders should ensure that parents gain the information they need to be fully informed about the school.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2018.

## **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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	142031
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10269228
<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>	732
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John Winkley
<b>Headteacher</b>	Shirley Watson
<b>Website</b>	<a href="http://www.beckfootupperheaton.org">www.beckfootupperheaton.org</a>
<b>Date of previous inspection</b>	15 and 16 March 2018 under section 5 of the Education Act 2005

## Information about this school

- Since the previous inspection, there has been a change of headteacher.
- The number of pupils on roll is below the national average.
- The number of disadvantaged pupils is well above the national average.
- The school has higher than average numbers of pupils with SEND.
- A small number of pupils access alternative provision with Bradford College, Training and Skills Centre, Barnardo's and Pod 81.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The lead inspector met with the chair of trustees and representatives of the board of trustees and of the local school board.
- Inspectors met with the chief executive officer, associate headteacher, senior leaders, the special educational needs coordinators, curriculum leaders and other members of staff.
- Inspectors took account of responses to the Ofsted staff survey.
- Inspectors scrutinised a range of documentation, including the school self-evaluation, safeguarding documents and minutes of governing body meetings.
- Deep dives were carried out in English, mathematics and geography. In doing so, inspectors met with curriculum leaders, looked at curriculum plans, visited lessons across year groups, reviewed pupils' work and talked to pupils about their learning.
- Inspectors observed pupils' behaviour in lessons and around school, including at break- and lunchtimes. They gathered pupils' views about school, including through formal and informal discussions and responses to the pupil survey.
- The lead inspector visited on-site provision for pupils with SEND and inclusion known as the 'vulnerable learner centre' and the nurture classroom.
- Inspectors took account of the responses to Ofsted's online questionnaire, Ofsted Parent View.

### **Inspection team**

Louise Greatrex, lead inspector

Ofsted Inspector

Nicky Crum

Ofsted Inspector

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