

# enjoy learn succeed



'ALL THOSE INVOLVED WITH THE SCHOOL, INCLUDING PARENTS, SPEAK WITH PRIDE OF BEING A 'BECKFOOTER' AND HOW THE 'BECKFOOT LEARNER' IS AT THE HEART OF THE SCHOOL.'

OFSTED 2014



**Beckfoot School**

Prospectus 2016



'STUDENTS AND ALL THE STAFF ARE IMMENSELY PROUD TO BE 'BECKFOOT LEARNERS' IN THIS OUTSTANDING SCHOOL.'  
OFSTED 2014



'BECKFOOT IS AN AMAZING SCHOOL WHICH OFFERS INCREDIBLE OPPORTUNITIES AND ALLOWS EVERY STUDENT TO REACH THEIR FULL POTENTIAL. THE OPEN DOOR POLICY THROUGHOUT THE SCHOOL ENSURES THAT EACH ONE OF US HAS ACCESS TO SUPPORT WHENEVER IT IS REQUIRED, WHETHER IT BE ACADEMIC OR NOT.'  
BETHAN – YEAR 13



'THERE IS A RESTLESS HUNGER FOR IMPROVEMENT AT ALL LEVELS OF LEADERSHIP, INCLUDING THE GOVERNANCE. THIS MANIFESTS ITSELF AS A DETERMINATION THAT NO STUDENT WILL BE LEFT BEHIND OR DISADVANTAGED.'  
OFSTED 2014



## OUR SCHOOL

**At Beckfoot we believe that students thrive and their learning excels when they are happy and suitably challenged in schools they have a stake in developing. Beckfoot creates learning communities in which we all, staff, students and parents, share a common set of values to enjoy, to learn and to succeed. We are dedicated to breaking links between economic background and educational achievement and our aim is to equip young people with the skills and abilities to make a real difference to the world in which they will work and live.**

Beckfoot is the lead school in the Beckfoot Trust group of schools. The Trust sets exacting standards measured against the best educational outcomes it can identify anywhere. In 2014, Beckfoot was judged by Ofsted as Outstanding in all categories and Hazelbeck, the first school to join Beckfoot Trust, achieved the same recognition in 2015. This justifies the Trust belief that all young people have talent and that great schools free them to fulfil it.

Beckfoot students enjoy their school, work hard, make no excuses and stretch themselves and their peers beyond the expected. They contribute to a learning culture that's aspirational and proud and to a school community that fizzles with an excitement we call the 'Beckfoot Buzz'. Most importantly they gain the skills that make their academic achievements come alive in further education and employment. It is these skills that make Beckfoot Learners into generous and effective young people ready to leave us with a mature, optimistic and ambitious outlook on life.

Successful schools are completely student-centred, they focus on a few key priorities and they use data remorselessly to ensure each individual student receives the care and support they deserve. At Beckfoot we focus on four key priorities:

**Firstly**, we focus on the progress each individual learner is making, with teaching that excites young people and inspires them to become increasingly inquisitive, ambitious and confident.

**Secondly**, we provide selections of curriculum choices that are relevant to each individual, freeing them to thrive academically and socially. Our extra-curricular activity is crammed with opportunity to extend their experience of the Arts, PE and cultural activity.

**Thirdly**, we get to know all our students personally. We need them to enjoy their school and, if they need it, we support them with their behaviour, attendance, learning or any other challenge they face.

**Lastly**, we have a deeply engrained culture of leadership in the school and students are challenged constantly to make a contribution to the wider life of the school. Spiritual, moral, social and cultural development is what makes them the rounded adults they become.

### The Impact

Beckfoot Learners achieve in many ways. The simplest benchmark is national average GCSE results. Beckfoot student backgrounds broadly match a national average selection of students but our students have exceeded national averages on almost every measure since 2009. In March 2015, the school became Regional Finalist in the academic achievement, National Pupil Premium Awards. This was followed in June 2015 when the school was awarded a Specialist Schools and Academies Trust, Exceptional Student Attainment award for its educational outcomes. Most importantly all groups of learners do well at

Beckfoot demonstrating that exceptional progress is made by everyone, no matter what their individual circumstance. We remain ambitious for more and are confident future generations of Beckfoot Learners will aspire to ever higher achievements. At A level, the picture remains the same with strong outcomes leading students to Universities of their choice or careers that will continue to challenge them in years to come.

Finally, it is the young person that interests us most and Beckfoot Learners leave with so much more than just their academic results to be proud of. The sense of community never leaves them and each will have had a special moment to cherish, be it a sporting, artistic, academic or social achievement. It is the sum of all our experiences that make us 'Beckfooters' for life.

'STUDENTS' ACHIEVEMENT IS OUTSTANDING.... INCREASING NUMBERS ARE ACHIEVING THE HIGHEST A AND A\* GRADES BECAUSE OF TEACHERS' HIGH EXPECTATIONS AND STUDENTS' EXCELLENT ATTITUDES TO LEARNING.'

OFSTED 2014





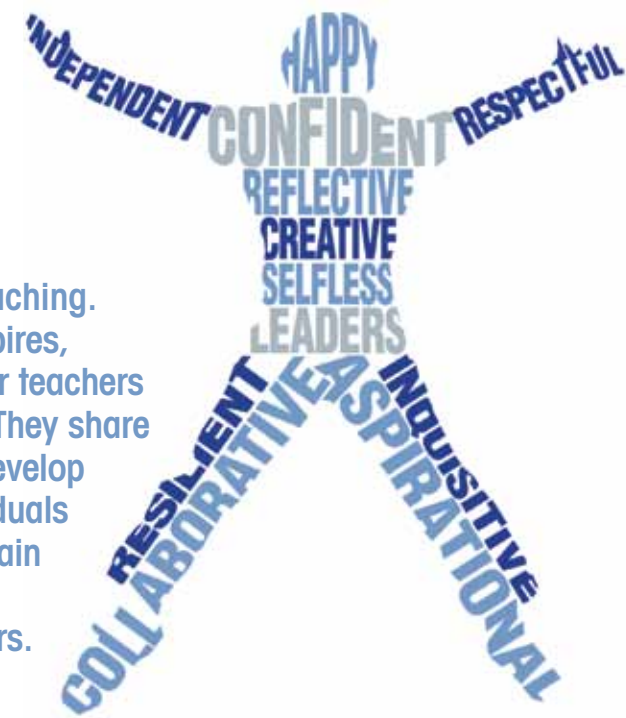
'STUDENTS ARE CONFIDENT, ARTICULATE AND ACCOMPLISHED LEARNERS. THERE IS A BUZZ OF LEARNING IN THE SCHOOL AND STUDENTS TAKE A GENUINE DELIGHT IN MASTERING NEW SKILLS.'  
OFSTED 2014



# A PASSION FOR TEACHING

## THE TEACHING CHALLENGE

We know that to create great learners you need great teaching. The progress of learning is liberated by teaching that inspires, measures, intervenes and rewards the learner. We free our teachers to be creative, to take risks and to learn from each other. They share collective goals to see the skills of the Beckfoot Learner develop and literacy and numeracy flourish. They know that individuals thrive with specific and detailed feedback from which to gain encouragement and to focus direction. The success of our teaching can only be judged by the progress of our learners.



## The Action

Over many years, Beckfoot has sought to learn from the best practice, has innovated and experimented and then developed a model of teaching excellence that delivers outstanding learning. The elements of the model are described as follows:

- Our expectations of teachers are absolutely clear and we trust them to develop their own style whilst applying the 'Beckfoot Teaching Model' for planning lessons. The model insists they know each student's level of understanding at the start of every lesson and that they teach with this in mind.
- The school has a relentless obsession with the quality of teaching and learning and we constantly monitor its impact on the academic progress of learners over time. The system for monitoring teaching quality is led by a Deputy Headteacher and involves every teacher and teaching assistant in the school.
- The Headteacher oversees the performance management of teaching staff. The 'over-time' progress of learners underpins appraisal and personalised development programmes ensuring we focus on the key aspects of teaching that make the most difference for young people.
- Teaching is a profession kept fresh by sharing best practice and implementing professional development programmes at faculty and whole school level. We prize collaborative working and particularly leadership development very highly.
- Whole-school literacy and numeracy strategies are part of the curriculum in all subject areas across the school. Our staff then adopt proven intervention strategies to ensure literacy and numeracy step-up initiatives target individuals where better than expected progress is not being realised.

- A whole-school approach is adopted for the marking of books and feedback to students. The same marking and literacy codes and a requirement for student self-reflection are evident in every subject. Ensuring that each student knows how to improve is an explicit requirement for all our teachers.
- The Beckfoot Teaching School Alliance has been established to train the teachers of tomorrow in the schools of today and to spread best teaching and leadership practice amongst partner schools. The initiative provides us with a talent pool of teachers for the next generation of students and a collaborative approach to school improvement.

## The Impact

- The achievement of students is graded as 'Outstanding' by Ofsted
- The quality of teaching is graded as 'Outstanding' by Ofsted
- The impact of teaching is evident on the progress of all groups of learners within school. For example, in English Year Seven, 99% of all learners have made expected progress and 90% more than expected progress whilst for economically disadvantaged children 95% made expected and 71% made more than expected progress. Across the school English and Maths results are consistent with each other.
- Ofsted's Parent View Survey\* confirms 97% of parents agree their child is well taught at Beckfoot.

\* Ofsted's Parent View Survey as at 27/6/15 for 198 responses



'TEACHING IS OUTSTANDING BECAUSE TEACHERS ARE PASSIONATE ABOUT DEVELOPING THEIR PRACTICE.'  
OFSTED 2014



'I FEEL LIKE THE TEACHERS REALLY CARE ABOUT ME AND MY GOALS AND ASPIRATIONS FOR THE FUTURE. ALSO, THE ATMOSPHERE IN SCHOOL IS ALWAYS SUPPORTIVE AND FUN.'

ABI - YEAR 11



# A MEMORABLE CURRICULUM

## THE CURRICULUM CHALLENGE

A great curriculum responds to the needs of individuals and enables them to flourish academically, spiritually, morally, socially and culturally. The curriculum spans the taught and extra-curricular life of the school and it must excite and challenge students whilst also providing scope for them to acquire the wider skills necessary for success in later life. At Beckfoot our students are encouraged to immerse themselves in extra-curricular activity as soon as they arrive in Year 7 and they increasingly take charge of taught curriculum choices as they get older.

### The Action

The Beckfoot curriculum is carefully defined to link with primary school outcomes. In the early years we concentrate on developing the skills of problem solving and independent learning that become the cornerstone of later academic success. We also ensure numeracy and literacy ability is sharp enough to allow students to progress well in all their subjects.

In later years students opt for a subject selection that suits their aspirations for life and we support them throughout with wide enrichment opportunities that build their confidence and self-esteem. There are several aspects to our curriculum that gain it so much credit from Ofsted and others and they are described opposite:

- Our curriculum is flexible and includes intelligent intervention that suits the needs of learners at different stages. We have whole-school initiatives for the development of literacy and numeracy skills but if they are not enough we have 'step-up' arrangements that work in Year 7 and 8 and similar arrangements are called 'breakfast clubs' for students in other years. Where intervention is needed for those challenged with social or emotional issues, we have parent and student support programmes like 'Time out for Teens'.
- School is often described as preparation for later life and our curriculum brings the world of work alive through the clever introduction of work skills in lessons across the school. The extra excitement comes on cross-curricular deeper learning days and with advice and guidance initiatives like 'Get a job in a day' where students break from usual lessons and tackle a single issue from different angles over a full day.
- All our students receive detailed Information Advice and Guidance (IAG), from qualified careers advisors throughout their time at Beckfoot.
- We recognise that learners are different. Key stage 4 curriculum choices provide pathways for academic and vocational learning and where appropriate we blend off-site provision into the selection to keep learners motivated and ambitious.

- National and International trips and visits, sporting and artistic activity litter our school calendar and engage our students in exciting and challenging opportunities to test themselves, to gain confidence and to shine brightly as talented young people. It is our firm belief that every Beckfoot student should have their moment to be proud, to be centre-stage and to be celebrated.

### The Impact

Our curriculum has:

- Driven and sustained improved exam outcomes at Key Stage 4 and Post 16, winning the school three Specialist Schools and Academies Trust sustained improvement awards.
- Very few students (1.6%) leave school without a future plan in place for further education, employment or training.
- In 2015, the school received an outstanding external audit of its Social, Moral, Spiritual and Cultural curriculum completed by the School Linking Network.
- Almost all our students engage in extra-curricular activity that takes place in Sports and Performing Arts (SPA) time during the school day and also extensively after school.



'BECKFOOT IS AN ACE SCHOOL! THE TEACHERS HAVE ALWAYS BEEN THERE TO HELP WITH WORK, EXAMS AND SO MUCH MORE. FROM DAY ONE EVERYONE STRIVES TO HELP IN AND OUT OF THE CLASSROOM. THE FACILITIES ARE BRILLIANT AS WELL AND EACH DEPARTMENT IS WELL CATERED FOR. BECKFOOT HAS ALWAYS BEEN A GREAT PLACE TO LEARN AND I CAN SEE THAT IT WILL ONLY GET BETTER.'

GEORGE - YEAR 13



'THERE ARE EXEMPLARY OPPORTUNITIES FOR STUDENTS TO DEVELOP LEADERSHIP SKILLS, VOLUNTEER AND TAKE PART IN CHARITABLE EVENTS.'

OFSTED 2014



## OUR CURRICULUM

	Year 7	Year 8	Year 9
ENGLISH including LITERACY IN YEAR 7	/	/	/
MATHEMATICS including COMPUTER SCIENCE	/	/	/
SCIENCE	/	/	/
HUMANITIES including GEOGRAPHY, HISTORY & RE	/	/	/
MODERN FOREIGN LANGUAGES (FRENCH OR GERMAN OR SPANISH)	/	/	/
PERFORMING ARTS including DRAMA, DANCE and MUSIC	/	/	/
ART & DESIGN including ART and TECHNOLOGY	/	/	/
PHYSICAL EDUCATION	/	/	/
PERSONAL, SOCIAL, HEALTH & CITIZENSHIP EDUCATION (PSHCE)	/	/	/

Further curriculum information is available on request



# SUPPORT FOR LEARNERS

## THE SUPPORT CHALLENGE

Beckfoot is a genuine comprehensive school and proud to take students from all backgrounds and with a full spectrum of abilities. Some of our young people have academic ability to spare and are naturally gifted, many come from families where economic circumstances make additional demands at home and in school. Our task is to ensure all our students, whatever their circumstance or ability, are motivated to learn and feel valued and well cared for. With the correct support and appropriate challenge all our young people can thrive and we make no excuses and hold the same challenging ambition for them all.

## The Action

We believe all young people can achieve if they have the necessary support at school and at home. We have created a calm purposeful school with a culture that makes students feel valued by giving them ownership of their own learning and an opportunity to shape the development of their school. We know that young people like clarity about boundaries and enjoy engaging with staff who smile, recognise their strengths and celebrate their successes. As a school we invest heavily in pastoral support because we know young people need individual support from time to time and that they value this highly. From advice with Oxbridge applications to encouragement with self-confidence, whatever the issue, we aim to be there to help. Some of our systems for support are described below:

- We expect students to behave appropriately and to take their learning seriously. We set high standards for smartness, punctuality, homework, remembering school equipment, respect for staff and other students and for the task of learning. Our behaviour expectations are clearly defined and consistently applied. Each student receives feedback at the end of each lesson on their 'attitude to learning' and this builds a picture that allows them to showcase their determination to succeed.
- The school's tutoring system is used to oversee the academic and social progress of students and Sixth Form students provide positive role models through volunteering schemes that include peer mentoring and academic coaching.
- Student success is our aim with everything we do and celebrating that success is a critical feature of our work. Visit the school to see displays of student work, look at the website or read the student magazine, the Buzz. Wherever you look you will see achievement honoured and shared for collective enjoyment.
- We are relentless in striving for full attendance as a prerequisite for academic and social success. Our systems

are supportive and creative and all aim to engage students with the enjoyment of being at school.

- The school buildings were designed to limit the need for school rules but they can't be eliminated completely. We write the rules we need with students, they phrase and shape them. Our staff work openly alongside students and our offices are all centrally located. Staff and students live and work together ensuring that there is constant supervision within our busy community.
- There can be a variety of reasons why changing schools is in the best interests of young people. Beckfoot is part of a regional Behaviour and Attendance Collaborative which creates positive solutions for students needing a fresh start in a new school.

## The Impact

- The behaviour and safety of students is graded as 'Outstanding' by Ofsted.
- Data from the vast majority of observations shows behaviour is good or better in lessons. (Bradford Partnership External Reviews 2011, 2012 and 2013).
- Data collected by staff establishes the percentage of students considered to have a poor attitude to learning is minimal and is reducing every year.
- Exclusion rates for all groups of learners, including those from economically challenging backgrounds, are significantly lower than the national average.
- Attendance rates are good at 95.2% in 2015/16.
- All groups of learners are making good progress compared to students nationally.
- Ofsted's Parent View Survey\* confirms 98% of parents believe their child feels safe in school and is well looked after whilst 96% believe the school makes sure its students are well behaved.

\* Ofsted's Parent View Survey as at 27/6/15 for 198 responses

'BEFORE I STARTED AT BECKFOOT I WAS CONCERNED, I THOUGHT I WOULD HAVE NO NEW FRIENDS, BUT NOW IT'S AMAZING, I NOW HAVE LOTS OF NEW FRIENDS AND MY TEACHERS ARE INCREDIBLE. I HAVE LEARNT SO MUCH.'

LOUIE – YEAR 7



'THE SIXTH FORM IS OUTSTANDING. STUDENTS IN THE SIXTH FORM MAKE EXCELLENT PROGRESS BECAUSE TEACHERS HAVE VERY HIGH EXPECTATIONS. THE GUIDANCE THEY HAVE BEFORE, DURING AND TOWARDS THE END OF THEIR TIME IN THE SIXTH FORM IS FINELY JUDGED.'

OFSTED 2014



'THE BEHAVIOUR OF STUDENTS IS OUTSTANDING. A FINELY HONED SENSE OF COMMUNITY IS SHARED AND PROMOTED BY ALL THE STUDENTS AND ADULTS IN THE SCHOOL.'

OFSTED 2014



'I LIKE BECKFOOT BECAUSE OF THE ACTIVITIES YOU CAN DO LIKE JOINING COMPETITIONS. I ENTERED THE SPELLING BEE AND IMPROVED IN MY LANGUAGE AND CONFIDENCE.'

AMINA - YEAR 8

'BECKFOOT IS A GREAT PLACE TO LEARN NEW THINGS AND SHAPE YOUR FUTURE.'

AYSHAH - YEAR 8



'STUDENTS HAVE STRONG OPPORTUNITIES TO MAKE THEIR VIEWS KNOWN AND CONTRIBUTE TO THE SCHOOL AND WIDER COMMUNITY. THEY ARE CURIOUS, INDEPENDENT AND CONFIDENT.'

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'STUDENTS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT IS EXEMPLARY. THEIR VERVE AND ENJOYMENT OF LIFE AND LEARNING RUN THROUGH ALL ASPECTS OF SCHOOL LIFE.'

OFSTED 2014



## LEADERSHIP AND SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)

### THE LEADERSHIP AND THE SMSC CHALLENGE

Schools form part of the system that provides the future flow of talent to ensure our society continues to flourish in a fair and equitable way. An environment that recognises diversity and respects difference is a wonderful place in which to learn the spiritual, moral, social and cultural lessons of life. A school in which you can explore the excitement of leadership and hone and develop skills that will serve you in work and in society, is a school that properly prepares young people for the complex realities of an ever-changing world.

### The Action

Beckfoot is a value driven school and our practice is rooted deep in our history and explained by our school motto

Enjoy-Learn-Succeed. We have a shared ethos; to support; to encourage and to celebrate the achievement of others. Our diversity is no better defined than in our co-location with Hazelbeck Special School, a relationship that gives us a depth of purpose and draws out the very best in us all. We challenge our students to make a broad contribution in thought and deed to the community in which we live and to the society they will join as adults. Some of the ways in which we do this are noted below:

- As soon as students join us in Year 7, we start to liberate them as leaders by taking them away on a team-working day where they begin the process of discovering the strengths, talents and abilities that we will develop over the next seven years.
- We reward students for making special contributions to all the aspects of SMSC in the school calendar and we celebrate their efforts in display on the website and in the student magazine, the Buzz.
- Student leadership is embedded in the way we work across all aspects of school life. Over 500 students take an active part in leadership in the school all co-ordinated by a democratically elected, Student Leadership Group.
- We trust students to take responsibility for shaping the ethos of the school, its rules and its priorities.
- Our RE curriculum ensures that for a secular school, students gain a full and deep understanding of a wide range of faiths and beliefs.
- Our curriculum ensures students reflect frequently on the events that shape their world.

- Our rich variety of cross curricular events, student-led charity work, debating initiatives, and tutorial time, all help to shape our understanding of moral and social issues.

### The Impact

- Students and their parents are immensely proud of their school. Ofsted's Parent View Survey\* confirms 98% of parents consider their child happy at Beckfoot and 98% would strongly recommend it to others.
- The levels of achievement for all groups of learners and the quality of behaviour indicate students feel happy at school, they feel safe, and are positive about their role within the school.
- The strong level of academic performance in Humanities inherently confirms a strong contribution to SMSC.
- The effectiveness of the Beckfoot Student Leadership Group and the range of student leadership activities in existence throughout the school indicate that active citizenship exists at the school.

\*Ofsted's Parent View Survey as at 27/6/15 for 198 responses

## BECKFOOT TRUST

Beckfoot Trust is an organisation that links a group of Bradford schools together so they can benefit from shared values and student-centred

strategies for success. By collaborating across primary, secondary and special schools, the Trust ensures young people flourish in their school years and leave prepared to thrive in later life. Each school in the Trust is in a different place on its journey towards becoming a remarkable learning environment, some are already outstanding, in-time they all will be.

The Trust is driven by a desire to improve the life chances of young people in Bradford:

- In Beckfoot Trust schools young people always come first and expect to achieve great things. They lead and shape the progress of their school community. School life is enriching and purposeful for everyone and parents engage fully in supporting their children to achieve great things.
- The Trust believes in great leadership that inspires staff to achieve more for their young people. The 'Beckfoot Teaching School' provides teacher training programmes to ensure staff are always at their best in the classroom.
- Beckfoot Trust schools are well led by effective headteachers supported by the Trust's 'Central Improvement Team'. Each school is systematic, accountable and extremely aspirational.
- Schools in the Trust educate Bradford's young people, are co-educational, comprehensive in status and ethos and closely grouped around the Trust's founding school, Beckfoot.

'TEACHING IS THE BEDROCK OF THE SCHOOL'S SUCCESS. LEADERS, TEACHERS AND STUDENTS ARE RELENTLESS IN SEEKING WAYS TO IMPROVE LEARNING.'

OFSTED 2014

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Chair of Academy Trustees: **John Winkley**

# Beckfoot Trust

Beckfoot School is delighted to be co-located with Hazelbeck Special School, the first school to join the Trust

