

Inspection of Beckfoot School

Wagon Lane, Bingley, West Yorkshire BD16 1EE

Inspection dates: 18 and 19 March 2025

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Outstanding
Previous inspection grade	Outstanding

The headteacher of this school is Simon Wade. This school is part of Beckfoot Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Shirley Watson, and overseen by a board of trustees, chaired by John Winkley.

Ofsted has not previously inspected Beckfoot School under section 5 of the Education Act 2005. However, Ofsted previously judged Beckfoot School to be outstanding for overall effectiveness, before it opened as an academy. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Beckfoot School is a setting that, first and foremost, cares deeply about people. Pupils joining the school are welcomed into a diverse family. They form strong and trusted relationships with adults and peers at the school. Pupils feel safe. One pupil, representing the views of many, said that 'everyone belongs here'.

The school has the highest expectations and ambitions for all of its pupils. The school's mission that 'no child is left behind' is fully realised. Pupils receive an education that is tailored to their abilities and aspirations. As a result, they make excellent progress through the curriculum.

Pupils behave with the utmost maturity. They conduct themselves to the highest standard in lessons and in social areas. Pupils develop a rich array of positive character traits. They are confident at communicating with adults and learn to 'talk like a Beckfooter'.

Through their leadership roles, pupils provide considerable contribution towards, and positive influence on, the school's work. For example, pupil leaders have designed a diverse programme of extra-curricular clubs, such as climbing, chess, coding, dance and woodwork. Pupils develop a strong social conscience by researching different charities to support. Sixth-form students take on a prominent mantle of leadership at the school. They act as exemplary role models to younger pupils.

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

The school provides exceptional opportunities for pupils to prosper. This is reflected in a curriculum that is highly ambitious for all pupils. The curriculum ensures that pupils develop an impressive range of skills and knowledge. This provides pupils with the strong foundation they need to progress to the next stages of their education, training or employment.

Teachers have excellent subject knowledge. They provide highly engaging lessons, which capture the interest of pupils. Teachers consistently check on pupils' progress through the curriculum. They adapt their teaching well, for instance by revisiting topics to help pupils grasp important concepts. Students in the sixth form benefit from expert teaching. This allows them to connect their knowledge and ideas across various topics. For example, students who learn chemistry explained confidently the precise mechanisms of how anti-cancer drugs prevent cells from dividing.

Pupils are challenged and supported very effectively by staff to achieve their full potential. Pupils make substantial progress through the curriculum. They achieve highly in published assessments at the end of key stages 4 and 5. Pupils take great pride in their work. They articulate their learning using subject-specific terminology. For example, in textiles, pupils explain in detail how they have integrated machine sewing with hand sewing using a variety of techniques and processes.

The school's ambition for pupils is evident across every aspect of the school's provision. Pupils with special educational needs and/or disabilities (SEND) are quickly identified and provided with the support they need. Pupils with physical disabilities integrate seamlessly into mainstream lessons. Pupils in small 'nurture' classes receive the extra help they need to achieve the ambitious aims of the school's curriculum. For example, pupils in these classes can explain how to perform challenging multi-step calculations to solve mathematical problems.

Pupils are encouraged to read at every opportunity. They talk enthusiastically about reading, including about their favourite novels and stories. Sixth-form students take an active role in supporting younger pupils with their reading. Pupils who are weaker at reading are quickly identified by staff. They receive the expert help that they need and rapidly improve their reading skills.

Pupils' behaviour is impeccable. The school has established close relationships between staff and pupils. The school celebrates positive behaviour frequently. This has an affirming impact on pupils' attitudes. Pupils rarely receive sanctions, such as suspensions, as these actions are rarely needed. Those pupils that do, speak positively about the support the school has provided for them. Pupils enjoy learning and attend well.

Pupils benefit from an extensive programme of personal development. For example, they learn about the importance of democracy through hustings for the election of new 'Beckfoot Student Leaders'. Student leaders plan events such as culture days. These celebrate and educate pupils about differences between people and communities. Pupils receive frequent advice and support to help them to make important career decisions. They experience a wide range of opportunities to engage with employers and experience the world of work. Sixth-form students volunteer their time to contribute to the life of the school and wider community. For example, they mentor younger pupils and lead debating clubs.

Leaders at all levels are highly effective and relentless in their efforts to improve the school's work. This has had considerable impact. Staff are incredibly positive about working at the school. They are proud of the school and report high levels of well-being. Governors and trustees have a sharp understanding of the school's many strengths and areas for further development. They provide rigorous support and challenge for school leaders.

Safeguarding

The arrangements for safeguarding are effective.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139975
Local authority	Bradford
Inspection number	10346509
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1604
Of which, number on roll in the sixth form	270
Appropriate authority	Board of trustees
Chair of trust	John Winkley
CEO of the trust	Shirley Watson
Headteacher	Simon Wade
Website	www.beckfoot.org
Dates of previous inspection	4 and 5 June 2014, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative providers of education.
- The school has a specially resourced provision for pupils with SEND. A small number of pupils with physical disabilities currently attend this provision.
- 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.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other leaders, staff and pupils. They met with governors and trustees. They met with the CEO.
- Inspectors carried out deep dives in these subjects: mathematics, English, science, modern foreign languages, history and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. Inspectors visited lessons and spoke to pupils about their learning in various other subjects.
- Inspectors observed and spoke with pupils at various times of the school day.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; considered the views of parents; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors evaluated responses from parents and carers to Ofsted Parent View. Inspectors also evaluated the responses that staff and pupils made to Ofsted's online surveys.

Inspection team

Chris Carr, lead inspector	His Majesty's Inspector
Matthew West	Ofsted Inspector
Liz Cresswell	Ofsted Inspector
Zoe Helman	His Majesty's Inspector
Michael Evans	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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