

Inspection of Bruntcliffe Academy

Bruntcliffe Lane, Morley, Leeds, West Yorkshire LS27 0LZ

Inspection dates: 26 and 27 November 2024

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

The principal of this school is Pascoe Gill. This school is part of The GORSE 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 (CEO), Sir John Townsley, and overseen by a board of trustees, chaired by Anne McAvan.

What is it like to attend this school?

Pupils are taught to have pride in themselves at this school. They learn and represent the school's core values of productivity, community, integrity, inclusivity and ambition. For example, pupils support community events such as Remembrance Day parades. They coordinate food bank collections to support local charities.

The school has high expectations of all pupils. Pupils take pride in their work. They talk knowledgeably about what they have learned. They achieve highly. Pupils experience high-quality lessons across much of the curriculum.

Most pupils are polite and behave sensibly. They show respect to adults and to each other. Most pupils enjoy learning. A small number of pupils do not behave well. Staff deal with this and do not allow poor behaviour to disrupt lessons. Bullying sometimes happens but is dealt with quickly. This helps pupils to feel safe.

Pupils enjoy an impressive variety of different clubs and activities at the school. For example, they participate in sports such as rowing, volleyball and karate. Pupils also take part in school theatrical productions, photography and origami and tend an allotment. These opportunities allow pupils to explore and nurture their talents and interests.

Pupils learn important life skills, including how to manage money. They share lived experiences of different cultures and religions. For example, pupils learn about the Muslim faith and learn about religious practices during Ramadan.

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

The school provides a consistently high quality curriculum. This ensures that important knowledge and skills are precisely identified and developed. The school has great ambition for pupils, including those with special educational needs and/or disabilities (SEND). Pupils are well prepared for future education, training and employment opportunities.

Pupils revisit topics regularly and are challenged to recall prior learning. This helps them to know more and remember more. For example, pupils use prior knowledge to answer 'brain in gear' questions and apply their knowledge in different phases of the lesson. Teaching and assessment are not consistent across lessons. Pupils in some lessons do not experience clear modelling and explanations. At times, pupils' misconceptions are not addressed. This slows the progress that some pupils make through the curriculum.

The school ensures that the curriculum meets the needs of all pupils. Pupils with SEND have their needs identified precisely. They receive the support they need in lessons. The school prioritises pupils from disadvantaged backgrounds. It ensures that these pupils receive the best possible opportunities to develop their knowledge and to achieve highly.

Pupils experience considerable success in published assessments and examinations. Most pupils articulate what they have learned with clarity. For example, pupils provided detailed

explanations of radioactive decay in science. They spoke with confidence about the work of great artists. Pupils demonstrate their improving knowledge. For example, pupils continually reflect on feedback and make improvements to their work.

The school has prioritised reading throughout all aspects of the curriculum. The school's 'forensic reading' lessons ensure that pupils develop critical thinking and analytical skills. Pupils who are weaker at reading receive swift and extensive support. They develop a love for reading and talk enthusiastically about stories.

Most pupils behave in a respectful manner. They have positive relationships with adults. Pupils follow the routines and expectations of the school's behaviour policy with a renewed focus on 'positive discipline with kindness'. A small number of pupils have not adapted to the school's expectations. The school continues to support these pupils to behave as expected. Pupils now receive fewer repeated suspensions. However, this needs to reduce further. Some pupils do not attend school frequently enough. Leaders are keen to further develop relationships between the school and the community as part of a wider strategy to improve attendance.

Pupils receive a comprehensive programme of personal development. They learn how to keep themselves physically and mentally healthy. They consider thought-provoking themes such as suffrage and misogyny. The school provides a rich array of clubs, trips and visits. Pupils receive many opportunities that help them consider potential careers.

Some parents and carers expressed concerns about the impact of changing leadership. The school now has stable leadership. There is demonstrable improvement across all areas of the school. Most staff feel supported, and that their workload is manageable. Trustees and governors have a sharp understanding of the school's strengths and what needs to improve further.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The implementation of the curriculum is inconsistent. Some lessons lack consistent application of agreed pedagogical methods that help pupils know and remember more. This limits the progress that some pupils make through the curriculum. The school should ensure that staff provide consistently high quality teaching across all aspects of the curriculum.
- A significant number of pupils are persistently absent. This limits their ability to make progress through the curriculum. The school should further develop relationships with the community and improve the attendance of all pupils.

- The school's new approaches to managing behaviour are not fully embedded. A small number of pupils do not behave well. The school should ensure that new methods to manage behaviour are fully embedded and that a positive behavioural culture is further developed at the school.

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	142056
Local authority	Leeds
Inspection number	10346557
Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,380
Appropriate authority	Board of trustees
Chair of trust	Anne McAvan
CEO of the trust	Sir John Townsley
Principal	Pascoe Gill
Website	www.brunycliffe.leeds.sch.uk
Dates of previous inspection	22 and 23 March 2023, under section 8 of the Education Act 2005

Information about this school

- Bruntcliffe Academy is part of The GORSE Academies Trust.
- The school uses two registered alternative providers of education.
- 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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, other leaders, staff and pupils. They met with governors and trustees. They met with the chief executive officer.
- Inspectors carried out deep dives in these subjects: mathematics, English, physical education, history, art and science. 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 considered how the needs of disadvantaged pupils and pupils with SEND are met. They observed 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 to Ofsted Parent View. They spoke with some parents. 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
Jayne Gaunt	Ofsted Inspector
James Franklin-Smith	Ofsted Inspector
Lucy Toner-Gowland	Ofsted Inspector
Dave Wadsworth	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024