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Beckfoot

Enjoy • Learn • Succeed

Beckfoot School 2015-16 Self Evaluation Form

October 2015

Context

Revision date: October 15

Author: David Horn

- Beckfoot is an 11-18 co-educational comprehensive school with approximately 1620 students on roll including 300 in the 6th Form studying level 3 courses. We share the campus with Hazelbeck Special School. We established the Beckfoot Trust MAT in August 2013. It presently has three schools within it, including Hazelbeck and most recently Beckfoot Upper Heaton. Beckfoot was awarded an 'outstanding' judgement from Ofsted in June 2014. Hazelbeck moved from RI to Outstanding in 2015.
- The school's value statement is 'ENJOY-LEARN-SUCCEED'. Our values shape all we do here. Our students come first. The 3 year strategic vision documents that have existed for the last decade provide a clear direction for improvement. The 'Beckfoot Learner' sits at the heart of our vision and values. It ensures everything we do is learner centred. The 'Beckfoot Learner' and the words within its body provide us with a constant reference point to exploring important concepts like British values, safety and welfare, self-esteem and how to be a successful learner. We expect every student to take ownership of their 'Attitude to Learning' and we grade attitude in every lesson. The 2015 -18 Vision document sets out our plan to ensure the school 'is truly great' by 2018.
- We cherish our staff. We want them to know they care cared for, are professionally developed and nurtured. Leadership development is an integral feature of our school. We promote a policy of abandonment. We abandon anything that hinders the preparation of great lessons and creates excessive workload. An example is the removal of full written reports this summer. We seek marginal gains across the school and within faculties. We have a Staff Welfare Committee with representation from across the school. Free tea and biscuits on Fraternising Friday is a feature of the school. We check staff happiness through bi-annual surveys and regular '2 stars and a wish' feedback.
- We are heavily oversubscribed. 1400 families identified Beckfoot as a preference for 270 places in 2015. We also became a Teaching School in 2015.
- The academic profile on entry is in line with the national average. We now have a higher proportion of 'higher band' pupils in the lower years of the school but have a consistent percentage of 'lower band' students across all year groups (RAISE 2014). 25% of students are eligible for FSM. We teach a small group of students with physical disability and have Designated Special Provision (12 students). The proportion of students supported by school action plus or with a statement of SEN is below average. The number of boys on roll (52.8%) is higher than girls. The proportion of learners with White British ethnicity is 67% with the largest single ethnic minority group being Pakistani (23%). (Census 2014).
- Academic outcomes over the last decade have been rapid and sustained although 5A*-CEM dipped by 7% in 2015. Attainment and Progress outcomes for nearly all groups of learners are significantly high. (RAISE 2014, ALPS 2014, L3VA report 2014). In 2015 we were awarded £50K for being Pupil Premium Regional champions for the 2014 closing the gap strategy. We received SSAT Awards 2012, 2013, 2104. We expect every student to make more than expected progress from their KS2 starting point. Progress data is embedded in to the working of the school and underpins accountability models for students and staff.
- Our curriculum is broad, balanced and personalised to the needs of every learner. There are five one hour lessons per day and dedicated assembly/ tutor time. A wide range of enrichment and additional study sessions exist within and beyond the school day. The LRC is placed in the centre of the school to facilitate independent learning.
- We have 107 teachers (22 of whom are part time) and 116 support staff (including casual). We have a full time Health Carer. We currently have 4 NQTs and one unqualified teacher in Drama. Staff absence is very low.
- David Horn has been Headteacher of the school for 18 years. He is also Executive Headteacher and CEO of the Beckfoot Trust. He is an NLE and chairs the 'Bradford Partnership'. He leads an established SLT of 9 colleagues including our Operations and Finance Director. The First Deputy Head leads our 'Teaching School' and also co-ordinates leadership programmes across the Trust and BP.

Overall Effectiveness	Grade 1	October 2015	David Horn
<p>Ofsted agreed in 2014 with our view that Beckfoot is an outstanding school in all key judgements and we still believe that to be the case although our outcomes in 2015 don't match those of 2014.</p> <p>Since the inspection we have collectively developed a new strategic vision for 2015 -2018 to further improve our school. It is not only highly aspirational with regard to academic targets, but also outlines the type of 'Beckfoot learner' we want to see develop at our school. Our aim is to create a 'truly great' example of comprehensive education.</p> <p>Outcomes have improved rapidly and been sustained both in terms of attainment and progress over the last decade. SSAT (2014) put us in the top 20% of schools in the country for progress KS2-KS4 for the third year running. Although the national change to grade boundaries has in our view been responsible for a slight dip in standards in 2015, outcomes are still significantly above national averages at KS4 and Post 16 and we will adapt quickly to the changing examination landscape.</p> <p>The three-year trend for In school variation is minimal, all groups of learners make significantly positive progress and the gap between pupil premium and non-pupil premium in 2014 resulted in us being awarded the prize of Pupil Premium Champions for the Yorkshire region winning a prize of £50K. The gap this year is much larger due primarily to the significantly lower starting points for this cohort of learners (22 students below L4 in 2015, 9 in 2014). We have to address this.</p> <p>The quality of teaching, learning and assessment is outstanding. Our children are safe and safeguarding policies are rigorously administered. Pastoral and academic support for learning is very effective with high quality teams caring for students' welfare, challenging each individual to achieve and meet our high expectations for behaviour and attendance.</p> <p>Leadership and management is excellent. The school is led in a highly principled, strategic and emotionally intelligent style which has been distributed through the school and engendered a culture of creativity and risk taking. The school has a clear vision for the future. It has a highly effective, systematic data led management system that ensures high levels of accountability for student performance at senior, middle and junior level. Governance is effective and the school is financially secure.</p> <p>We are most proud of our ethos. The school has soul. Our thoughtful and wide ranging promotion of pupils' spiritual, moral, social and cultural development enables pupils to thrive.</p>			

Leadership	Grade 1	Last revision date: October 15	Author: David Horn/ Charlie Tebbutt
<p>Ten years of strategic consistency have driven academic outcomes to top 20% levels overall and against similar schools and created an outstanding school.</p> <p>The strategies that shape our current position are as follows:</p> <ul style="list-style-type: none"> • Clarity of purpose. A value centred approach to school improvement. Values and ethos underpin all actions. 'Enjoy – Learn – Succeed'. Shared and understood by all. Every young person is special and can achieve wonderful things. • An inspirational and collectively owned vision for where we want the school centred on the development of the 'Beckfoot Learner'. Three year strategic plans from 2005 onwards. • A leadership style that allows the organisation to be driven hard without damaging it in the process – we call it emotionally intelligent and personalised approach to staff leadership with great communication, visibility, presence and senior staff modelling. (Staff Surveys, Self-reflection). Linked to this is a commitment to 			

abandon anything which causes unnecessary bureaucracy and work life imbalance. A staff welfare committee ensures that caring for staff stays central to our day to day work.

- **Evaluation and Accountability:** Balancing the soft with the harder aspects of school improvement. Rigorous, data centred management systems which measure the impact of strategy on outcomes for learners from Year 7 upwards and then allow us to evaluate impact and act on it. High quality robust performance management, annual self-reflection and target setting exists. Highly effective senior/ middle leadership line management to ensure strategic consistency across the school. These systems drill down to every teaching colleague in the school.
- A relentless and bloody minded determination from the Headteacher, Directors and senior leaders to focus on curriculum breadth, learning progress and teaching quality and never to be distracted. Employment of a non-teaching Deputy (Operations and Finance Director) to lead on issues like Multi Academy Trust development frees up others to focus on teaching, learning and assessment.
- **Creativity: Innovation and System Re-design.** Balancing up accountability and the desire to fight normalisation by promoting risk taking and innovation through high quality CPD and reflection time. The school has an obsession with exploring best practice in the classroom and protects non-contact time and directed planning time to ensure teachers have the time to plan great lessons and work together in teams. Teaching School status will further help promote this work.
- **Recruitment and Retention:** An insistence on only recruiting the very best teachers and support staff and the determination to fill key posts with the best staff. The School Direct programme launched in 2014 has helped us. The HT leads on the appointment of every teacher. Critical leadership roles have been changed where necessary to achieve better outcomes for learners.
- A never-ending drive to build and distribute Leadership Capacity: A commitment to developing leadership programmes for all staff. At senior level the development of a tight, coherent and highly effective team tied in to the strategic priorities for the school. At middle leadership level, the empowerment of senior middle leaders to develop systemic approaches to managing practice.
- The confidence to embrace student leadership and release their capacity for school improvement as a whole. We have over 500 students involved in student leadership in some form, overseen by the Beckfoot Student leadership Group. We are empowering students to take increased ownership of their learning.
- We are very conscious of the need to be aware of our responsibilities associated with the Prevent agenda and the general welfare of our students. We use assembly as a means to increase awareness of radical extremism, the joy of multi culturalism and British values. We have adapted our Child Protection Policy and extended the Safeguarding team. All staff have had basic PREVENT training and are in the process of preparing further training for all staff.
- We have a very well informed Trust Board who guard the ethos, ensure that the views of all stakeholders are represented and takes responsibility for change. (Academy conversion, Co-location with Hazelbeck Special School, Teaching school status and MAT Development).
- We embrace external scrutiny of progress made. In order to keep learning and to avoid insularity we joined the Bradford Partnership in 2011. This has ensured that we get an HMI led annual review of our self-evaluation judgements. We never stop improving.

'A strong moral purpose permeates the school, allowing all members of the community to thrive and flourish' Ofsted 2014.

Next Steps needed to secure further improvement:

We must never become complacent. Make good the great ideas within the 2015-18 Strategic Vision and strategically respond to changes in the examination framework so that all groups of learners can achieve. Remain true to our values as the MAT expands. Keep exploring new ideas and strengthen further the ethos of trust, risk taking and creativity. Be brave and outward looking.

Quality of Teaching, learning and assessment	Grade 1	Last revision date: October 15	Author: Gill Halls/ Debbie Anness/ Tom Darling
<p><i>Teaching is the bedrock of the school's success. Leaders, teachers and students are relentless in seeking ways to improve learning – Ofsted 2014</i></p> <p>Current Position 95% of over time learning is consistently good or better with 60% either 'outstanding' / 'good +' day to day.</p> <p>Areas of Strength</p> <ul style="list-style-type: none"> • Effective overtime teaching is underpinned by teacher awareness of the needs of every learner and planning for progress to stretch and challenge all. In nearly all cases, teachers teach their specialism which allows their deep knowledge of their subject to shape effective learning for all abilities. There is a consistent understanding across the school in using data and starting points to plan for progress. • There is no inadequate over time teaching. As a result, almost all students on roll, including all ability groups, disabled students, those who have special educational needs and those who are disadvantaged are making sustained progress. • All colleagues work to the high expectations of the schools' career stage teaching standards using assessment planning for progress models to stretch and challenge all learners. • A detailed and well thought through Literacy strategy provides a framework through which teachers can embed reading, writing and communication, and where appropriate, mathematics exceptionally well across the curriculum. Numeracy is also a priority and our focus at present is working with students entering the school with starting points below level 4 through the Yr 7 Mastery Maths curriculum. • Our Ofsted area for development to '<i>Further develop teachers' marking by making sure students are consistently supported to make high quality responses to the written comments on their work</i>' has remained a key priority for us. Teachers systematically and effectively check learners' understanding throughout lessons by effectively using the school's feedback and dialogue principles (written and oral) which have a notable impact on the day to day quality of learning. Student response to marking and feedback has developed at speed, has an impact on progress and learning with best practice evident in English. Homeworking is integral to schemes of work and consolidates learning. Parents are provided with clear and timely information on how well their child is progressing through 3 tracking reports annually (4 in Yr 11). • All teachers have high expectations and positive relationships with students and are aspirational as to what students can achieve. Where learning over time is less than good, underperformance is quickly identified and intervention is swift and effective. • A relentless focus on supporting, developing and celebrating effective and increasingly innovative learning opportunities is underpinned by the work of the school's T & L team with consistent reference to the Best Practice in Teaching and Learning booklet. Teachers relish development and continually look to develop their strategies to support highly effective learning. Review of and reflection on performance is a key area of the school's work. Colleagues share best practice both within and beyond the school. Directed Planning time takes place every Monday to allow colleagues the time to work in teams and plan great lessons. CPD programme are personalised to focus on identified appraisal needs and evidence are continually evaluated to evidence impact. Peer observation and developmental feedback is integral part of colleague CPD <p><i>Next steps needed to secure further improvement:</i></p> <ul style="list-style-type: none"> • To focus on Strategic Vision priorities linked to strengthening transition from Year 6 to Year 7, particularly with regard to literacy and numeracy, further strengthening high quality feedback and dialogue about learning progress and next steps, and broadening the innovative use of technology to widen learning beyond the classroom. • Continue to develop individual colleagues linked to career stage expectations • Continued work with individuals where triangulation of over-time evidence demonstrates a need for additional support • The T&L team seek to continually ensure consistency across subjects 			

Personal development, behaviour and welfare	Grade 1	Last revision date: Oct 15	Author: Darren Cooley/ Nicola Bostock Hayes
<p><i>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. 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</i></p>			
<p>Current Position</p>			
<ul style="list-style-type: none"> • Attendance has improved for all groups of learners and is above national average in every area. Current attendance is at 95.5%. • Our target for 'Attitude to learning' is for 75% of learners to achieve 1's in at least half of their lessons by 2018. There are already encouraging signs that students are reflecting in greater depth about their approach to learning: In 2014-15 the % of students with ALL 2's and 1s was 63%. In Sept-Oct 2015 - 74%. • Exclusions are very low. We work closely with other schools through the BAC to manage move students when required. • We prepare our learners well for 'life after Beckfoot' and a very low number (2.2%) of students leave school without a future plan in place for further education, employment and training. 			
<p>Areas of Strength</p>			
<ul style="list-style-type: none"> • The Positive Learning Strategy (PLS) is well embedded and allows students to feel confident about their learning. - <i>'Documents are concise and clear. They are consistent with the Beckfoot Learner model. This is evident, for example, in the behaviour policy, in lesson observations and in self-evaluations'.</i> (BP Review 2014) <i>81% (62%) of pupils agree that Beckfoot encourages pupils to develop self-confidence and make the most of their abilities.</i> (Keele 2014/15) • The PLS was evaluated by staff, students and parents at the start of the 2014/15 school year and changes implemented in September 2014. Rewards are now much more central to the policy. 100% of students had received at least one reward since the launch of the policy. • All groups of students feel safe at school and at alternative provision placements at all times - Overall, 84% (78%) of those questioned consider that their behaviour is good for the most part. (Keele 2014/15) • Students are fully aware of different kinds of bullying, including cyber-bullying and prejudice-based bullying and actively try to prevent it from occurring. Bullying in all forms is rare and dealt with highly effectively. 87% (72%) say that they usually feel safe at School (Keele 2014/15). We are developing our child protection team to include a wider range of staff. • We encourage healthy, active lifestyles. For example we have recently promoted girls involvement in sport through a set of 'this girl can' assemblies. This has already had impact with significantly higher numbers of girls involved in extra-curricular sport this year. • We promote a culture of debating to encourage students to reflect more deeply on issues and explore different perspectives. We are the UK National Debating Matters Champions for 2015 and Yorkshire Regional Winners in Young Magistrates competition 2015. • We have redrafted our policies to include updates, for example Prevent, FGM and forced marriage and communicated this to all staff. Our PSHCE programme and close links with Connexions ensures our students are 'positively prepared for life in Britain' - <i>The PSCHCE curriculum is based on impressive principles which align with the Beckfoot Learner model.</i> (BP Review 2014) • Wider and deeper learning days are well used to provide opportunities for all students to enhance their learning outside of the classroom - <i>'Staff described the powerful impact of some of this work, for example to commemorate the Remembrance Day centenary.'</i> (BP Review 2014) Assemblies inspire our learning community by generating high quality thought and reflection about SMSC issues that will develop young people's social, moral, spiritual and cultural awareness. This is underpinned with half termly themes linked to the Beckfoot learner. <i>'Students' spiritual, moral, social and cultural development is exemplary. Their verve and enjoyment of life and learning run through all aspects of school life.'</i> (Ofsted 2014) • We encourage our students to take ownership of everything they do - <i>'The annual student self-review, through which students have to present their progress to their tutor and their parents, is a powerful means of developing learners' autonomy'.</i> (BP Review 2014) 			
<p>Next Steps needed to secure further improvement:</p>			
<ul style="list-style-type: none"> • To further embed the 'attitude to learning' grading system and further develop the quality of our PSHCE provision. • Key staff have had the basic PREVENT training and we have adapted our CP policy. This is being cascaded through staff training. 			

Outcomes for Pupils	Grade 1:		Last revision date: October 15	Author: Tina Smith/ Alex Denham
<p><u>Current Position and Areas of Strength</u> <i>'The long term upward trend in results is a tribute to the work which leaders and teachers have put in, and demonstrates strong capacity for improvement' BP Review Dec 14.</i></p> <p><u>Attainment</u> of almost all groups of students is broadly in line with national or if below is rapidly improving.</p> <ul style="list-style-type: none"> • In 2015 63% of learners achieved 5A*-C including English and Maths compared to national of 55% (2014). • The percentage of students achieving 5 A*A grades has increased from 19% to 26% in 2015. Maths is particularly successful. • In English 71% of students achieved C or higher (67% national 2014) and in Maths 70% (67% national 2014). Low ability learners performed particularly well in English. • The % of students achieving the EBAC suite of qualifications has improved by 4% to 46% of students (24% national). • Although the gap between disadvantaged and non-disadvantaged appeared to increase between 2014 and 2015, the start point profiles of this group were markedly different. Currently across school evidence suggests that the gap is narrowing across year groups. • 49% of the current Year 11 in September 2015 would achieve 5A*CEM at this point in time, in line with Beckfoot last year at this point in time with a slightly weaker cohort (47% 2015 high attainers vs 31% 2016) • Students performed well across a range of subjects which lends itself to the progress 8 measure. Students taking the PE courses, History, Creative Arts courses, Sociology, Economics or Computer Science had some of the best outcomes in the school. Improvements were clear in Triple Science, Geography, Health and Music. <p><u>Progress</u> from each different starting point:</p> <ul style="list-style-type: none"> • the proportions of students making and exceeding expected progress in English and in Maths are close to or above national figures. In English 73% of learners made expected progress (70% national 2014) and in maths 66% (65% national 2014). In English 30% of learners made more than expected progress (32% national 2014) and in maths the figure was high against national at 35% (29% national 2014) in fact 12% made 5LOP (doubled from 2014) • Groups of learners who are disadvantaged, disabled or SEN make progress close to or above national figures in English and maths. Although gaps increased between 2014 and 2015, across school current learners are showing that the gap will close as in English KS3 the gap is on average 5%. In maths the expected progress gap is 24% (current Y11) compared to this time last year when it was 33%, evidencing that the gap is closing in maths. Ethnic Minority students perform in line with all students. • Arrangements for alternative provision is well managed with a designated leader and secures good outcomes. • Progress of all year groups is substantial and sustained in English and maths and across the wider curriculum. Based on current progress data, students in all subjects will achieve higher than national progress rates for their subjects and in maths lower attainers, SEN, disabled and disadvantaged are improving rapidly (mastery and catch up intervention for numeracy) • KS3 progress of learners across all subject areas as evidenced by external perspectives in maths and English is strong against national end of year 11 benchmarks. <p><i>Next steps needed to secure improvement:</i></p> <ul style="list-style-type: none"> • To increase rigour of assessment and monitoring systems to ensure that predictions are in line with outcomes since the changes to examinations post 2014. • To have a clear strategy which effectively secures higher than national number of students in Science gaining A*-C grades. • To improve teaching quality and outcomes for learners in maths by having a Maths mastery curriculum Y7 Up. • To better use Pupil Premium funding from Y7 up to close the gap between Disadvantaged learners and non- Disadvantaged learners in English and Maths. • To improve the outcomes of vulnerable learners including alternative provision students, ILZ, SEN, disadvantaged and low attainers through quality interventions in KS3 through literacy and numeracy. 				

Post 16 Effectiveness	Grade 1		Last revision date: October 15	Author: Victoria Armitage
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Current Position

Attainment:

Almost all groups of students are broadly in line or above national averages.

- In 2015 99% of students achieved A*-E grades which is above national (2014-98%). The students achieving A*-A grades is above at 28% compared to national (2014), A*-B at 55% and A*-C at 80% placing us above average (2014) in all areas. However vocational and applied courses are stronger against academic.
- The average APS is also above at 813 against national (2014) and an increase from our 2014 score of 804. The average grade per student is also above national at a C+.
- The number of students achieving A Levels at grades AAB or higher in at least 2 facilitating subjects is 12%.
- Attainment at AS level: In 2015 93% of learners achieved A-E grades which is an increase from 2014. The percentage of students achieving A grades is at 14%, A-B at 40% which is a 3% increase and A-C at 65% which is a 4% increase from 2014.

Progress

- The ALPS report for A level year Thermometer score in 2015 was a Grade 4 (Very good), the 3 year T score was a Grade 3 (Excellent). The Level 3 Value ready reckoner (2014 data) also highlights that vocational and applied courses are above average. Academic courses are in line. The vocational average points score is well above average with an average grade of Distinction*.
- Groups of learners: The gender gap of 21% in 2014 students on or exceeding target has closed and in 2015 there is no gap. More able learners (ALPS 2015) achievement rate indicated that students do not perform as well as other ability groups where GCSE grades are A's and B's.
- In 2014 the gap between non-bursary and bursary was 9% when looking at who was on or who exceeded target grades. In 2015 this has closed to 5%.
- The Validated PANDA 2014 indicated that there was a within school and national gap on academic for disadvantaged learners, however disadvantaged learners were above national on vocational and there was no within school gap.
- The ALPS report for AS level 1 year Thermometer score in 2015 was a Grade 3 (Excellent), the 3 year T score was a Grade 3 (Excellent).

Areas of strength

- Teaching quality-88% good or better, 65% G+/O, 40% outstanding. (sixth form review 2014)
- Business, Chemistry, Economics, History, Sociology and BTEC Sport (1-3 ALPS 2015)
- ALPS 2015 Teaching grades A level- Red and Blue teaching is at grade 4 (Very good) and has been for 3 years. AS level- Red teaching- 4 (Very good) Blue is a 3 (Excellent). Last year was 5. So big improvement.
- The students are the heart and soul of our school. They drive aspiration and ambition of our younger students through countless leadership activities, they steer and contribute to the development of our school and they are role models. This was validated in our own Sixth form review in October 2014.
- Destinations – 98% applied to University and 78% confirmed 1st choice. NEET for 2014 0%
- We annually carry out a 6th Form review to assess the impact of our provision on learners. Most recently October 2015.

Next steps needed to secure improvement

- To ensure that the more able students have stretch and challenge within all lessons
- To continue to forensically monitor Attitude to learning, attendance and punctuality.
- To increase rigour of assessment and monitoring systems to ensure that predictions are in line with outcomes since the changes to examinations post 2014.
- To have a clear strategy which effectively secures higher outcomes for students on academic courses. (Biology, Geography, ICT, Media, Philosophy, Product design) (6,7 and 8 ALPS 2015)
- To build on study skills needed for bridging the gap from GCSE to A level and to improve the Employment to education links and pathways.