

# Bradford Academy

Teasdale Street, Bradford, West Yorkshire, BD4 7QJ

**Inspection dates** 29–30 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Since the previous inspection, the quality of teaching has improved. Teaching is good in the large majority of lessons and some is outstanding. This is having a positive impact on pupils' attainment and progress.
- Given their starting points, almost all pupils make good progress at all key stages throughout the academy.
- The sixth form is good. Pupils make good progress and are well prepared for the next stage of their education, training or employment.
- This is a very inclusive academy where every pupil is equally valued and well cared for through the academy's pastoral care systems. Bullying is rare and pupils feel very safe.
- The behaviour of pupils and their attitudes to learning are good.
- The attendance and punctuality of pupils is improving year-on-year.
- The curriculum is well planned to meet pupils' needs and prepares them well for the next stage of their education. This also very effectively supports pupils' spiritual, moral, social and cultural development, which is outstanding. The quality of leadership and management from senior leaders and governors is good. They demonstrate a clear commitment and determination to drive the continued improvement of teaching and pupils' achievement.
- The involvement of the academy in the Bradford Partnership is a strength. The support the academy receives through the partnership helps to promote improvement in the quality of provision.

### It is not yet an outstanding school because

- Teaching is not consistently good and not enough teaching is outstanding.
- Teachers do not always use information on pupils' learning to ensure that the progress made by all pupils is never less than good.
- The marking of pupils' work is not consistently good and does not always clearly inform pupils what they need to do to improve.
- Teachers do not always apply the academy's literacy policy across all subject areas to enable pupils to develop their literacy skills consistently well.

## Information about this inspection

- The inspectors observed 54 lessons. Four observations were conducted jointly with members of the senior leadership team.
- The inspectors observed the academy's work, including the academy's self-evaluation and development plans, documents relating to behaviour and safeguarding, minutes of the governing body meetings, internal and external pupil progress data and pupils' work.
- The inspectors held meetings with six groups of pupils, staff, four members of the governing body and a representative of the Bradford Partnership.
- The inspectors took account of the 99 responses from parents in the on-line questionnaire (Parent View), together with the 42 responses to the staff questionnaire, a letter received from a parent and an informal conversation with a parent.

## Inspection team

Alan Parkinson, Lead inspector	Additional Inspector
John Leigh	Additional Inspector
Peter McKay	Additional Inspector
Jane Alexander	Additional Inspector
Katharine Halifax	Additional Inspector
Pamela Hemphill	Additional Inspector

## Full report

### Information about this school

- This is a large all-through academy. There are currently no pupils at Key Stage 2 because all-through status began in September 2010.
- The proportion of pupils known to be eligible for the pupil premium is well above the national average. The pupil premium is the additional funding provided for children in local authority care, those known to be eligible for free school meals and the children of forces families.
- The proportions of pupils from minority ethnic backgrounds and those who speak English as an additional language are well above the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion of those supported through school action plus or with a statement of special educational needs is well above average.
- The academy has two specially resourced provisions for pupils with special educational needs. There are currently 16 pupils in the designated special provision for physical disability and one pupil in the designated special provision for autism.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The academy enters students for some GCSE examinations earlier than usual.
- The academy provides alternative provision for a small group of pupils through its own off-site centre and Step Out programme and through collaboration with external providers, such as local businesses and charities, as well as Bradford's Pupil Referral Unit.
- The academy is an active member of the Bradford Partnership which is a partnership between 28 Bradford secondary schools to support school excellence and raise standards.
- The academy has achieved several awards in recognition of the quality of its work. These include the Inclusion Charter Mark, Investors in Pupils, Investors in Families and the International Schools award.

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

- Improve the quality of teaching so that it is at least consistently good and increase the proportion of outstanding lessons to further raise pupils' achievement by:
  - ensuring teachers' take every opportunity to put into practice the academy's literacy policy to enable pupils to develop their reading, writing and communication skills across all subject areas
  - sharing the good practice in teachers' marking of pupils' work across all subjects areas to ensure that teachers' comments clearly inform pupils what they need to do to improve and ensure that pupils complete work as requested
  - ensuring that teachers use information about how well pupils have learned to plan future lessons and always set work for pupils, whatever their ability, that enable them to make at least good progress in all lessons.

## Inspection judgements

### The achievement of pupils is good

- Children join the Early Years Foundation Stage with skills and abilities that are below those expected for their age, especially in communication, language and literacy and personal and social development. As a result of good teaching, children make good progress. By the end of the Reception Year, the majority of children have developed skills that are typically expected for their age across all areas of learning. Given their starting points, children's progress in developing understanding of the world is far greater than would be expected.
- At Key Stage 1, pupils' progress is good and attainment in reading, writing and mathematics is improving. Pupils use their phonics skills well (linking letters to the sounds that they make) to help them read difficult words. As a result, they make good progress and their attainment in reading is in line with that expected.
- Pupils' attainment on entry to Key Stage 3 is well below the national average. However, over the last two years there has been a significant upward trend of improvement in pupils' attainment and progress. For example, the proportion of pupils achieving five or more GCSE passes at A\* to C grades, including English and mathematics, has risen from 24% in 2010 to 42% in 2012.
- Although the academy enters pupils early for their GCSE mathematics examination, pupils have the opportunity and are encouraged to re-take the examination at a later stage to achieve a higher grade.
- The academy has focussed particularly on raising achievement in English and mathematics. As a result, the proportions of pupils making expected progress and those making more than expected progress has increased year-on-year in both English and mathematics.
- The academy's robust system to check on the progress of pupils indicates that attainment and progress will continue to rise in 2013. The academy uses this information well to identify at an early stage those pupils who are at risk of falling behind in their learning who need of additional support. For example, the additional support given to pupils identified as needing to improve their literacy and numeracy skills is particularly effective.
- Disabled pupils, those with special educational needs, those in the designated specialist provisions, those from minority ethnic backgrounds and those who speak English as an additional language are well supported in their learning, make good progress and achieve well. The gaps in achievement between different groups of pupils, including those supported by the pupil premium, are closing year-on-year in both English and mathematics.
- Although pupils' attainment on entry to the sixth form is generally below national comparisons, particularly for A-level courses, they make good progress and attainment is improving.
- Although the overall achievement of pupils' is good, it is not yet outstanding because the overall attainment is below national averages.

### The quality of teaching is good

- In the best lessons, where sometimes outstanding teaching was seen, pupils are keen to learn and make very good progress. Teaching is very well organised and planned and teachers make clear to students what they are going to learn. Teachers demonstrate good subject knowledge and use effective questioning to encourage pupils to think for themselves and develop their understanding.
- In some outstanding lessons, enthusiastic teaching engaged pupils fully in their learning. For example, in a whole of Key Stage 1 music session, 'think of a number', pupils' made excellent progress in developing their singing, listening and performance skills with some pupils' confidently singing solo. Pupils also developed their numeracy skills by counting the beats as well as developing their understanding and knowledge of music. In a Year 7 art lesson, all pupils were fully engaged in completing a drawing that took them 'up, up and away' into a world of imagination to a place they have never visited before.

- In some lessons, teachers do not always use information about how well pupils have learned to plan future lessons. Teachers' expectations of what the pupils can do are not always high enough. As a result, teachers do not always set work that enables all pupils to learn quickly enough.
- Some marking of pupils' work by teachers is very good and clearly shows pupils what they need to do to improve further. However, this good practice is not consistently applied across all areas. In addition, teachers do not always ensure that the pupils follow up their comments.
- Pupils say they enjoy their lessons and feel that they are well taught. In the vast majority of lessons pupils work well together. The good relationships between pupils and teachers and between pupils themselves, promote positive attitudes to learning and enable pupils to get on with their work well.
- The reading programme for all Key Stage 3 pupils has been particularly effective in accelerating the development of pupils' literacy skills. However, teachers do not always put into practice the academy's literacy policy during their lessons. As a result, pupils' development of literacy skills is not as good as it should be across all subject areas.
- Teaching assistants make a significant contribution to pupils' learning, particularly to those that are disabled, those with special educational needs and those identified by the school needing additional support. This effectively enables them to make progress that is in line with that of all other pupils.

### **The behaviour and safety of pupils** are good

- Behaviour in lessons and around the academy is good. Pupils are polite and courteous to each other, staff and visitors.
- Pupils say they feel very safe in the academy. They have a good understanding of how to keep themselves safe, for example, with regard to e-safety and using the internet. They have a clear understanding of the different forms of bullying and report that bullying is rare. When any instances of bullying do occur, they are quickly resolved.
- Pupils are well cared for by teachers and other adults. The pastoral care system is a strength of the academy and is valued by both pupils and parents. Pupils supported through the designated specialist provisions are well cared for and make good progress both academically and socially.
- This demonstrates the academy's commitment to offering all its pupils equal opportunities to be successful. Comments made by pupils include, 'I am lucky to be at this school'; 'Learning is fun'; and 'I have improved in mathematics with all the help I have had'.
- The academy has established effective partnerships with parents and external agencies that enable effective support to be given when problems arise to pupils whose circumstances make them vulnerable.
- The responses to Parent View indicate that a very large majority of parents support the view that pupils behave well in academy, they are not bullied, they are well cared for and they feel safe.
- The academy provides opportunities for students to develop as responsible individuals by taking on positions of responsibility, such as 'lead learners', house captains, home team representatives and as members of the academy's senior student leadership team. This enables them to make a significant contribution to the academy community. For example, lead learners in literacy act as reading buddies to support younger pupils and sports leaders assist in coaching activities.
- Over the last three years, attendance has continued to improve and is now close to the national average. The academy is successfully implementing strategies to reduce the number of persistent absences.

### **The leadership and management** are good

- The academy's Principal, senior leaders and governing body have accurately identified the academy's strengths and areas for further improvement. They demonstrate a passion and commitment for further improvement and have a clear focus on raising attainment by improving the quality of teaching. The strategies already implemented to improve the quality of teaching are resulting in accelerated rates of progress by pupils at all stages across the academy.
  - The academy is actively engaged in the Bradford Partnership of schools. This is a strength and the support received through the partnership is very effective and valued by the academy's leaders and governing body. For example, the partnership reviews the academy's performance and has recently reviewed the academy's quality of teaching, agreeing with the academy's own views. The partnership also provides opportunities for staff training and development and enables good practice to be shared between schools.
  - The academy has received outstanding recognition from the local authority over the last three years for its work with physically disabled pupils. This success led to the setting up of the academy's second designated specialist provision for autism.
  - The academy's systems for making checks on the quality of teaching are very effective and provide teachers with accurate feedback on their performance. This information is used well to provide a relevant programme of staff training and to advise the governing body about teachers' pay awards.
  - The curriculum is well planned at all stages throughout the academy. Pupils are offered courses and opportunities that meet their interests well. They help them to develop their academic and social skills and prepare them well for the next stage of their education, training or employment.
  - The academy offers a range of enrichment activities that provides students with opportunities and experiences to develop their personal and academic skills. For example, pupil members of the student senior leadership team are mentored by members of staff to enable them to contribute effectively to the further improvement of the academy. House assemblies provide pupils with opportunities for reflection and how they can support others. These activities contribute well to pupils' spiritual, moral, social and cultural development which is outstanding.
  - The academy provides alternative provision for some pupils to provide appropriate courses, support and work placements that enable them to be successful. The school takes all reasonable steps to ensure that pupils at work placements have good attendance, behave well and are safe.
  - **The governance of the school:**
    - The governing body effectively supports and challenges the academy's leaders at all levels. The governing body knows about the academy's performance and its strengths and has an accurate understanding of what needs to be done to improve the academy further. Governors check on the quality of teaching well and use performance management to set appropriate and challenging targets. They give appropriate attention to the connection between the quality of work that staff do and the arrangements for pay. They have a good understanding of the school's finances, including pupil premium spending, to provide additional teaching and learning opportunities to improve the English and mathematical skills of pupils who are at risk of falling behind. Safeguarding policies and procedures meet the statutory requirements.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	135367
<b>Local authority</b>	Not applicable
<b>Inspection number</b>	402697

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Academy sponsor-led
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	3–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1,535
<b>Of which, number on roll in sixth form</b>	303
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Howard Astin
<b>Principal</b>	Gareth Dawkins
<b>Date of previous school inspection</b>	3 February 2010
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