

# Inspection of Beckfoot Heaton Primary

Haworth Road, Bradford, West Yorkshire BD9 6LL

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Inspection dates: 13–14 November 2019

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Good**

Overall effectiveness at previous inspection

Not previously inspected

## **What is it like to attend this school?**

Beckfoot Heaton Primary School is a great place to be a pupil. Leaders have worked hard to make sure that learning is exciting and fun. There is a real sense of community in the school. Pupils get on well with each other and they enjoy learning together. Pupils have positive attitudes in their lessons and are very keen to get involved in the activities planned for them. Pupils told us that they feel well cared for and safe in their school.

The school offers pupils lots of opportunities for learning beyond their lessons. Pupils enjoy out of school visits and they learn from visitors to the school too. They also like the activities planned for them in the forest school. Clubs and activities which take place at lunchtimes, before and after school, are very well attended. School assemblies give pupils the opportunity to take part in school community activities.

Pupils know that teachers and staff have high expectations of them. Pupils are encouraged to celebrate their successes, be proud of their achievements and be ambitious for their futures.

All pupils we spoke to said that they feel behaviour is good, but some pupils need the guidance of staff to behave well. Pupils do not believe that bullying is a problem. They trust staff to sort out any problems they may have.

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

The quality of education is good. Leaders have planned the curriculum so that everyone can take part. Pupils talk about their learning to each other and to their teachers. Teachers know that some pupils are less confident than others, so they adjust their plans to help them. The plans make it clear what to teach pupils and when. Teachers have thought about how and when pupils can learn knowledge best. Leaders and teachers make sure that they change their plans if pupils need more time to understand any important knowledge.

Learning is topic-based which allows pupils to gain lots of knowledge and develop a range of skills. For example, pupils study a topic on the Victorians. As part of this, pupils experience different writing styles. They explore local history and buildings through research and visits. They have lots of opportunities to practise writing, including poetry and newspaper reports. At the centre of this topic is the novel 'The Railway Children', which is set in Victorian times. Reading is at the heart of the school's learning programmes.

As pupils learn, they revisit important knowledge and skills. Each time they do, teachers check that pupils are ready for their next steps in learning. If they are, pupils use their knowledge and skills to take on more challenging work. Because of this, pupils remember important concepts needed for further learning.

Younger pupils are quick to learn their knowledge of phonics. Teachers use the

phonics programme well and make sure that no one falls behind. Teachers are expert at building the vocabulary of pupils. This prepares pupils well for their next steps in reading and writing work. However, leaders told us that there is still more work to do to improve pupils' reading further, particularly at key stage 2.

Pupils with special educational needs and/or disabilities (SEND) get the support they need. This support allows them to be independent, so they achieve well. Disadvantaged pupils also do well. They have the same access to the resources they need to make learning exciting, enjoyable and stimulating.

There are lots of activities for pupils to do beyond their lessons. Pupils enjoy their themed assemblies. For example, during the inspection, the whole school gathered for a photograph and school community sing. This highlighted their work during anti-bullying week. Pupils are proud of the opportunities they have if elected to the school council. They take part in school productions and educational visits.

Children are safe and happy in the early years foundation stage. There are clear routines which allow children to develop their independence. Staff use their skills to develop the vocabulary of the children through talk and play. Inside learning spaces encourage children to learn. Outside learning spaces are being developed further to help children with their learning and their movement skills. Activities are well thought out and structured. Children develop their reading and number skills through play. On occasions, children's writing skills are not as well developed.

The trust, headteacher and school leaders make sure that pupils in this school get the best possible experiences available. They plan learning so that pupils enjoy their lessons, are creative and achieve well. Leaders have put into place structures which provide teachers and staff with the support they need to do their jobs well. They are considerate of staff workload and well-being. The staff and leaders at all levels care a great deal about the pupils and their community.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff training helps them to identify if pupils may be at risk of harm. The culture of safeguarding is very strong. Pupils feel safe and looked after while they are in school. Staff know what to do if they have any concerns about pupils. Leaders have put in place efficient systems for teachers and staff. These allow them to make quick referrals to the safeguarding team if they have urgent concerns. School staff go above and beyond expected actions to protect vulnerable pupils.

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

### **(Information for the school and appropriate authority)**

- Although reading has improved over time, leaders should ensure that it improves further. It is important that the system for teaching guided reading is consistent across key stage 2 so that the texts pupils study, and the activities they take part

in, always match the level of pupils' current learning across the school.

- Leaders should develop the outside learning spaces so that children's gross motor skills are developed more effectively.
- Leaders should ensure that the teaching of writing in the early years is further improved.

## 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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	143094
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10110523
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	797
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John Winkley
<b>Headteacher</b>	Zoe Mawson
<b>Website</b>	<a href="http://www.heaton.bradford.sch.uk">www.heaton.bradford.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Beckfoot Heaton Primary School converted to become an academy school on 1 December 2016. When its predecessor school, Heaton Primary School, was last inspected by Ofsted, it was judged to require improvement.
- This school is a much larger than an average-sized primary school. It also runs a breakfast club for pupils.
- The school has responsibility for a local authority specialist provision on site, for pupils with social, emotional and mental health needs. Currently there are no pupils from the school attending this provision.
- The school has provision for two-year-olds.
- The proportion of disadvantaged pupils is well above the national average.
- The proportion of pupils who speak English as an additional language is well above the national average.
- The proportion of pupils with SEND is well above average.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, senior leaders, curriculum leaders and other members of staff. Inspectors also met with a group of governors and trustees, including the chair of the local school committee, the chair of the board of trustees and the chief executive officer of the Beckfoot Multi Academy Trust.
- We observed pupils' behaviour in lessons and around the school, including at breakfast club, playtimes and lunchtimes. We gathered pupils' views about the school through formal and informal discussion.
- We scrutinised a range of documentation, including the school's self-evaluation and improvement plans and minutes of governing body meetings. We also evaluated information relating to pupils' behaviour and attendance.
- We talked to pupils and staff about safeguarding and keeping safe. We also scrutinised safeguarding documents.
- We took account of the views of 20 pupils who responded to Ofsted's pupil survey and the views of 56 staff who responded to Ofsted's staff survey.
- We took account of the views of 31 parents who responded to Ofsted's online questionnaire, Parent View, along with 31 responses submitted as free-text.
- We looked in depth at the following subjects: reading, writing, mathematics and art. In doing so, we visited classes across year groups and reviewed pupils' work. We also visited subject lessons. We spoke to pupils about their learning and listened to them read. We also met with teachers.

## Inspection team

Barry Found, lead inspector	Her Majesty's Inspector
Mary Lanovy-Taylor	Ofsted Inspector
Mike Smit	Ofsted Inspector
Lesley Allwood	Ofsted Inspector

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