

# Inspection of Becker School

Ruby Street, Batley WF17 8HL

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Inspection dates: 1 to 3 July 2025

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Not previously inspected

Does the school meet the independent school standards? **Yes**

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

Becker School specialises in helping pupils with additional needs thrive. The school focuses on establishing strong relationships, which is evident in how staff and pupils interact. This caring atmosphere builds trust, so pupils feel safe expressing themselves. They share their views through resources, sign language, and talking with adults.

The school sets ambitious goals for its pupils. High expectations support pupils in making progress. Pupils develop well from their starting points. Tailored approaches to learning help pupils to behave well and to be successful learners.

Becker School provides tools for staff to support different learning styles. The environment encourages practical, written, and contextual learning, creating a lively experience. Staff understand their pupils well, offering support when needed. This helps pupils refocus and return to tasks with energy. Pupils eat, play and learn together.

The school's effort to integrate pupils into the community is positive. Pupils join community outings. This enriches their education and boosts their awareness of the local area. Local police and MPs visit the school. This helps pupils connect with their community. They gain insights and learn about civic responsibility.

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

The school has taken an appropriate approach to the design of its curriculum. It connects the school's goals, which align with each pupil's unique needs. The curriculum is sensibly sequenced and effectively supports the pupils' improvement in subject knowledge over time.

At the moment, the school only has pupils in key stages 1 and 2. The transition for new pupils is a strength; it is gradual and thorough. This helps staff gather important insights into each pupil's needs. This considered approach informs the tailored support which pupils receive.

The school meaningfully addresses potential barriers to learning, which supports the school's aspiration to foster an inclusive environment. It emphasises the unique needs of each pupil and sets a strong foundation for their academic and personal growth.

The school gathers information on pupils' progress. This helps plan the next steps in each pupil's learning journey.

The new curriculum is being rolled out. As such, some pupils have not yet acquired the full body of knowledge desired by the school. The school values staff and pupils with equal importance. It has plans for the impact of the curriculum to develop over

time. What pupils learn is designed to give them a solid foundation for future success.

Reading is rightly prioritised at Becker. The school has a structured approach to reading. The school supports the staff through regular training to deliver the phonics programme effectively. Pupils in the early stages of learning to read receive effective phonics support. This helps pupils to improve their reading. For example, they break words into parts and sound them out with precision. Daily reading takes place during story time. These sessions let pupils focus on narratives and enjoy stories with the staff. The school ensures pupils read with a degree of fluency.

Staff support pupils well in managing their behaviour. When pupils lose focus, staff skilfully re-engage them with their learning. Pupils are typically kind and considerate towards one another.

The school works with parents and carers to ensure regular attendance. This approach usually brings positive results. Morning routines, such as warm welcomes, breakfast and bucket time, before starting lessons, help lower pupils' anxiety. This supports a positive start to the school day.

The school provides robust personal development opportunities for pupils. It ensures that it covers different topics to meet individual needs and enhances pupils' social awareness. International days, offsite visits, and guest speakers help pupils appreciate the world around them.

School leaders value their staff. The school prioritises staff's well-being, which the team appreciates. Staff enjoy the supportive leaders. The school looks at staff workload and builds in additional personal time for staff at busy times.

The proprietor uses their expertise to support the school's growth and integrity. In addition, they ensure that the building and the outdoor areas are suitable, safe places to learn. The school meets all independent school standards and fulfils Schedule 10 of the Equality Act 2010.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve? (Information for the school and proprietor)**

- The full impact of the curriculum has not yet been fully realised. This means that some aspects of pupils' knowledge are not secure in all areas of the curriculum. Leaders must continue supporting all staff in implementing the established plans, vision, and relational approach to which the school is committed.

## 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.

## School details

<b>Unique reference number</b>	150896
<b>DfE registration number</b>	382/6034
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10374869
<b>Type of school</b>	Other independent special school
<b>School category</b>	Independent special school
<b>Age range of pupils</b>	5 to 13
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	11
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Polaris Children's Services Limited
<b>Chair</b>	Jo August
<b>Headteacher</b>	Sarah Chatterton
<b>Annual fees (day pupils)</b>	£65,000 to £93,000
<b>Telephone number</b>	01924 929551
<b>Website</b>	<a href="http://www.beckerschool.co.uk">www.beckerschool.co.uk</a>
<b>Email address</b>	<a href="mailto:schooloffice@beckerschool.co.uk">schooloffice@beckerschool.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is located at Ruby Street, Batley WF17 8HL.
- The school is part of the Polaris community group.
- The school caters for up to 40 pupils who are aged between five and 13. At the time of the inspection, all pupils were in key stages 1 and 2.
- All pupils have an education, health and care plan, with the vast majority having autism.
- The school does not currently use any alternative provision.
- The school is operating within its registration as agreed with the Department for Education.

## Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the head of school, senior leaders and the proprietor.
- Inspectors carried out deep dives in these subjects: early reading, including English; mathematics; and personal, social and health education. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors had a tour of the school site and scrutinised a wide range of documentary evidence to check on the statutory requirements of the independent school standards.

- Inspectors considered responses to Ofsted’s surveys for pupils and staff. They also considered responses to Ofsted Parent View, Ofsted’s online survey for parents.

### **Inspection team**

Richard Jones, lead inspector

His Majesty’s Inspector

Tricia Stevens

Ofsted Inspector

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