

Prospectus 2010/11

'One Community Transforming Learning'

*Prospective students -
visit the Blog on the homepage
of the Beck-foot website*





01/Our School

At Beckfoot we believe that students thrive and their learning extends when they are happy and suitably challenged in an environment that they have a stake in developing. Beckfoot is a learning community in which we all – staff, students and parents – share a common set of values to enjoy, to learn and to succeed. We believe that together we can create a school where individuals find space to develop into accomplished and responsible young people, prepared to take their place in a society that will value their inspiring example.

Our beliefs are consistent and we maintain a restless intensity to improve. Extending the progress each individual makes is our focus and we pursue it with four priorities. First, we focus effort on the progress learners are making through creative and considered teaching strategies that excite young people and recruit them to determinedly pursue their studies. Secondly, developing a curriculum that suits the needs of individuals whilst preparing them for challenges ahead is an essential starting point from which we create exciting ways to engage students. This frees them to learn at their own pace and outside the strictures of traditional school calendars. Thirdly, personalising a student's school life requires the individual to become the centre of our attention and part of the overall community, a balance that requires dedicated support and challenge both within and outside the classroom. Finally, communities are dynamic, need leadership and thrive on change and that is why our students have such a say in how things are run at Beckfoot. These four priorities ensure the school retains its reputation for care, compassion and the fun of school, whilst ensuring its students become the rounded, responsible and successful citizens of the future.

In 2011, Beckfoot will open the doors of its new building and welcome Hazelbeck special school to share the site in a co-location that excites us all and adds a wealth of new experiences to our sense of community. We are privileged to have the opportunity to build a new school and this prospectus will expand on our key priorities that continue to shape our thinking as the new property shapes our environment.

Our Vision

At Beckfoot we aim to create one learning community where we all understand the role of learning in our lives; one community which values every individual and makes them feel safe, cared for and happy; one community where we can develop a sense of responsibility for ourselves and others; one community where, as leaders, we can shape our future; one community of positive, reflective learners who inspire others to achieve.

After five amazing years at Beckfoot, the school was really the only place I would consider for the Sixth Form. The support students receive from staff is phenomenal, all students have great opportunities in and out of lessons - student leadership groups, sports and performing arts groups, a range of clubs - and there are some great facilities on offer. I know that the skills will help me long after I've left the school, and memories of my time here will last for years. Lastly, the grades I've achieved from GCSEs have been incredible (teachers words, not mine), which I know is in part down to the great learning environment at Beckfoot.

Alex Homer - Year 12

The high quality pastoral care and support that students receive and the outstanding curriculum are key factors in securing students' outstanding personal development and well-being.
Ofsted Report 11/08

All students have targets and the tracking of their progress is robust.
Ofsted Report 11/08

Beckfoot is, in my opinion, what the perfect school should be. I feel the school, its staff and its pupils are a credit to the community. The Headteacher is always friendly and approachable, as are his staff. We recommend Beckfoot to all our friends.

Keele University Parent Survey Report 10/08



02/The Art of Teaching

Great teaching creates great learners and great learners achieve for life. That is why we concentrate firstly on the progress learners are making and adapt our teaching to ensure we are stimulating the acquisition of the knowledge and skills students need in ways they feel most engaged.

Great Teachers

Great teaching is an on-going process of engaging staff in sharing best practice, assessing their own performance and developing new initiatives. This restless search for better practice ensures standards of teaching are consistently good across the school and our status as a Teacher Training School guarantees we are at the forefront of new thinking in classroom practice.

Independence

In many ways learning to learn is the most important lesson of all and it is an early ambition that we equip each student with the skills to become a genuinely independent learner. In this way, their inquisitive nature is channelled into an effective development of the key themes in each subject, ensuring the pace of progress is driven by the student as much as the teacher.

In Year 7 we started to study towards our German GCSE. We continued this in Year 8 and now into year 9. Our language teacher has been really supportive. We have also done Enterprise Day where we had to work in a team to create a new product. We then had to give a presentation about it. It was a really fun day and we did a lot of teamwork. I am now in Year 9 and working towards my German GCSE. I have a lot of support in all my lessons and I'm always encouraged to do my best.

Mollie Jakob Hall - Year 9

I can honestly say that my child has come on loads since starting at Beckfoot. Grades went up and confidence soared. Sending him to Beckfoot was the best decision ever.

Assessment & Reporting

Accurately identifying each student's progress and sharing it with them so that they understand what they have achieved and what they have next to do is perhaps the single most important factor in ensuring students exceed their potential. We call this Assessment for Learning and we do it in each and every lesson as well as more formally during the school year. The critical distinction is that it is as important for the student and parent to understand progress as the teacher. That is why reports and opportunities for students, parents and teachers to meet face-to-face remain critical parts of the learning process.

Intervention

In every student's life there comes a time when things could be going better. Identifying these challenging times as early as possible creates the opportunity to intervene with fresh ideas before the student loses their motivation to learn. Our task is to ensure we have an endless supply of new ways to overcome these challenges so students feel they have met and overcome a difficulty making them stronger learners as a result.

Resources

Students have adopted technology into their school lives just as adults have done in their working lives and we are fortunate to have won Technology College status in 2000 giving us a decade of investment in new technologies for staff and students. The school's Arts College designation has also provided investment to support all the arts and our facilities now match the best available anywhere in the private or public sector.





A great emphasis has been placed on developing teaching to ensure that students are engaged and enjoy their learning.
Ofsted Report 11/08



The pastoral care and guidance that students receive is outstanding.

Ofsted Report 11/08



At Beckfoot I am offered countless opportunities to get involved in school life, so much so that at times it is difficult to decide what to choose. Beckfoot offers a really wide range of subjects in both GCSE's and A Levels too and the tracking system always lets you see how you are progressing in your subjects. The staff give excellent support to students whatever their activities both in and out of lessons. This helped me to achieve successful AS grades and be a part of many other things that gave me experience that will help me in the future.

Pooja Gohil, Year 13



03/Supporting and Challenging Learners

Students thrive and prosper when they meet challenges, find the resources to help them and go on to achieve their goal. Miss out on the challenge and they fall short of their potential, miss out on the support and they fall short before they should. The correct balance of support and challenge is steeped in the ethos of Beckfoot and has been recognised by Ofsted as outstanding care, guidance and support. There are many aspects to this work and it starts well before students join us in Year 7.

Primary Transition

Settling quickly into a new school community is often daunting, so we visit all feeder primary schools to meet our future students and also encourage links between students in primary schools and those already here in Year 7.

Sixth Form

At the other end of the spectrum, older students leaving us in Year 11, or after two years in our sixth form, require critical support in order to make the right choices about work or further study. Beckfoot has a very successful sixth form rated as outstanding by Ofsted for its 'A' level provision and one of its greatest strengths relates to the advice students receive about their next steps.

Monitoring and Intervention

Learning Leadership Teams and Tutors at Beckfoot monitor progress in every aspect of student life, intervening as necessary to ensure every learner receives the support they need to overcome a challenge or to stretch them towards the outstanding. They are also there to respond to students, parents and carers when they ask for help of any kind.

Co-construction

One of the most striking things about becoming a Beckfoot student is the realisation that you have a part to play in shaping the future of the school. Students, parents, staff and Governors are all part of a collaboration that is shaped by their enthusiasms, dreams and needs. At Beckfoot, students have more than a say in

how the school works, they have an obligation to contribute to the on-going improvement of the school. After all, it is their school.

Positive Learning Strategy

Beckfoot rewards and celebrates success in every way it can from articles in the school newsletter, the Buzz, to end of year Achievement Assemblies. Students work hard and need the encouragement that a pat on the back for a job well done deserves. Along with this philosophy comes an expectation that everyone should have every opportunity to succeed and that those disrupting the progress of others must take responsibility for their actions. Students hold a very clear understanding of the behaviour expectations outlined in our Positive Learning Strategy and of the consequences of falling short of these standards.

Student Self Review Days and Subject Consultation Evenings

Collaboration and a learning partnership between school, the student and those at home is the most rewarding formula for success at school. Parents are just as likely to enjoy an appraisal of progress provided by their son or daughter at consultation days as listen to a report from their teacher. Sharing an understanding of the progress made and the journey ahead is the priority. The school's PACT (Parent Advice and Contact Team) is there to help parents if they wish to explore ways of developing the learning partnership at home.

Inclusion

Beckfoot was amongst the first schools nationally to be awarded a Chartermark for Inclusion and it remains one of our most cherished achievements. The school has a well earned reputation for its work with students challenged by special educational needs and is immensely proud of its Designated Special Provision for students with severe physical difficulties. Our philosophy demands we have equal ambition, challenge and determination to ensure all our students succeed. Of all our responsibilities, creating an inclusive learning environment is at the top of our list and our students would accept nothing less.

My child's reading age shot up in his first year and his confidence grew. Beckfoot is a brilliant school.
Keele University Parent Survey Report 10/08

Pastoral support, particularly for the most vulnerable students, is outstanding and contributes to the very inclusive ethos of the school.
Ofsted Report 11/08

04/Personalising the Curriculum Experience

A really engaging curriculum stimulates the excitement of learning and shapes all the planned activities and routines of the school. Increasingly this includes the development of initiatives that extend the school day and those made possible by the use of emerging technology, most notably computer-based 'Virtual Learning Environments'.

Personalising Curriculum Design

Beckfoot students enjoy increasing opportunities to work across age groups as we seek to provide learning opportunities that match their stage of development rather than their age. In their early years at Beckfoot, we instil the skills of problem solving, collaborative working and

independent thinking necessary for students to thrive in a world where the challenges they will face have yet to materialise.

At the same time there is an emphasis on developing the core skills of numeracy and literacy critical to ensuring they can achieve in all their subjects as they progress through the school.

These foundations give way in Years 9 to 11 to a series of choices that students make to pursue a selection of subjects appropriate to their needs. These choices are well guided and structured to challenge each individual. Those that succeed better with a more applied or practical selection of subjects will find many more opportunities than in the past. Those with a talent for the pure academic subjects will be stretched far and fast. Increasingly, we enrol students from other schools on our courses and our students take up opportunities in work place learning, at colleges or other schools. Students learn tolerance and respect through a challenging PSHCE programme; they all have work experience opportunities in Year 10 and each year expand their experience during our summer Enrichment Week.

*This year was full of different activities for me. It started off with me playing Franz in the Sound of Music but even before that I'd been to Africa to help people with school. I also took part in the Yorkshire Young Chef of the Year competition and came 4th out of 12. I also played for the school Football team and played for two school bands which forwarded my musical learning. I can't wait to see what happens to me next year.
Jonathan Wilson, Year 13.*



The wide ranging enrichment programme contributes to students' enjoyment of school.
Ofsted Report 11/08



Enrichment

Beckfoot has a tradition of providing a wealth of enrichment opportunities and many departing students will explain that this aspect of school life is the one that they will remember most fondly. So, those that are musical, athletic, artistic, thoughtful, social or technically minded, will find opportunities to explore their interest during our Sports and Performing Arts time in the mornings or after school. Some 32 clubs exist for students to join and all our Year 7 students are encouraged to take part. In addition there are over 140 trips and visits in any academic year and these chances to experience the world beyond the school gate feature strongly in our students' memories of school life. Enrichment really is the essence of life as a Beckfooter.

Extended School Activity

The school's responsibility as a learning centre available to meet the needs of children, families and the wider community is one we take very seriously. The school encourages use of its facilities in the evenings and at weekends and has deep rooted community links with organisations like the very successful Bingley Harriers and Athletics Club. As new facilities become available in 2011, this role will extend further as we will be able to host and support even more community activity.

Specialist School Provision

The school holds specialist status in three areas, as a technology college, an arts college and a training school. Each award brings finance attached to obligations and targets for academic success. Few schools hold three specialisms and we work hard to retain them as they fund and inspire so much of the activity that helps students to progress so well at the school. Examples include our links with primary schools ensuring that many younger students have visited the school's technology or arts departments many times from their primary schools. Links across the curriculum ensure that the challenging and aspirational influence of specialism is found throughout the school.

Academic Results

When students leave Beckfoot, they are mature, responsible and well rounded citizens ready to move on. We have dedicated ourselves to working with them to achieve their academic potential and in this aspect of school life Beckfoot has a reputation for exceptional results frequently featuring in the Government's top 100 schools list for sustained improvement. Beckfoot is an academically ambitious school and we will continue to improve results as we pursue the agendas set out in this prospectus.

	2008 % Pass	2009 % Pass	2010 % Pass
5+ A*- C, GCSE	60	63	73
5+ A*- C, GCSE with English and Maths	42	53	60
5+ A*- A, GCSE	18	19	22
5+ A*- G, GCSE	95	94	97
A2 A Level Results A-E	99.7	99	99

Our Curriculum

	Year 7	Year 8
Art	✓	✓
Drama including Dance in Yr 8	✓	✓
Design & Technology	✓	✓
English including Literacy in Yr 7	✓	✓
Humanities including Geography, History, RE & Learning to Learn	✓	✓
ICT	✓	✓
Mathematics	✓	✓
Modern Foreign Languages (French or German)	✓	✓
Music	✓	✓
Personal, Social, Health & Citizenship Education (PSHCE)	✓	✓
Physical Education	✓	✓
Science	✓	✓

Parents have an overwhelmingly positive view of the school and it has a very good reputation within the local community.

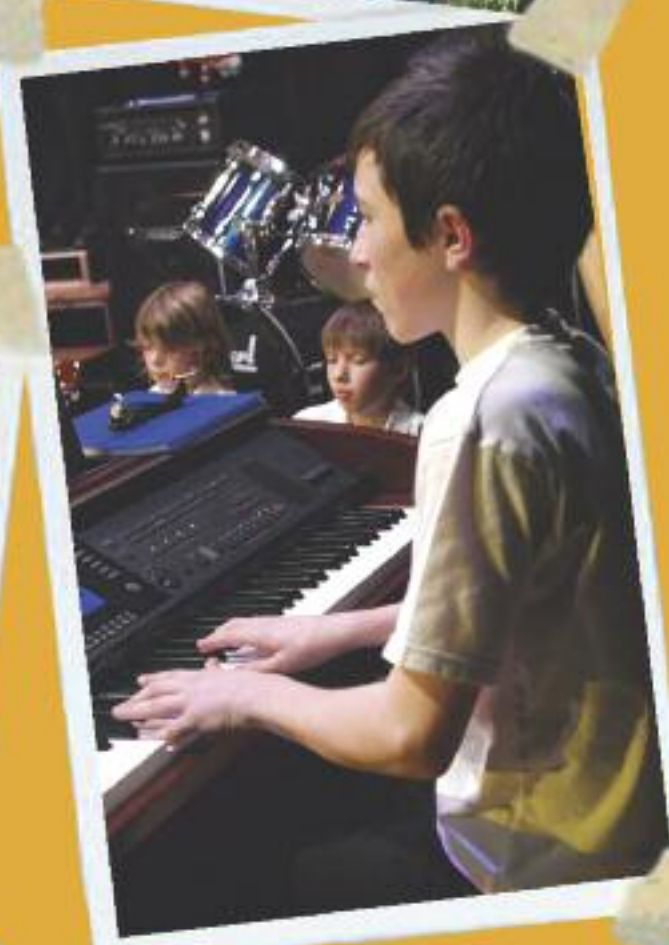
Ofsted Report 11/08

Substantial changes have ensured that the curriculum meets the need of all learners exceptionally well.

Ofsted Report 11/08



Students develop into confident individuals and are well prepared for their future economic well-being.
Ofsted Report 11/08



Student leadership is very well embedded and the contribution of the student voice to informing the future development of the school is excellent.
Ofsted Report 11/08

05/Creating a Learning Community

A community in which all members are galvanised by a common set of beliefs and a shared set of goals is an inspiring place in which to live, work and learn. At Beckfoot there has always been a strong sense of community, often described as the school's 'soul'. It is this tradition that is being developed in many ways as we face a future in co-location with Hazelbeck School in a new building with aspirations to transform our ways of learning to match the times. At the heart of this transformation is a belief in the capacity of young people to shape the school they are a part of. We call this student leadership and we know it has a distinct part to play in the school's future because it is already an important aspect of school life.

Hazelbeck and Co-location

Following years of consideration, it has been established that co-locating students from mainstream and special schools within one learning environment gives both groups of young people enormous opportunities to enrich their journey from child to adulthood. The co-location with Hazelbeck is an exciting opportunity for both schools to transform the chances for their young people. Beckfoot students that have visited special schools in Bradford have led the way in describing the benefits that will accrue and with their confidence we are moulding the activities of both schools into one cohesive learning campus.

Student Leadership

We have moved beyond listening to student views and towards a model of school development that sees students at the heart of decision making. The strength of the student leadership group, elected annually with a formal voting process has put students into the decision making process for curriculum development, the new school design, the development of the school's

strategic plan and many other areas. These new initiatives add to the peer mentoring, year group councils, paired reading and house group responsibilities that students have always enjoyed. Consequently, student leadership at Beckfoot continues to win national recognition, for example our students have visited Ealing schools to help their students develop a vision for their new schools. Utilising this collaborative approach to school development, Beckfoot continues to break new ground in educational thinking and its students grow in confidence from the experience.

New Technologies

New ways of determining our future are matched with new ways of working and learning as the school explores leading edge technology to ensure students can learn and live in ways suited to the times. Already, the school's computer-based Virtual Learning Environment (VLE) allows students to extend their learning from anywhere with an internet connection and staff and students collaborate constructively outside the confines of the traditional school day. These opportunities will only expand as we seek to provide a more specific curriculum to each student making personalisation of learning a reality.

I've been part of the student leadership group working on the new building for five years now and it's really exciting to see the building taking its final shape. At first I couldn't believe the architects wanted to hear what we thought but now, I now know they didn't make decisions without talking to us or thinking about our requirements. The students really have had a say and we've all gained so much confidence from being involved. It's amazing to think back to the first nervous assemblies we did and to think how easily we now stand up and talk to big audiences at National Conferences and schools up and down the country. All this has led me to more leadership work both in and out of school, such as the overseas expedition, sports leaders, kick boxing instruction, scout leader and Duke of Edinburgh Award Scheme.

Lyle Pentith, Year 13

The student leadership group is very active in organising a range of other student led groups, giving good direction and having a clear understanding of school development issues.

Ofsted Report 11/08



