



**Beckfoot School**

Enjoy • Learn • Succeed

*One  
Community  
Transforming  
Learning*



*Prospectus 2011/12*

# 02 / Our School





*My time at Beckfoot has been a great experience. The school has a really friendly atmosphere and supportive ethos, so you never feel like just another face in the crowd. I've found my teachers helpful and enthusiastic. Relations between staff and students are really good, creating a strong community that I think makes Beckfoot unique. We've also recently moved into a new building, with great new facilities that make the school a great place to learn. Beckfoot is a fantastic place for anyone to make friends, get the best results they're capable of and prepare for their future.*

**Charlotte Cooper Beglin – Year 13**

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, focussing effort on the progress learners are making through creative and considered teaching strategies that excite young people and recruit them to pursue their studies with determination .

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

enjoyment of school, whilst ensuring its students become the rounded, responsible and successful citizens of the future. In 2011, Beckfoot opened the doors of its new building and welcomed 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 have been fortunate to have had 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 has shaped 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.

*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**

*The school motto is that if the child is happy, then they are happy to learn – we are very pleased with this ethos.*

**Keele University  
Parent Survey Report 10/10**

# 03 / 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. We then adapt our teaching to ensure we are stimulating the acquisition of the knowledge and skills students need in ways in which they feel most engaged.

## Great Teachers

Great teaching is an ongoing 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 long history of being a 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.

## 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 to do next is perhaps the single most important factor in ensuring students maximise 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 that students feel they have met and overcome a difficulty, making them stronger learners as a result.

## Resources

Few schools in the country, of any type, have an array of facilities to match those at the new Beckfoot. The school is extremely fortunate to have been part of the Government's Building Schools for the Future programme and 2012 will see the arrival of a collection of sports facilities that will complete our project. As a Beckfoot student you really do have access to the best possible curriculum and extra-curricular facilities and our students are already excelling as a result.



*I have had teachers telephone me in the evening at home to discuss matters relating to my child - this is above and beyond the call of duty.*

**Keele University  
Parent Survey Report 10/10**

*We feel Beckfoot is excellent. Both our children are doing well and enjoy going to school.*

**Keele University  
Parent Survey Report 10/10**

*A great emphasis has been placed on developing teaching to ensure that students are engaged and enjoy their learning.*

**Ofsted Report 11/08**



*I've really enjoyed my time at Beckfoot so far. There are loads of extra-curricular sports (such as netball and basketball) and things like extra Drama. In Year 7 I joined Harmony and Drama and really enjoyed them. Now I'm in Year 9 and am halfway through my French GCSE and about to start my Maths and all the teachers are really supportive and they helped with any problems.*

**Indigo Lilburn-Quick – Year 9**



# 04 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 ongoing 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 that we visualise for parents with a graph students develop that they call their 'flight path'. 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.

*Beckfoot not only challenges and encourages students in lessons but make sure they achieve their full potential out of lessons too! I have been supported and stretched by the staff throughout Beckfoot which has helped prepare me for anything that is thrown at me! I not only feel confident academically but am also ready for musical and sporting challenges! With numerous opportunities offered to you the only real problem is trying to fit it all in.*

**Fiona Nixon – Year 11**

*The pastoral care and guidance that students receive is outstanding.*

**Ofsted Report 11/08**

*The school has a friendly atmosphere and I feel has the best interests of pupils at heart.*

**Keele University  
Parent Survey Report 10/10**

*Pastoral support, particularly for the most vulnerable students, is outstanding and contributes to the very inclusive ethos of the school.*

**Ofsted Report 11/08**

# 05 Personalising the Curriculum Experience

*There are so many opportunities to get involved in at Beckfoot. I recently completed my Duke of Edinburgh Bronze Award, however not before being a dancer in Hairspray. I have been a part of the Student Leadership Team since Year 9 but also a member of the netball team. I feel that this has made me well rounded as a person and can't wait for what Sixth Form will hold for me this year.*

**Lydia Noble – Year 12**

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 'Managed 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 11 and each year expand their experience during our summer Enrichment Week.

## 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. During 2012, as the full spectrum of sporting facilities are commissioned, we will be able to host a wider range of activities and become a school truly at the heart of its community.

## Technology and the Arts

Over the many years that Beckfoot has been a Specialist Technology and Arts College, it has built up a bank of activity that is central to the way the school operates. We continue to invest heavily in these areas as they inspire so much of the activity that helps students to progress so well in 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. Retaining this expertise will ensure Beckfoot remains a very special place in which to learn.

## 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.

	2009 % Pass	2010 % Pass	2011 % Pass
5+ A* - C, GCSE	64	74	88
5+ A* - C, GCSE with English and Maths	53	60	61
5+ A* - A, GCSE	19	22	29
5+ A* - G, GCSE	94	97	97
A2 A Level Results A-E	99	99	100

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	✓	✓

The wide ranging enrichment programme contributes to students' enjoyment of school.

**Ofsted Report 11/08**

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 needs of all learners exceptionally well.

**Ofsted Report 11/08**



# 06 *Creating a Learning Community*





*Our Student Leadership Groups have gone from strength to strength over the past year: we now have more students involved in participation in the wider school community than ever before. The work of our Building Schools for the Future Group changed from shaping the school to working towards integrating every student into the move, part of which involved the students devising the new Student Principles. Students recognise the amount of effort that has been invested for them and want to enjoy learning in their new environment!*

*The Student Leadership Group is leading a district-wide project which is focussing on the best methods of Teaching and Learning. Short term, we want to implement ways of improving this across Beckfoot but our end-goal is to share our findings through publication with other schools across the country. In addition, almost every faculty in school now has its own group of students working to improve that subject – this means that students can choose the subject area that they want to develop.*

*There has never been a more exciting time to be part of Beckfoot; students really are shaping the school and its future. The skills that I've acquired from being involved will be invaluable to me in later life!*

**Jack Bardsley-Ellis – Year 13**

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 lends itself so well to the development of our partnership with Hazelbeck School in a new building with ways of learning suited to the times in which we live. At the heart of this transformation is a belief in the capacity of young people to shape the school of which they are a part. 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 has been an enormously enriching process as staff and students come together to explore ways of collaborating within and outside the classroom. Beckfoot students have always held a strong sense of justice, fairness and equality. Quite naturally, they have sought out ways of moulding the activities of both schools to create 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 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 recognition for its work at regional conferences and events. 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 Managed Learning Environment (MLE) 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.

*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**

*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**



# Beckfoot & Hazelbeck Learning Community

Beckfoot is delighted to be co-located  
with Hazelbeck Special School



**Chartermark  
for Inclusion**



## Beckfoot School

Enjoy • Learn • Succeed

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