

# Inspection of Co-op Academy Beckfield

Tyersal Walk, Tyersal, Bradford, West Yorkshire BD4 8ER

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Inspection dates:	22 and 23 October 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

The headteacher of this school is Caroline Watkiss. This school is part of the Co-operative Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Chris Tomlinson, and overseen by a board of trustees, chaired by Russell Gill. There is also an executive headteacher, Jack Sowter, who is responsible for this school and two others.

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

Pupils learn in a safe, inclusive and aspirational environment. The school has high expectations for pupils' achievement and behaviour. An increasing number of pupils meet these expectations. Pupils enjoy coming to school. This is reflected in their improving attendance. The school has thought carefully about how it encourages and promotes regular attendance.

Leaders are determined to prepare pupils well for life beyond the school. In addition to an ambitious curriculum, the school has a well-thought-out careers programme. Pupils have opportunities to meet visitors from a range of different professions. The programme inspires pupils to try their best so that they can pursue their career aspirations later in life.

Pupils are confident and happy. Pupils are keen to share their learning with visitors. Children in the early years interact well with each other. They play cooperatively and share the resources that are available to them. Older pupils talk about how it is a 'bully free school'. They recognise that, while bullying may have been an issue in the past, it very rarely happens now. Incidents of poor behaviour have significantly reduced over time. The school environment is calm and orderly.

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

Since the last inspection, the school has developed ambitious curriculums for all subjects. Published outcomes show that pupils' achievement is improving. Leaders consider how the curriculum for each subject begins in the early years. Children in the early years make a strong start to their education. The environment is carefully designed to provide a wide range of learning opportunities. There is a sharp focus on teaching children how to communicate with others and manage their feelings. This helps children to get on well with each other. They are well mannered.

Teachers demonstrate secure subject knowledge. In most subjects, they regularly check what pupils know and remember. This helps them to identify and close gaps in pupils' knowledge. However, in some subjects such as personal, social and health education (PSHE) and religious education (RE), teachers do not make these checks. This means that some pupils develop gaps in their knowledge without their teachers knowing. This hinders pupils in building knowledge securely over time in these subjects.

The school is determined for all pupils to become competent, fluent readers. All staff are trained in how to teach the phonics programme. They do this effectively. This means that few pupils move into key stage 2 unable to read. The school quickly identifies pupils who are struggling with learning to read. Skilled staff support them to catch up with their peers. The school has reviewed its approach to the teaching of reading for older pupils. This is having a positive impact on pupils' engagement in, and enjoyment of, reading. In the early years, children join in with songs and nursery rhymes enthusiastically. They listen carefully during story time sessions and enjoy looking at books.

The school trains staff in how to identify and support pupils with special educational needs and/or disabilities (SEND). Staff understand the needs of these pupils well. Typically, teachers make appropriate adaptations to their delivery of the curriculum for pupils with SEND. As a result, pupils access learning successfully alongside their peers. However, sometimes it is hard to measure whether pupils are achieving the targets set. Some of the ways the school is trying to measure pupils' success against their targets are not practical.

Pupils understand the importance of treating everyone equally and with respect. Most staff use the behaviour policy consistently. Pupils are clear about the rewards and consequences that they might receive. They behave well in lessons.

Pupils learn about a range of different faiths and visit places of worship. This helps them to develop respect and tolerance for those with different beliefs. The school is working towards an anti-racism award with a local university. Incidents of racist behaviour have reduced significantly since the last inspection. The school provides some opportunities for pupils to develop their talents and interests. Pupils can attend extra-curricular clubs. They can also take part in school performances and poetry recitals.

Leaders have brought about rapid improvement since the last inspection. For example, their work to improve attendance is having a positive impact. There is a strong team approach in the school. The trust provides effective support and training to leaders and staff. Staff feel valued and are proud to work at the school. The trust has recently implemented a new approach to local governance. The school now has an academy community council. The trust has trained community council members in the new approach. Community council members are well-equipped to support and challenge the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Some of the ways in which the school is trying to measure the progress of pupils with SEND are not practical. It is difficult for staff to know whether pupils are achieving the targets set. The school should work to improve its process for monitoring the effectiveness of provision for pupils with SEND.
- The school does not ensure that staff check whether pupils are remembering what they have been taught in a small number of subjects. Consequently, pupils find it difficult to articulate their learning in these subjects and have gaps in their knowledge. The school should support staff to use assessment strategies effectively to accurately identify where pupils may need to revisit previous learning.

## 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.

## Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	145306
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10346701
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	184
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Russell Gill
<b>CEO of the trust</b>	Chris Tomlinson
<b>Headteacher</b>	Caroline Watkiss
<b>Website</b>	<a href="http://www.beckfield.coopacademies.co.uk">www.beckfield.coopacademies.co.uk</a>
<b>Dates of previous inspection</b>	17 and 26 May 2022, under section 5 of the Education Act 2005

## Information about this school

- Since the last inspection, the trust has appointed a new executive headteacher and headteacher.
- The school has a nursery which admits children from the term after their third birthday.
- The school does not use any alternative provision.
- The school offers before- and after-school childcare. This is run by school staff and overseen by the board of trustees.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the executive headteacher and headteacher. They also met with the special educational needs and disabilities coordinator and subject leaders.
- Inspectors spoke to the CEO, chair of the trust board, head of governance for the trust and members of the academy community council. This included the chair and vice-chair.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. Inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also reviewed the curriculum for design and technology.
- Inspectors considered how the school caters for pupils' personal development, including reviewing the curriculums for PSHE and RE.
- Inspectors observed pupils' behaviour in lessons, around school and at breaktimes.
- To evaluate the effectiveness of safeguarding, the 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 considered the responses made by parents to Ofsted's online survey, Parent View. This included any free-text comments.

### **Inspection team**

Philippa Kermotschuk, lead inspector

His Majesty's Inspector

Dughall McCormick

His Majesty's Inspector

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