

# Inspection of an outstanding school: Hazelbeck Special School

Wagon Lane, Bingley, West Yorkshire BD16 1EE

---

Inspection dates:

3 to 4 July 2024

## **Outcome**

Hazelbeck Special School continues to be an outstanding school.

The headteacher of this school is Beth McPhail. This school is part of Beckfoot Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Shirley Watson, and overseen by a board of trustees, chaired by John Winkley. There is also an executive headteacher, Claire Robbins, who is responsible for this school and two others.

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

Pupils at this remarkable school embark on a vibrant and fulfilling journey each day. They arrive with smiles, eager to engage in the nurturing environment where they feel supported and valued. The school's relentless ambition for pupils' success is evident in every aspect of its work. Leaders and staff share an ongoing dedication to excellence. Their shared vision of 'no child left behind' is fully realised.

Pupils benefit from the broad and ambitious curriculum that is carefully tailored to their individual needs. Pupils rise to the high expectations that staff have for them. They are supported by individualised education plans and dedicated staff who know them well. Their achievements are celebrated. Any gaps in learning are swiftly addressed. As a result, pupils thrive and are ready for their next steps.

There is a calm and respectful atmosphere across the school. Over time, pupils become more adept at self-regulating their feelings and behaviour. Bullying is rare and any incidences are dealt with promptly and effectively. Pupils know that trusted adults will act quickly to help them with any worries they may have.

Parents recognise the school's commitment to pupils' wider development. There are extensive enrichment opportunities that prepare pupils for future success. Some older pupils spoke of their trip to France and were thrilled at going on an aeroplane. Others are looking forward to the forthcoming show, confident and happy to showcase their dance routines!

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

This inclusive school's commitment to supporting pupils' academic and wider development is truly exceptional. The curriculum is meticulously crafted to meet the diverse needs of all pupils. Cultivating independence is a central focus. There is a tenacious approach to ensuring that pupils are ready for their next steps and that these next steps are both meaningful and suitably ambitious.

The school's determination to secure the best possible outcomes for their pupils gives pupils every opportunity to be valued members of society. Many pupils access a variety of accredited courses and qualifications. Older students in the sixth form are looking forward to college courses in a range of subjects. Some are keen to be mechanics, and others would like to help in special school environments as they themselves have been helped.

The ambitious curriculum enables pupils to thrive and succeed. It is meticulously crafted to meet the unique needs of each pupil. Teaching staff are highly skilled at linking skills and concepts across different lessons and subjects. This connected approach helps pupils to gain the knowledge they need at a pace that is appropriate to them. The school carefully checks the progress that pupils are making. Any gaps in knowledge are swiftly identified and further refinements are made. Personalised education plans are regularly reviewed and adjusted based on how well pupils are doing. Consequently, every pupil receives the support and experiences that they need to thrive academically and personally.

Pupils are well supported to communicate in a range of different ways. Some use symbols and pictures to explain their choices, while others use Makaton sign language. Well-trained staff help pupils at the early stages of writing and with learning to read. Some older pupils used the photographs from a recent beach trip as prompts for creative writing. They enjoyed using time connectives and a range of adjectives to capture this memorable experience! Pupils at the early stages of learning to read receive the help they need to read with increasing proficiency. Some clearly enjoy reading, finding genuine excitement in stories as they unfold.

The school knows how important it is for pupils to attend regularly so they can benefit from all that the school offers. Working closely with the trust, it carefully analyses a range of data, including behaviour, attendance and pupil progress. The local school committee offers both support and challenge. It seeks appropriate assurance that the school is maximising each pupil's potential. The school maintains a commitment to ongoing development, supported by strong quality assurance systems from the trust. Staff are proud to be a part of this supportive environment. They value the assistance they get from leaders. One member of staff captured the thoughts of many when they said, 'I come to school with a smile and leave with a smile, knowing I gave my best.'

## **Safeguarding**

The arrangements for safeguarding are effective.

## Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be outstanding in February 2015.

## 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>	139977
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10323055
<b>Type of school</b>	Secondary
<b>School category</b>	Academy special converter
<b>Age range of pupils</b>	11 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	155
<b>Of which, number on roll in the sixth form</b>	46
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John Winkley
<b>CEO of the trust</b>	Shirley Watson
<b>Headteacher</b>	Beth McPhail
<b>Website</b>	<a href="http://www.hazelbeck.org">www.hazelbeck.org</a>
<b>Date of previous inspection</b>	21 March 2019, under section 8 of the Education Act 2005

## Information about this school

- This school is a special school for pupils who have a range of learning difficulties, including autism, severe learning difficulties and profound and multiple learning difficulties.
- This school is part of Beckfoot Trust.
- The school uses two alternative provisions, both of which are unregistered.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, including the chief executive officer of the trust, a representative of the trust board and members of the local school committee. They reviewed documentation relating to governance, including minutes of the local school committee and wider governance meetings.
- To evaluate the quality of education, deep dives were carried out in early reading, mathematics and personal, social and health education. Inspectors spoke with curriculum leaders, visited lessons, looked at samples of pupils' work and spoke with some pupils about their learning. Inspectors also reviewed the curriculum in 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.
- The views of staff were considered through formal and informal meetings with staff and through their responses to Ofsted's staff questionnaire. Inspectors took account of the views of parents through their responses to the Ofsted Parent View questionnaire.
- Inspectors considered the views of pupils through formal and informal discussions.

## Inspection team

Eleanor Belfield, lead inspector

His Majesty's Inspector

Richard Jones

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024