

Beckfoot Oakbank

Oakworth Road, Keighley, West Yorkshire, BD22 7DU

Unique reference number (URN): 143112

Monitoring inspection report:

12 May 2026

At the most recent graded inspection, the following areas were identified as needing to improve:

- The school has not successfully embedded changes to behaviour systems. This means that the behaviour of pupils during unstructured times has not been challenged sufficiently over time and remains a concern. The school must carefully embed, monitor and evaluate changes so that it is clear about which aspects are improving and which need increased focus.
- Pupils' behaviour during unstructured times, and on the corridor when they opt out of lessons, is poor. This disrupts pupils' learning and makes others feel less safe in school. The school must ensure that the behaviour policy is applied consistently and understood by all members of the school community.
- Some pupils do not attend school often enough, especially those with special educational needs and/or disabilities (SEND) or those in receipt of the pupil premium. This means that these pupils develop gaps in their knowledge and do not achieve as well as they should. The school must intensify its actions to improve attendance by working with external agencies and parents and carers.
- The school does not address gaps in pupils' knowledge, especially if they have missed lessons. This means pupils do not achieve as well as they should. Leaders should develop systems to check pupils' understanding of their learning and ensure that gaps in knowledge are closed.
- There are inconsistencies in how well the needs of pupils with SEND are met. These pupils do not get the help they need in some lessons. The school should ensure that support for pupils with SEND is accurately identified and consistently provided by all staff.
- The school's work to promote respect for others and awareness of difference is not sufficiently developed. Some pupils do not show respect for others. The school

should ensure that pupils understand the importance of respect and tolerance as part of their preparation for life in modern Britain.

Leaders and trustees are taking effective action to improve the school but continued work is needed to remove the serious weaknesses designation.

HMCI is of the opinion that the school may appoint early career teachers.

During the monitoring inspection, inspectors focused on the following evaluation areas:

- Leadership and governance
- Attendance and behaviour
- Inclusion
- Curriculum and teaching
- Achievement
- Personal Development and Well being

Leaders, trustees and the interim oversight committee have secured improvement since the previous inspection. Increased capacity, strengthened systems and a clear strategic direction have further stabilised the school and driven improvements in behaviour, attendance and teaching routines. Staff have confidence in senior leaders, and middle leaders articulate priorities clearly and feel well supported. The school's culture is now more settled, and leaders' work is increasingly outward-facing, with the school contributing to wider trust development. Most parents are positive about the improvements being made at the school.

Leaders' current priorities are well judged. They are focused on embedding a positive behavioural culture, improving attendance overall and for vulnerable groups, strengthening teaching and ensuring that SEND provision is implemented reliably in every classroom. The school's improvement plan details an appropriate shift from early gains to deeper, sustained implementation. Leaders recognise that improvements at the school will take time to translate into stronger outcomes for pupils.

Further improvement is still required. Variability in teaching and support for pupils with needs remains. Although inspectors observed a calm environment, some pupils report that their daily experiences are sometimes disrupted by the behaviour of others. Leaders are aware of the need to sustain recent improvements and ensure that new systems and approaches become consistently enacted across all subjects and groups.

Safeguarding

At the previous graded inspection, safeguarding was evaluated as being effective.

Inclusion

Leaders have strengthened SEND systems, and this is improving pupils' experiences. The remapping of provision, clearer learning plans, purposeful seating plans and targeted training have led to more consistent routines and adaptations that help most pupils access

learning. Inspectors observed that these structures are increasingly visible in classrooms, and leaders' monitoring indicates that staff are becoming more confident in applying strategies.

Even so, practice remains variable. Some teachers implement strategies securely, while others are still developing the confidence to use them fluidly. This variability is reflected in pupil voice. Some pupils feel well supported, but others report slow or inconsistent help that sometimes affects their learning. Leaders recognise this and are working to standardise learning plans, strengthen adaptive teaching and ensure that expectations are enacted reliably across all lessons.

Achievement

Leaders recognise that closing long-standing gaps will take time and that gains are not yet consistent across subjects or groups. While previous outcomes remain low, there are promising signs of improvement in current learning. Leaders are working to ensure that emerging practice translates into sustained, reliable gains across the full curriculum.

Achievement remains well below national figures over time, reflecting the legacy of weaker teaching, low attendance and gaps in curriculum implementation. Leaders' strengthened systems are beginning to address historic deficits. Current pupils are able to articulate their learning, and most are moving through the curriculum with appropriate security.

Attendance and behaviour

The school's behavioural culture continues to improve, with calm routines and orderly movement seen throughout the day. Pupils are generally compliant and respectful, although some passivity and occasional off task behaviour is seen in some lessons. Suspensions have notably decreased and fewer pupils are receiving repeated sanctions. Leaders attribute this in part to strengthened processes and 'check-ins' with pupils who are dysregulating, to prevent further escalation. Social times are settled and truancy has dropped markedly. However, some pupils report inconsistency in staff's implementation of the behaviour policy and instances where behaviour of other pupils can be disruptive. As such, behaviour is not yet fully secure across the school.

Leaders have comprehensively rebuilt their attendance strategy, systems and processes. This has incorporated precise tracking, home visits, targeted work and improved induction for mid-year entrants. The new approach is demonstrably improving attendance, with recent data showing a promising upward direction. Overall attendance has improved and persistent absence has fallen. The school has also made notable gains in the attendance of different pupil groups. Leaders recognise that it is crucial to sustain this positive trajectory as despite these gains, attendance remains below national averages.

Curriculum and teaching

Teaching is improving, with clearer modelling, more secure routines and widespread use of formative assessment techniques such as mini-whiteboards now evident across the school. Leaders' strengthened systems, including a new pupil-progress platform and extensive quality assurance, are sharpening staff focus on foundational knowledge and the

sequencing of learning. Inspectors saw generally effective explanations and structured tasks, and pupils were often able to articulate what they were learning. The curriculum is becoming better resourced, and leaders are now shifting their focus to develop wider curriculum subject areas.

Although teaching has improved, inconsistencies remain. Checking for understanding is not yet secure across all lessons, and pupil participation is sometimes unchecked or challenged. In some lessons, tasks are inefficiently designed and do not break up the learning into manageable steps. Vulnerable pupils, including those with SEND, do not always benefit from adaptations being used as effectively as intended. Leaders are working to embed tighter task design and more reliable live checking so that teaching secures learning more consistently for all pupils.

Personal development and well-being

Leaders have strengthened work on respect and tolerance and pupils' awareness of difference. Pupils are explicitly taught about all aspects of citizenship. Pupil voice indicates that they understand inappropriate language and discriminatory behaviour, and inspectors saw respectful conduct around the school. Some pupils reported that derogatory homophobic language is still occasionally heard, but recognise that staff deal with this when they are made aware. Pupils are secure in their knowledge of protected characteristics, although they are less secure in their understanding of fundamental British values.

Additional next steps

Leaders and trustees should continue to work to address the priorities for improvement identified in the last graded inspection report.

About this inspection

The inspectors carried out this monitoring inspection under section 8(2) of the Education Act 2005 and it was the second monitoring inspection since the school was judged to have serious weaknesses following the graded inspection that took place in January 2025.

The school's previous inspection and the first monitoring inspection were carried out under the Education Inspection Framework (EIF) at that time. The renewed EIF took effect from 10 November 2025. The areas for improvement identified at the school's graded inspection have been cross-referenced to the relevant evaluation areas in the inspection toolkit for consideration on this monitoring inspection.

The purpose of this monitoring inspection was not to determine grades for any of the evaluation areas set out in the school inspection toolkit. The purpose was to identify and report on the school's progress in addressing priorities for improvement since the school's previous inspection.

Since the previous inspection, the school has appointed a new deputy headteacher with responsibility for safeguarding, personal development, attendance and admissions.

During this inspection, meetings were held with the executive headteacher, head of school, other senior leaders, the chief executive officer (CEO) of the trust, other staff, trustees and members of the interim oversight committee to discuss the actions that have been taken to improve the school since the most recent graded inspection. Inspectors spoke with pupils, visited a sample of lessons and observed pupils during social times.

Lead inspector

Chris Carr	His Majesty's Inspector
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Team inspector

Dan Whieldon	Ofsted Inspector
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About this school

School capacity	1800
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Number of pupils on roll	1395
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Resourced provision or SEND unit (if applicable)	No
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