

# Inspection of University Academy Keighley

Green Head Road, Utley, Keighley, West Yorkshire BD20 6EB

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Inspection dates: 28–29 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Requires improvement

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

Leaders have high expectations for all pupils. The vast majority of pupils have very positive attitudes towards their learning. They are proud of their school and their work. Pupils are polite and respectful. They respect the views of others. The school is calm and orderly. There are positive relationships between staff and pupils.

Pupils recognise the considerable improvements that leaders have made over the past year. Behaviour in class and around the school has improved significantly. A better curriculum has led to effective learning. Pupils achieve well and enjoy school.

Pupils feel safe. There is little bullying. Staff deal with bullying quickly. It is not tolerated. Pupils get along well together. Pupils receive high-quality pastoral support. Pupils know that staff will help them if they have any worries. A range of education and training providers contribute well to careers education.

The executive headteacher, the headteacher and other leaders are making a real difference. Staff morale is high and leaders support staff effectively in developing their skills. Staff are passionate about their work. Most parents and carers are impressed by how rapidly the school has improved.

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

Leaders and governors have worked together with an outstanding school. This has improved the curriculum and the quality of education. Leaders have stabilised the school and teachers are proud to work in the school. Teachers say that leaders have taken their workload into account when making changes.

Leaders and staff want all pupils to do well. They have thought about the crucial knowledge that pupils need to know in each subject. The curriculum is coherently planned and well sequenced.

Teachers use assessment skilfully to identify and overcome any misconceptions or gaps in pupils' knowledge. They give time for pupils to recap their learning. This helps pupils to remember more and use their previous learning well. Pupils are achieving well and producing good-quality work.

Pupils with special educational needs and/or disabilities (SEND) are well supported. The special educational needs coordinator helps all staff to understand the best way to help pupils with SEND. Teachers have high expectations of these pupils. Pupils with SEND can access all curriculum subjects. They receive good-quality careers education.

Pupils learn music by working with professional musicians. They visit the theatre and take part in national projects. For example, pupils have exciting opportunities to produce film scores and to sing. Leaders have recognised that pupils will benefit

from a broader curriculum in music. They aim to re-introduce it as a taught subject for all Year 7–9 pupils in September 2020.

Leaders have taken action to help more pupils study and enjoy Spanish in key stage 3. They are keen to have more pupils studying Spanish in Years 10 and 11, but this will take a couple of years. Currently, too few pupils follow a modern foreign language in key stage 4.

There are many opportunities for pupils to develop their reading skills in form time and across a range of subjects. The reading curriculum is well designed. Additional reading sessions are helping pupils increase their skills and enjoy reading. The library is an exciting place to be, with many pupils reading independently and for fun.

Staff manage pupils' behaviour consistently well. Pupils are very clear about what is expected of them. Pupils have positive attitudes to learning and work hard. Exclusions have reduced significantly and are below average. Attendance is average. Disadvantaged pupils need to attend better despite some improvement.

There is a well-planned curriculum for pupils' personal development. Leaders provide a comprehensive curriculum around British values and keeping healthy. Pupils work well together in project work and in class. They enjoy opportunities to debate and share their views. More than half of the pupils take part in extra activities after school.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff know what to do if they have safeguarding concerns. Staff know the risks pupils might face in the local community and elsewhere. The school's safeguarding team has very good links with parents, external agencies and local primary schools. This helps them give effective support to the most vulnerable pupils. Record keeping is detailed, including any follow-up actions taken. Pupils understand how to stay safe and report any concerns. Leaders make sure that they carry out the necessary checks on staff to ensure that staff are safe to work with pupils.

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

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

- In key stage 4, too few pupils are studying a modern foreign language because the previous curriculum was not well designed. It is clear from actions that leaders have already taken that they plan to address this. Leaders should implement their plans to ensure that a larger proportion of pupils follow a modern foreign language in key stage 4.

- The attendance of disadvantaged pupils is below average. Work with pupils and parents has improved their attendance over time. Leaders should continue to develop their strategies for improving attendance so that disadvantaged pupils' attendance is at least average.

## 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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	136198
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10121713
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	607
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Gwendolen Bradshaw
<b>Headteacher</b>	Jon Skurr
<b>Website</b>	<a href="http://uak.org.uk/">http://uak.org.uk/</a>
<b>Date of previous inspection</b>	3 October 2017

## Information about this school

- The school no longer caters for sixth-form students.
- There has been a significant number of changes in staffing and leadership since the previous inspection.
- An executive headteacher started in September 2018. He is the chief executive of the Carlton Academy Trust and former headteacher of an outstanding school in the trust.
- A new headteacher started in June 2019 and started work with a new leadership team in September 2019.
- The school is working in partnership with Carlton Bolling. They are working together to share good practice in teaching and to develop leadership.
- The University of Bradford is the school's sponsor. Trustees are intent on joining the Carlton Academy Trust. They are in discussions with the Department for Education and the Education and Skills Funding Agency about this change.
- The school uses one alternative provider of education.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During the inspection, we spoke to pupils, both formally and informally, about their work and life in school.
- We met with the headteacher, the executive headteacher, other leaders and a wide range of staff to talk about their work. We spoke with the board of trustees, who are the governors of the school.
- We scrutinised a wide range of documentation relating to the school's work to safeguard pupils. We checked the school's single central record, which includes the checks made on staff to ensure they are safe to work with pupils. An inspector met with the designated safeguarding leaders. We spoke to staff about safeguarding and child protection.
- The inspection particularly focused on English, mathematics, science and geography. Other subjects were also considered as part of the inspection. We spoke to curriculum leaders, visited lessons and looked at pupils' work. We held discussions with teachers and pupils.
- We took account of the views of staff, pupils and parents who responded to Ofsted's questionnaires. We considered some of the school's parent surveys.

## Inspection team

Jim McGrath, lead inspector	Ofsted Inspector
Nick Horn	Ofsted Inspector
Matthew West	Ofsted Inspector
Kate Lounds	Ofsted Inspector

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