

Inspection of Bradford Girls' Grammar School

Squire Lane, Bradford, West Yorkshire BD9 6RB

Inspection dates: 24 and 25 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Inadequate

What is it like to attend this school?

The experiences of pupils in this school are mixed. Most enjoy attending the school and are happy, but a small number think leaders do not always address their concerns. All pupils that inspectors spoke with were confident and articulate. Many told us about positive experiences such as celebrations around Eid which involve the whole school community. However, for secondary-age pupils, behaviour in lessons is not dealt with consistently by some teachers. Lessons are affected by this. In the primary phase and early years, routines are well established and pupils are more confident about teachers' ability to tackle behaviour fairly and consistently.

There is ambition for all pupils, including those with special educational needs and/or disabilities (SEND), but inconsistency in the teaching of the planned curriculum in some subjects means that pupils do not achieve as well as they could. The needs of pupils with SEND are also inconsistently met. In the primary phase, there are well embedded processes to ensure pupils with SEND receive the support they need. For secondary-age pupils, these systems are not as strong.

Pupils are excited by the trips and visits that leaders organise. Pupils in Year 6 were looking forward to a trip to London when inspectors visited the school. Members of the student council feel proud to be involved in the school's work on equality and diversity. Pupils are encouraged to be active members in the community through events such as a recent Jubilee tea party.

Pupils feel safe when at school and know how to report concerns about bullying. Pupils have a good understanding of what bullying is and leaders take action to deal with it quickly. A small number of pupils think that more could be done to help pupils when they have been bullied.

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

Leaders have a good understanding of the school's strengths and weaknesses. Recent improvements to curriculum planning mean that there is now a coherent and well sequenced curriculum in place from early years to Year 11. However, this is not consistently taught. This is partly because of changes in staffing and partly due to staff not receiving high-quality subject specific training to help them deliver the curriculum. While leaders have ambitions for pupils with SEND to access the planned curriculum, they do not check with enough regularity that pupils with SEND in the secondary phase are getting the help they need.

The teaching of phonics is a strong aspect of the primary provision. Staff are well trained and use consistent methods. As a result, children in Reception and Year 1 are becoming confident, fluent readers. The provision for older pupils who are at the early stages of reading is not as strong. Leaders are aware of this and have clear plans to develop reading across the whole school.

Some teachers make checks on what pupils have learned by using, for example, recall tasks. These checks are not well embedded across the school and therefore not consistently helping teachers to know what pupils have learned and remembered.

There has been a recent focus on improving behaviour and tackling low level disruption. The new behaviour system, based on the 'Aspire' values of the school, is well understood by staff and pupils. Inspectors agree with pupils that this is not yet applied consistently by staff. This means that pupils have varied experiences in lessons. They cannot always fully concentrate on learning. Some pupils find this frustrating. Leaders are taking steps to ensure that pupils understand the importance of punctuality. Recent strategies to improve punctuality are beginning to have an impact. Leaders know there is more work to do.

The development of pupils' respect for others is a strong aspect of the school's work. Pupils are respectful and polite in their conduct towards each other. They speak confidently and told inspectors that they are free to be themselves at this school. Pupils have a good understanding of different faiths and are tolerant of each other. They told inspectors that they do not hear discriminatory language. Most relationships between adults and pupils are respectful and positive. This is a particular strength in early years. Leaders create an inclusive environment across the whole school. For example, primary-age pupils learn simple sign language so they are aware of how people with hearing impairments might communicate. There are a small number of secondary-age pupils that feel they are not listened to sometimes. These pupils feel that leaders do not always take their needs into account.

Primary-age pupils are well supported with transition to secondary school. Some secondary-age pupils feel that they do not receive enough careers information and guidance. Plans to ensure that pupils know what options are available are not well enough developed. Sometimes pupils do not feel confident about what options are available to them.

Governors have a realistic view of the school. They receive regular information, for example, about curriculum developments. Governors listen to staff's views about the school. Most staff are proud to work at the school. They feel that new initiatives are making things better. A small number want leaders to do more to consider workload to enable them to implement changes effectively.

Leaders have employed a range of strategies to work with the parental community, for example, around the teaching of sensitive issues in relationships and sex education. There are many events to which parents are invited to see the work of the school. This is beginning to improve the view that some parents have of the school. Leaders know that there is more work to do to build confidence and trust with some members of the parental community.

Safeguarding

The arrangements for safeguarding are effective.

There is regular and focused training for staff which has recently included training on the 'Prevent' duty and radicalisation. Leaders, including governors, ensure that staff receive regular information about safeguarding through weekly bulletins and briefings. Staff at all levels have a good understanding of the signs that may indicate pupils are at risk. Leaders for safeguarding provide regular updates to governors.

Record-keeping shows that actions related to safeguarding are timely and effective. Leaders seek the support and advice of outside agencies as necessary and demonstrate persistence in trying to get the support for pupils that they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The planned curriculum is not consistently implemented by all teachers. There is not enough subject specific training for teachers and teaching assistants. This means that pupils are sometimes confused about what they are meant to be learning. Leaders should ensure that the planned curriculum is embedded and delivered consistently and that staff have opportunities for subject specific training.
- The systems for checking the quality of education for secondary-age pupils with SEND is not robust enough. This means that leaders do not know about the quality of support that pupils with SEND receive. Leaders should ensure that they implement systems to check that pupils with SEND receive the support to which they are entitled.
- Behaviour systems are not consistently applied by all staff. This means that some pupils do not learn as well as they could and too much lesson time is taken up dealing with behaviour. Leaders should ensure that all staff apply the behaviour policy consistently.
- The careers information and guidance that secondary-age pupils receive is not planned coherently. This means that some pupils do not feel well prepared for their next steps. Leaders should ensure that pupils receive timely, high-quality information which builds their understanding of future options as they move through the school.

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.

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

Unique reference number	140204
Local authority	Bradford
Inspection number	10227444
Type of school	All-through
School category	Academy free school
Age range of pupils	4 to 16
Gender of pupils	Mixed in the primary phase, girls in the secondary phase
Number of pupils on the school roll	1,001
Appropriate authority	Board of trustees
Chair of governing body	Alison Cooper
Principal	Clare Martin
Website	www.bggs.com
Date of previous inspection	6 and 7 July 2021, under section 8 of the Education Act 2005

Information about this school

- Since the inspection in March 2019, there has been a new Principal, head of primary, safeguarding lead and several new governors. There is new subject leadership in some curriculum areas.
- The school currently uses two registered alternative providers for a very small number of pupils. These are Bradford College and TLG Bradford.
- The school meets the requirement of the Baker Clause, which requires schools to provide pupils in Year 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

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

This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- Inspectors spoke with the principal, the head of primary and a number of governors, including the chair of governors. Inspectors also spoke with the special educational needs coordinators for the primary and secondary phases as well as leaders for behaviour and attendance.
- Inspectors carried out deep dives in art and design, mathematics, geography and reading. For each deep dive, 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 spoke to leaders about assessment.
- Inspectors spoke to leaders with responsibility for safeguarding and scrutinised record-keeping related to safeguarding. Inspectors also spoke to pupils and staff about safeguarding and looked at examples of safeguarding training that has taken place. Inspectors scrutinised the single central record.
- Inspectors spoke to leaders with responsibility for personal, social and health education and those responsible for careers guidance.
- Inspectors observed extra-curricular activities taking place.
- Inspectors spoke to pupils both formally and informally, including single-sex and mixed-sex groups of pupils in the primary phase.
- Inspectors observed pupils' arrival to, and exit from, school and spoke to parents at these times.
- Inspectors spoke to recently qualified teachers and support staff.
- Inspectors also considered responses to the staff and pupil surveys as well as responses to Ofsted's Parent View. Inspectors also considered letters sent to the inspection team during the course of the inspection.

Inspection team

Matthew Vellensworth, lead inspector	Her Majesty's Inspector
Lesley Powell	Ofsted Inspector
Annali Crawford	Ofsted Inspector
Michelle Farr	Ofsted Inspector

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