

Inspection of Bronte Girls' Academy

Bolling Road, East Bowling, Bradford BD4 7EB

Inspection dates: 23 and 24 January 2024

Overall effectiveness

Good

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Outstanding

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

The principal of this school is Rehana Shafquat. This school is part of iExel Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mohammed Khurshid Khan, and overseen by a board of trustees, chaired by Ali Jan Haider.

What is it like to attend this school?

Pupils' behaviour in lessons and around the school is exemplary. They are welcoming and friendly members of the school community. Relationships between members of the school are grounded in mutual respect. Pupils express themselves confidently. They recognise the importance of education and develop effective study habits.

Pupils benefit significantly from the quality of education that they receive at the school. Pupils respond well to the school's extremely high expectations for what they should know. They develop detailed knowledge of the curriculum. This prepares them well for their next steps in education, employment or training.

The school places importance on helping pupils to develop strength of character. Pupils regularly engage in discussions on topical issues. They learn to consider the viewpoints of others. Pupils discuss complex and disputed issues maturely. This supports the inclusive ethos of the school. The school's strong pastoral systems and work with external agencies support pupils' well-being effectively.

Pupils hold a range of leadership responsibilities. They have a clear purpose in their roles. In these roles, pupils have influenced changes to matters their peers value, such as school meals. They also take a lead in the school's charitable activities.

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

Leaders, including the trust and those responsible for governance, have thoughtfully planned the development of the school. The highly effective training that staff receive results in consistently implemented systems that support pupils well. Staff routinely report that leaders are sensitive to their workload and well-being.

The school has constructed an ambitious curriculum for pupils that builds on what they know from key stage 2. Teachers skilfully teach lessons that enable pupils to develop strong knowledge of the curriculum. For example, in design and technology, pupils rapidly develop the knowledge and skills they need to produce increasingly sophisticated products. Pupils understand that these projects are a vehicle to develop their knowledge and skills in the subject. Consequently, they use what they have learned effectively when considering unfamiliar challenges.

Across the curriculum, pupils produce work that is of a high quality. Pupils with special educational needs and/or disabilities (SEND) learn the same ambitious curriculum as, and produce work of an equally high standard to, their peers. The school has effective systems in place to identify and support pupils with SEND. Consequently, these pupils achieve well. Similarly, pupils who need additional help to read accurately and fluently are well supported and catch up with their peers.

Pupils attend school regularly. The school's detailed analysis of data informs leaders' understanding of individual pupils' barriers to frequent attendance. The school works effectively alongside families to overcome these.

The school has a clear vision to help pupils become well-rounded citizens. Pupils' personal development is equally important to leaders as their academic achievements. Through the school's personal, social and health education lessons, pupils develop an age-appropriate understanding of concepts such as healthy relationships. The school adapts this curriculum to reflect the lives of pupils as well as potential risks they may face outside of school. This helps pupils learn how to keep themselves safe.

Some pupils benefit significantly from opportunities that enrich their educational experience. For example, a small number of pupils worked alongside the University of Sheffield on the 'scholars project'. These pupils partnered with undergraduate students on areas of scientific research. This enhanced pupils' understanding of the subject and allowed them to experience a university setting. However, some pupils do not access an equally rich set of experiences. Opportunities such as this, and others to develop pupils' talents and interests, are not well used by some pupils. Leaders have recently reviewed and strengthened the school's careers programme. The school ensures that pupils receive clear information about possible next steps in education and training. Other aspects, such as careers being linked into subject curriculums, are still being embedded. Leaders have developed plans to address this.

Those with responsibility for governance have a clear understanding of their roles. They understand the strengths and challenges of the school. They work well alongside the trust to provide highly effective support for school leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not access a range of opportunities and experiences that are as rich as those of their peers. There is inconsistency in how effectively the school's personal development offer supports pupils to develop their talents and interests. The school should ensure that pupils consistently benefit from a well-designed personal development offer.

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

Unique reference number	147067
Local authority	Bradford
Inspection number	10297466
Type of school	Secondary comprehensive
School category	Academy free school
Age range of pupils	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	698
Appropriate authority	Board of trustees
Chair of trust	Ali Jan Haider
CEO of the trust	Mohammed Khurshid Khan
Principal	Rehana Shafquat
Website	www.bga.iexel.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the iExel Education Trust.
- The proportion of pupils eligible for support through pupil premium funding is above the national average.
- The proportion of pupils who speak English as an additional language is significantly above the national average.
- The school does not use any alternative provision.
- 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

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

- 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.
- 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.
- The lead inspector met with members of the trust board, the local governing board and the trust's chief executive officer.
- During the inspection, inspectors met with the principal. They also met with other senior and middle leaders, including those responsible for safeguarding, behaviour, attendance and personal development.
- Inspectors carried out deep dives in these subjects: mathematics, science, English and design and technology. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the quality of the curriculum in other subjects, including history, physical education and modern foreign languages.
- Inspectors looked at a range of documentation regarding the support pupils with SEND receive. They looked at the quality of the provision for pupils with SEND in lessons.
- Inspectors scrutinised a range of documentation, including minutes from governing board meetings as well as the school's self-evaluation and improvement plans.
- Inspectors looked at a range of information regarding behaviour. They observed the behaviour of pupils in classrooms and at social times.
- The views of pupils and staff who responded to Ofsted's surveys were considered.
- Inspectors considered the views of parents through the responses to Ofsted's online questionnaire for parents, Ofsted Parent View.

Inspection team

Thomas Wraith, lead inspector	His Majesty's Inspector
Katie North	Ofsted Inspector
Tony Guise	Ofsted Inspector
Chris Fletcher	Ofsted Inspector

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