

# Inspection of Bradford Girls' Grammar School

Squire Lane, Bradford, West Yorkshire BD9 6RB

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Inspection dates:	12 and 13 November 2024
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

The headteacher of this school is Caroline Foster. This school is part of Bradford Diocesan Academies Trust (BDAT), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Carol Dewhurst, and overseen by a board of trustees, chaired by Tessa Mason.

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

Pupils are ambitious for their future at this improving school. Pupils are respectful to each other and to the adults in the building. Most pupils enjoy coming to school. They feel safe here and have trusted adults to speak to if needed.

Pupils recognise that the school is a different place than it was a year ago. The school has raised expectations since the previous inspection. This is particularly true of behaviour. Pupils' behaviour has improved significantly in this time. Pupils behave well in lessons and during social times.

The school has high expectations for pupils' achievement. Classrooms are calm and purposeful learning environments. Pupils are eager to learn. They discuss their learning with the pupils around them and ask questions of the teachers. Pupils achieve outcomes that are above national averages across the curriculum.

Pupils have a thorough understanding of how to stay safe online. They learn about a range of different beliefs and religions. Pupils learn about tolerance and celebrate diversity.

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

The school has been through a turbulent time since the previous inspection. The school has joined BDAT, the primary and secondary school have separated from each other, staff turnover has been high, and a new leadership team is in place. Despite this turbulence the school has continued to improve. Pupils are achieving better than they were.

The school has planned a curriculum that is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). The school has identified the important knowledge that they want pupils to learn. The curriculum increases in complexity over time. Pupils regularly revisit prior learning. Teachers have good subject knowledge. They use a range of different questioning techniques to extend pupils' learning. Pupils can recall recent learning but some struggle to recall learning from some time ago. This is particularly evident in key stage 3. The reason for these gaps in knowledge is that there are still some inconsistencies in the delivery of the curriculum between the key stages. Curriculum delivery is stronger at key stage 4.

The school prioritises reading through a three-tiered approach. Across the curriculum, key vocabulary is a focus in all lessons. Pupils read for pleasure during form time and year 7 participate in the 'book buzz' programme. The school effectively identifies the weakest readers. It supports these pupils to catch up with their peers through regular intervention sessions.

Since the previous inspection, provision for pupils with SEND has improved significantly. The school effectively identifies pupils with SEND through a referral system. The school trains staff to support pupils with SEND in the classroom using a range of strategies. Work

is ongoing to ensure that staff apply these consistently. Pupils with SEND are achieving well.

The school has a clear strategy to improve attendance. The attendance strategy introduced since the school joined the trust is now further embedded and there is already a positive impact. Fewer pupils are persistently absent this year than last year. Pupils' attendance is in line with national averages.

Through the 'life skills' curriculum, pupils learn about different types of relationships and consent. They can talk about healthy eating and know how to live healthy lifestyles. The school offers a range of leadership opportunities. The junior leadership team mentor younger pupils and speaks to parents and carers at open evenings. Pupils also join the 'big ideas' which helps to support homeless people in the community. Throughout their time at school, pupils have access to careers advice. However, many pupils feel they need more information to make informed choices about their futures. Pupils have access to some clubs and extra-curricular activities. However, this offer is not wide ranging, and pupils do not regularly attend these activities.

Leaders support the staff well. Leaders are mindful of workload. Strategies such as a change in the marking policy have helped to reduce this. The school provides a well-structured programme of professional development for staff at all levels. Trustees and the local governing body have a strong oversight of the school. Leaders at all levels are ambitious for the future of the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The implementation of the curriculum is inconsistent across the key stages. It is more effective at key stage 4 than at key stage 3. As a result, some pupils at key stage 3 have gaps in their knowledge. The school should work to ensure that curriculum delivery is consistent across the key stages.
- Pupils do not have access to a wide variety of extra-curricular opportunities. This means that some pupils do not have the chance to nurture and develop their talents and interests. The school should widen the extra-curricular provision to ensure that pupils can experience as broad a range of opportunities as possible.
- The careers advice that pupils receive is not as thorough and wide ranging as it could be. As a result, some pupils do not feel well prepared to make informed choices about their next steps in education. The school should ensure that pupils receive up to date, high-quality information about their future options.

## 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>	140204
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10346519
<b>Type of school</b>	Secondary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Girls
<b>Number of pupils on the school roll</b>	678
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Tessa Mason
<b>CEO of the trust</b>	Carol Dewhurst
<b>Headteacher</b>	Caroline Foster
<b>Website</b>	<a href="http://www.bggs.com">www.bggs.com</a>
<b>Dates of previous inspection</b>	24 and 25 May 2022, under section 5 of the Education Act 2005

## Information about this school

- The school joined the Bradford Diocesan Academies Trust in January 2023.
- The school appointed a new headteacher and deputy headteacher in September 2024.
- The school uses one unregistered 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. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and

management). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- 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, a selection of subject leaders, teachers and the safeguarding and attendance leads.
- Inspectors carried out deep dives in these subjects: English, mathematics, modern foreign languages and religious studies. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work.
- 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.
- Inspectors observed pupils' behaviour in a range of situations, including in corridors, at social times, at lesson change over and in lessons. They also spoke to pupils about behaviour and bullying.
- Inspectors spoke with leaders, teachers and pupils about the school's programme of personal development.
- The lead inspector spoke with the CEO of the trust, members of the trust board, including the vice chair of the trust, and members of the local governing body.
- Inspectors considered the views of pupils, parents and staff through discussions and looking at information collected from Ofsted Parent View.

## Inspection team

Chris Sergeant, lead inspector

His Majesty's Inspector

Liz Cresswell

Ofsted Inspector

Penny McDermott

Ofsted Inspector

Damian Matthews

Ofsted Inspector

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