



INDEPENDENT SCHOOLS INSPECTORATE

BRADFORD GIRLS' GRAMMAR SCHOOL

INTERIM INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Bradford Girls' Grammar School

Full Name of School	Bradford Girls' Grammar School		
DCSF Number	380/6102		
EYFS Number	EY309165		
Registered Charity Number	528674		
Address	Bradford Girls' Grammar School Squire Lane BradfordWest YorkshireBD9 6RB		
Telephone Number	01274 545395		
Fax Number	01274 482595		
Email Address	headmistress@bggs.com		
Head	Mrs Kathryn Matthews		
Chair of Governors	Mr John Holmes		
Age Range	2 to 18		
Total Number of Pupils	441		
Gender of Pupils	Girls and Boys		
Numbers by Age	0-2 (EYFS):	3	5-11: 97
	3-5 (EYFS):	45	11-18: 296
Number of Day Pupils	441	Capacity for flexi-boarding:	None
Number of Boarders	Total:	0	Weekly:
Head of EYFS Setting	Mrs Joanne Jenkinson		
EYFS Gender	Mixed		
Inspection Dates	9th to 10th Nov 2009		

PREFACE

This report is according to the *Independent Schools Inspectorate (ISI)* schedule for **INTERIM** inspections. The inspection is a two day visit with a focus on compliance with regulatory requirements. ISI inspections occur every three years and have two formats, interim and standard, which usually occur in an alternating pattern. The school's next inspection will therefore follow the standard schedule, which includes two visits totalling five days and places greater emphasis on the quality of education and care in addition to reporting on regulatory compliance. The school's previous inspection was in March 2006.

The ISI is the body approved by the Government for the purpose of inspecting schools belonging to Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31st August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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INSPECTION EVIDENCE

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Bradford Girls' Grammar School is a day school for 441 pupils aged from two to eighteen. It was founded in 1875, moving to the present, seventeen acre green site in 1936. It consists of a senior school and preparatory school (Lady Royd) which includes the Early Years Foundation Stage (EYFS). These are housed in adjoining buildings. The governing body has oversight of all sections of the school. The school's main aim is to achieve and maintain academic and extra-curricular excellence, focusing on individual achievement, and pupils' development of character, confidence and independence. It seeks to do so through high standards of education and care; a wide curriculum; developing pupils' social awareness and sense of responsibility; responding to educational initiatives, and constant review and improvement of school facilities. Since the last inspection in March 2006, boys have been admitted to the preparatory school, new accommodation provided for that section of the school, and a new chair of governors, headmistress, and head of the preparatory school appointed.
- 1.2 The average ability of pupils in the preparatory school is in line with the national average. However, the size and ability of cohorts has varied over recent years, and some have been above the national average. The ability of pupils in the senior school is above the national average. The preparatory school does not enter pupils for national tests. The senior school enters pupils for GCSE and A-level, and the International GCSE in mathematics. Nearly all preparatory school pupils proceed to the senior school and just over half of pupils continue into the sixth form. The majority of those who leave go to sixth form colleges or other maintained schools. Pupils come from a range of backgrounds, including around twenty-six who receive support for their English. Seventeen pupils have been identified as having learning difficulties and/or disabilities (LDD).
- 1.3 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables.

Early Years Foundation Stage Setting

School	NC name
Nursery	Nursery
Kindergarten	Nursery
Transition	Reception

Preparatory Department

School	NC name
Upper Transition	Year 1
Lower First	Year 2
Upper First	Year 3
Lower Second	Year 4
Upper Second	Year 5
Lower Third	Year 6

Senior School

School	NC name
Upper Third	Year 7
Lower Fourth	Year 8
Upper Fourth	Year 9
Lower Fifth	Year 10
Upper Fifth	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

2. THE SUCCESS OF THE SCHOOL

The quality of the pupils' achievements and their learning, attitudes and basic skills

- 2.1 Pupils of all abilities achieve good standards. They are keen to do well and settle quickly in lessons, where they work hard. They are effective learners. They listen carefully to both teachers and each other. Pupils are highly articulate and write fluently. They develop effective skills and understanding in mathematics, and in information and communication technology (ICT), applying them well in other subjects. Results in GCSE and A-level over the last three years for which comparative data are available have been high in comparison with all maintained schools. In the senior school pupils make good progress over time in relation to their ability profile. In the preparatory school they make appropriate progress over time, with some cohorts making good progress. There are many individual and team successes, at national level, such as in synchronized swimming, and regionally, for example in design and sculpture competitions. Many pupils achieve well in The Duke of Edinburgh's Award scheme.
- 2.2 The good quality, broad and balanced curriculum in both sections of the school contains strong programmes of personal, social and health education, including citizenship, in line with the school's aims. The very wide range of aesthetic, sporting and recreational activities offered is appreciated by parents and pupils. Clubs related to curriculum subjects offer extended challenge to pupils with particular talents. The needs of those with LDD or English as an additional language are met well.
- 2.3 Well-informed and well-planned teaching enables pupils to achieve academic success. Lessons offer a good variety of tasks. Teaching shows awareness of pupils' aptitudes and needs and meets them effectively. Work is marked regularly. Much marking gives good advice but some is cursory and does not follow departmental guidelines. Teaching generally encourages pupils to learn independently, for example through individual research, but this is not yet consistent. Good quality resources, including those for ICT and libraries, are used well. Teaching uses information from nationally standardised tests and internal assessment effectively to set targets and monitor progress, although monitoring of pupils with particular talents is not systematic. Older pupils in the preparatory school and those in the senior school assess their own work highly effectively.

The quality of the pupils' personal development

- 2.4 Pupils show outstanding levels of personal development. Their behaviour is excellent. They demonstrate high levels of confidence and self-esteem within a community which values and celebrates achievement. At all ages they undertake responsibility with enthusiasm and fulfil it with success, through membership of school councils, as 'friendship police' in the preparatory school, or as prefects. They develop a strong moral code and good understanding of civic institutions. They support a wide range of charities with enthusiasm. A keen interest in ecology is notable at all ages. Pupils show excellent levels of cultural awareness and tolerance, commenting that they benefit from the different cultures which make up the school. They develop strong appreciation of performance art, particularly dance.

- 2.5 Pupils' success is underpinned by excellent pastoral care. Class teachers and form tutors give high levels of support which pupils appreciate. Sixth-form pupils comment appreciatively on the way in which they are treated as adults. They develop good relationships with younger pupils in both sections of the school through helping with activities. The school has a good anti-bullying policy and pupils are confident that any such issues are dealt with effectively. Safeguarding arrangements are good. Appropriate training is given to all staff, including those with specific responsibilities, and procedures are understood. Access for those with physical or learning needs is planned for well. Registration of pupils is methodical and absence is followed up quickly. The school maintains an appropriate admissions register. Suitable arrangements exist for pupils who feel unwell and are operated sensitively, in conjunction with a comprehensive first aid policy. Measures to prevent risks of fire and other hazards are strong, as are arrangements for health and safety on educational visits.

The effectiveness of governance, leadership and management

- 2.6 Governance is good overall and supports the school's aims. Governors receive good information and visit regularly. The governing body includes a good range of experience in financial, legal and accommodation issues, but currently there is limited expertise in primary and secondary education. Oversight of the school's financial situation is detailed and informs planning well. The school buildings are maintained with due care. Governors now exercise appropriate oversight of areas where they have legal responsibilities. Senior leaders identify the needs of the school with insight. Good policies are introduced at all levels, implemented successfully, and monitored well in nearly all areas. An appropriate system of staff review exists for teaching and non-teaching staff, leading to regular training, well-designed to address the school's needs. Leadership at middle management level is effective and at senior level it is strong.
- 2.7 Checking procedures to ensure staff suitability to work with children are robust and the central register is maintained effectively. The school maintains good links with parents. In response to pre-inspection questionnaires parents indicated satisfaction with the school's educational provision, their child's progress and the care provided. Some felt that they are given insufficient opportunities to be involved in the school's work but inspectors found no evidence to support this. The school provides parents and prospective parents with requisite information and welcomes parents to events. Regular reports are issued. These generally give good information about pupils' progress but detailed suggestions for improvement are not always given. There is a suitable complaints policy, although this has not needed to be used recently.

3. MAIN SCHOOL: ACTION POINTS

(a) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is given in the Preface)

- 3.1 The school meets all the requirements of the Independent School Standards Regulations 2003, as subsequently amended.

(b) Recommended action

- 3.2 The school is advised to make the following improvements:

1. it must ensure the presence on the governing body of expertise in education, including that of younger pupils, to match that in other areas;
2. it must strengthen the monitoring of marking;
3. it must further develop provision for those pupils with particular talents through the introduction of systematic monitoring of their progress.

4. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

- 4.1 The co-educational EYFS setting in Bradford Girls Grammar School provides fifty-two Nursery and Kindergarten places for children aged two to four years and thirty transition places for children aged four to five years. Out of school care is offered from 8am until 5.45pm. Forty-eight children qualify for the Early Years Grant. Children are from a diverse range of ethnic backgrounds. Fifteen children have English as an additional language. Two require support with communications skills and the remainder are fluent in English. Six children require support for a range of learning difficulties. Leadership and management of the school have changed recently.
- 4.2 Provision is good overall. Managers ensure all children are safe and well cared for. The individual attention children receive is outstanding and ensures they make good progress. Good, growing links are in place with outside agencies. The written reports to transition parents do not contain the required information. New accommodation is outstanding and significantly enhances learning. One classroom, situated in the original part of the building is too small. The new leadership team are at an early stage of developing suitable systems of planning and evaluation. They have a clear focus on commitment for further improvement.
- 4.3 Good leadership and management support continuous improvement, resulting in outstanding inclusive practices that meet children's individual needs exceptionally well. The effective implementation of safeguarding policies ensures children are suitably protected. Risks throughout the setting are reviewed regularly. Excellent use is made of high-quality resources to enhance children's experiences. Resources for supporting English as an additional language are limited. Managers have high aspirations and the capacity for improvement is good. They have initiated procedures to monitor performance and use self-evaluation in development planning. The school actively supports the professional development of staff. The strong relationships with external agencies add a valuable dimension to understanding all aspects of children's development. Excellent links with parents enable children to settle in quickly and become confident learners. Parents do not receive a written summary of their child's performance in relation to the assessment scales.
- 4.4 Provision for children's learning and development is good. Adults, who have a secure knowledge of how young children learn, use their experience and qualifications well to plan for the learning and development of individual children. Stimulating and safe outdoor facilities enhance learning. A good balance between teacher-directed play and activities chosen by children ensures they enjoy learning, are well motivated and challenged at appropriate levels. Planning is based on secure information gathered prior to admission and ongoing observations. Children's progress is recorded well in the medium and longer term; however day to day assessment is not recorded fully. Excellent provision is made for supporting specific needs, resulting in children integrating fully into the setting and making good progress. The excellent relationships between key workers and children encourage children to respond well to instructions. The children's health, safety and well-being are enhanced by the implementation of good policies. Clear routines are quickly established and children follow these confidently. The breakfast club enhances quality of care. The quality of after school care is satisfactory with good personal care but a limited variety of activities.

- 4.5 The positive reaction of all children, including those for whom English is an additional language and those who require support with their learning, results in good progress in relation to their starting points and capabilities. From Nursery onwards children are confident, curious and independent learners who communicate effectively with staff and one another. They are happy and secure in their environment. The sound skills children acquire in ICT, numeracy and problem-solving are a valuable foundation for future learning. The children make choices carefully and follow directions accurately. They enjoy books and making music. They are well behaved; they play together happily and listen to each other's ideas. They have excellent relationships with staff. Older children explain how to stay out of danger and all understand the need for personal hygiene. They wash their hands before eating and explain the benefits of choosing healthy foods at snack and meal times.

5. EARLY YEARS FOUNDATION STAGE: ACTION POINTS

(a) Compliance with the Early Years Foundation Stage requirements

- 5.1 In order to comply with the learning and development requirements of the Early Years Foundation Stage, the school must:
- provide a written report for parents on their child's performance against the assessment scales at the end of the EYFS;
 - ensure accommodation for one transition class meets requirements.

Complaints since the last inspection

- 5.2 Since the last inspection there have been no complaints made to Ofsted that required any action to meet national requirements.

(b) Recommended action

- 5.3 To improve still further the good quality of its provision the setting should:
1. introduce a system to record the information gained from daily assessment of children's progress;
 2. improve the range of resources for children who have English as an additional language.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Martin Bussey	Reporting Inspector
Mrs Margaret Renshaw	Junior Team Inspector (Head of School (Prep), GSA)
Miss Linda Clark	Senior Team Inspector (Deputy Head, GSA)
Mrs Sandra Gordon	Early Years Lead Inspector
Ms Sheila Boyle	Early Years Team Inspector