



Material Change Inspection Report

Bradford Grammar School

June 2024

School's details

School	Bradford Grammar School		
DfE number	380/6103		
Registered charity number	529113		
Address	Bradford Grammar School Keighley Road Bradford West Yorkshire BD9 4JP		
Telephone number	01274 542492		
Email address	hm@bradfordgrammar.com		
Headmaster	Dr Simon Hinchliffe		
Chair of governors	Lady Morrison		
Proprietor	Bradford Grammar School Trustees		
Age range	6 to 19		
Number of pupils on roll	1059		
	Juniors	159	
	Seniors	684	Sixth Form 216
Date of inspection	19 June 2024		

1. Introduction

Characteristics of the school

- 1.1 Bradford Grammar School is an independent co-educational day school. It is owned and governed by a board of trustees and is a registered charity. The school has identified 146 pupils who have special educational needs and/or disabilities (SEND) of whom a very small number have an education health and care (EHC) plan. There are 44 pupils who receive support for English as an additional language. The school's previous inspection was one of focused compliance and educational quality which took place in October 2021.

Purpose of the inspection

- 1.2 This was an announced material change inspection at the request of the Department for Education (DfE) to assess the school's proposal to extend its age range from 6 to 19 to 4 to 19. The site includes a newly constructed building which will accommodate Reception and Year 1 classes. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs).

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraphs 2 - 4 (curriculum; relationships and sex education; teaching; and framework for pupils' performance)	Met
Part 2, paragraph 5 (spiritual, moral, social and cultural development of pupils)	Met
Part 3, paragraph 7 (safeguarding)	Met
Part 3, paragraphs 11 (health and safety), 12 (fire safety), 14 (supervision) and 16 (risk assessment)	Met
Part 6, paragraph 32 (1) (c) (provision of information)	Met
Part 7, paragraph 33 (complaints)	Met
Part 8, paragraph 34 (leadership and management)	Met

2. Inspection findings

Quality of education provided – curriculum; relationships and sex education; teaching; framework for pupils' performance [ISSR Part 1, paragraphs 2, 2A, 3 and 4]

- 2.1 The school meets the standards.
- 2.2 There is a suitable curriculum policy which is implemented effectively. The curriculum for the new Reception and Year 1 classes has been planned with sufficient care so that it is likely to meet the requirements of the early years setting and ensure that the school continues to meet the educational standards for all older pupils, including new pupils in Year 1. The curriculum planned for the early years covers the seven areas of learning effectively. Schemes of work are already in place which are appropriate. In the junior school, suitable provision is already implemented successfully for relationships education and this will be extended to pupils in Year 1 from September. Planning is in place to provide appropriate personal and social education (PSE) for children in Reception.
- 2.3 New teaching appointments have been made for the two new classes planned. The teachers recruited are well qualified and have suitable experience. They will be supported appropriately by teaching assistants. In some subjects, such as modern languages, music and physical education, suitable specialist subject teachers will teach these younger children and broaden their experience.
- 2.4 Pupils who have SEND are currently supported appropriately in their learning. The school has planned with suitable care to identify any particular learning needs in the youngest pupils through parental questionnaires and observation once pupils are in school. Close liaison with the learning support department is already in place.
- 2.5 The school tracks the progress of all its pupils effectively, carrying out base line testing and using a variety of progress scores. Systems already in use will be extended to cover children from the age of four. Progress towards early learning goals for each child in Reception is intended to be monitored and recorded with suitable regularity. Suitable planning is already in place to manage the transition of pupils from these new classes into the main junior school.
- 2.6 The school is likely to continue to meet the standards after the proposed change in age range.

Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5]

- 2.7 The school meets the standard.
- 2.8 The school is a community in which all forms of diversity are respected and pupils of all ages celebrate their differences and their common humanity. Leaders encourage respect for all and have due regard for those pupils who have protected characteristics as defined in the 2010 Equality Act. Planning is well advanced to ensure that the youngest children will learn about all the faiths and cultures represented in the school and the values which underpin the whole school ethos, such as honesty, integrity and inclusion.
- 2.9 The school is likely to continue to meet the standard after the proposed change in age range.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]

Safeguarding policy

- 2.10 The school meets the requirements.

- 2.11 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

Safeguarding implementation

- 2.12 The school meets the standard.
- 2.13 The school implements its safeguarding policy effectively and its procedures follow the most recent statutory guidance. Safeguarding leaders in the senior and junior school form an effective team which is trusted by staff and by pupils; they are trained appropriately at the advanced level. The team is being expanded to include a trained safeguarding lead for the early years setting.
- 2.14 There are suitable systems in place which enable pupils to express any concerns they may have. These include face-to-face reporting and a facility to report any concerns anonymously online. Pupils confirm that they do report any concerns and say that they receive an appropriate response when they do so and that effective action is taken. That this occurs is confirmed in records of safeguarding incidents. Pupils are well educated about how to stay safe online and the school has suitable systems in place to filter and monitor internet provision.
- 2.15 Staff are suitably trained on induction and at the start of each academic year. Training records confirm this. Additional updates and training sessions are provided regularly. Safeguarding records, including those relating to incidents of child-on-child abuse, are kept centrally and confidentially and are well managed by safeguarding leaders so that any trends can be identified. Leaders refer to relevant local authorities, including children's services, appropriately and seek advice when necessary.
- 2.16 The school has appropriate mechanisms for staff to report any allegations against adults working in the school and these are implemented effectively. Staff understand how to report and they use the system for entering low-level concerns with confidence.
- 2.17 Governors are trained appropriately in safeguarding. They complete an annual review of safeguarding procedures and provide rigorous oversight of the audit provided by the school's safeguarding leads. Those with safeguarding responsibilities visit the school regularly and are well informed. They provide both appropriate support and challenge to school safeguarding leaders, including when reviewing any serious incidents in relation to any individual pupil's welfare.
- 2.18 The school is likely to continue to meet the standard after the proposed change in age range.

Welfare, health and safety of pupils – health and safety; fire safety; supervision; risk assessment [ISSR Part 3, paragraphs 11, 12, 14 and 16]

- 2.19 The school meets the standards.
- 2.20 The school has appropriate policies for health and safety, fire and risk assessment and these are implemented effectively. Construction of a new building to accommodate Reception and Year 1 pupils is complete and all necessary checks with regard to health and safety, including fire safety, have been carried out. Such checks are effectively recorded. Protocols for dropping off and collecting children are clear. The new building has appropriate and effective fencing and signage in place to ensure the safety of children and their accompanying parents. The new playground area has suitable play equipment, including for children in the early years, and staff are aware of the necessity to carry out daily checks of outside and indoor areas to ensure the safety of these children. Classrooms are suitably spacious and well furnished; they provide suitable educational environments for the pupils who will use them.

- 2.21 All fire infrastructure in the new building is appropriate; signage makes exits clear and the school has planned evacuation routes for the pupils which will be practised regularly. Documentation shows that, across the school, regular checks on fire infrastructure are completed.
- 2.22 The school implements its supervision rotas effectively. Leaders have planned carefully to ensure that supervision arrangements for the children in Reception and Year 1 will be suitable during lesson times, at lunch and when playing outside.
- 2.23 The school has a comprehensive risk assessment in place for all aspects of the new building and the educational provision for the younger pupils who will use it. The school makes effective assessments of risks with regard to pupils' wellbeing and that of individual pupils who are vulnerable.
- 2.24 The school is likely to continue to meet the standards after the proposed change in age range.

Provision of information [ISSR Part 6, paragraph 32(1)(c)]

- 2.25 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

Manner in which complaints are handled [ISSR Part 7, paragraph 33]

- 2.26 The school has an appropriate complaints policy which is implemented effectively. The policy outlines appropriate timescales for the management of complaints whether informal, formal or proceeding to a panel hearing. These are adhered to in handling complaints. Complaints are recorded appropriately and are kept confidentially. Details include records of any action taken, whether or not the complaint was upheld. Should a complaint proceed to a panel hearing the panel is constituted correctly and the parents are informed of its decision and any recommendations in writing. Where a formal complaint leads to a panel hearing the governors review the outcome and require action appropriately.
- 2.27 Current provision is likely to be effective for the proposed increase in the school's age range.

Quality of leadership and management [ISSR Part 8, paragraph 34]

- 2.28 The school meets the standard.
- 2.29 Senior leaders monitor safeguarding and welfare arrangements effectively and governors provide effective oversight of the standards. Leaders demonstrate good skills and knowledge and fulfil their responsibilities effectively; they actively promote the wellbeing of pupils.
- 2.30 The school has planned with suitable care for the proposed increase in the age range of pupils. They have considered both the physical and educational requirements of the younger pupils who will enter the school. The school is suitably prepared for the proposed material change.

3. Recommendation with regard to material change inspection

Recommendation

- 3.1 It is recommended that the school's request to increase its age range from 6 to 19 to 4 to 19 be granted. Suitable arrangements are in place to cater for the increase in age range.

4. Summary of evidence

- 4.1 The inspectors held discussions with the head, senior leaders and other members of staff and met with a group of governors. They visited different areas of the school, including the newly constructed building, and talked with groups of pupils. They scrutinised a range of documentation, records and policies.