



# **INDEPENDENT SCHOOLS INSPECTORATE**

**BRADFORD GRAMMAR SCHOOL**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Bradford Grammar School

The junior school was inspected at the same time and a separate report published.

Full Name of School	<b>Bradford Grammar School</b>
DfE Number	<b>380/6103</b>
Address	<b>Bradford Grammar School Keighley Road Bradford West Yorkshire BD9 4JP</b>
Telephone Number	<b>01274 542492</b>
Fax Number	<b>01274 548129</b>
Email Address	<b>hmsec@bradfordgrammar.com</b>
Headmaster	<b>Mr Stephen Davidson</b>
Chairman of Governors	<b>Lady Morrison</b>
Age Range	<b>11 to 19</b>
Total Number of Pupils	<b>934</b>
Gender of Pupils	<b>Mixed (574 boys; 360 girls)</b>
Number of Day Pupils	Total: <b>934</b>
Inspection dates	<b>08 Nov 2011 to 09 Nov 2011 05 Dec 2011 to 07 Dec 2011</b>

## PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in October 2005.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010\*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

\*These Standards Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, 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.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

# CONTENTS

	Page
<b>1 THE CHARACTERISTICS OF THE SCHOOL</b>	<b>1</b>
<b>2 THE SUCCESS OF THE SCHOOL</b>	<b>2</b>
<b>(a) Main findings</b>	<b>2</b>
<b>(b) Action points</b>	<b>3</b>
(i) Compliance with regulatory requirements	3
(ii) Recommendation(s) for further improvement	3
<b>3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS</b>	<b>4</b>
(a) The quality of the pupils' achievements and their learning, attitudes and skills	4
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	5
(c) The contribution of teaching	6
<b>4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT</b>	<b>7</b>
(a) The spiritual, moral, social and cultural development of the pupils	7
(b) The contribution of arrangements for welfare, health and safety	8
<b>5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT</b>	<b>9</b>
(a) The quality of governance	9
(b) The quality of leadership and management	9
(c) The quality of links with parents, carers and guardians	10
<b>INSPECTION EVIDENCE</b>	<b>11</b>

## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Bradford Grammar School, a co-educational day school for pupils aged eleven to eighteen, was founded in 1548 “for the better teaching, instruction and bringing up of young people in grammar and good learning and to continue for that use forever”, an aim the school still retains. It was re-established by Royal Charter in 1662 as the Free Grammar School of Charles II at Bradford. As a direct-grant grammar school in 1949 it moved from the inner city to its present site at Frizinghall, on the outskirts. It became independent in 1975 and fully co-educational in 1999. The Grammar School shares a large site with its junior school, Clock House.
- 1.2 The school aims to be a school where pupils are happy, valued and can flourish; that is academically challenging and rigorous; that provides outstanding extra-curricular activities; that offers the highest-quality facilities; and that equips its pupils for life in a diverse and changing society.
- 1.3 Since the previous inspection, new buildings have been completed including a sports pavilion, and increased specialist facilities for chemistry and social science.
- 1.4 The ability profile of the school to GCSE is above the national average. The majority of pupils are of at least above average ability with few having ability similar to the average or below, and a notable proportion having ability far above the national average. The school does not use standardised forms of ability tests with pupils entering the sixth form.
- 1.5 The school has 934 pupils of whom 266 are in the sixth form. It is very diverse socially and likewise the very large catchment area comprising parts of North Yorkshire and East Lancashire as well as West Yorkshire is reflected in the broad ethnic mix. English is not an additional language for any pupils. Five pupils have local authority statements of special educational needs and the school has identified a further 83 pupils who have special educational needs and/or disabilities (SEND), of whom 22 receive specialist learning support. A bursary scheme, together with other funding, supports some 120 pupils. About half of entrants to Year 7 come from the junior school, the remainder from independent preparatory or maintained schools.
- 1.6 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 table.

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

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 Bradford Grammar School provides an outstanding education. The accomplished pupils make excellent progress, doing justice to their abilities which are above the national average. The pupils are high achievers at GCSE and A level doing even better than their high abilities would suggest. The pupils follow an excellent and challenging curriculum together with an exceptionally wide range of high quality extra-curricular activities; they are well-rounded and balanced and appreciate the excellent discipline of the school. The spiritual moral, social and cultural development of the pupils is excellent. All this is achieved by excellent teaching which stimulates in the pupils intellectual curiosity and inquiry together with the determination to succeed. The pupils benefit from the example set by the staff to whom they look as academic authorities and partners in learning. Through an excellent system of pastoral care, the pupils are well looked after.
- 2.2 The leadership of the headmaster and the senior management team is exceptional. They are supported by a governing body that is most effective in its planning and monitoring and engages with staff. They and the senior leaders ensure that the school's high aims are achieved. The school meets all regulatory requirements and has responded well to the recommendations in the previous inspection report especially in its use of performance data. The school has excellent relations with parents, who showed their support in the questionnaires. So did the pupils themselves, but though such astute pupils were not entirely uncritical, the inspectors found no cause for concern.

### **2.(b) Action points**

#### **(i) Compliance with regulatory requirements**

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

- 2.3 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2010.

#### **(ii) Recommendations for further improvement**

- 2.4 The school is advised to make the following improvements.
1. Ensure that all work is marked thoroughly in a way that is most helpful to pupils.
  2. Share more widely existing good practice, especially in teaching.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

#### **3.(a) The quality of the pupils' achievements and their learning, attitudes and skills**

- 3.1 The quality of the pupils' overall achievement is outstanding. Pupils are well educated and the school is successful in achieving its aim to maintain a school where pupils are happy, valued and can flourish, and that is academically challenging and rigorous.
- 3.2 At all levels, pupils show high levels of knowledge, skills and understanding. In class, they pay attention, can follow an argument, and organise their time and thoughts for study. They frequently demonstrate their ability to think critically and creatively and they write fluently and correctly for a wide range of purposes. Pupils are very well spoken, fluent and clear, speaking effectively and articulately in formal and also in informal situations. They reason and argue cogently. Pupils use mathematics confidently in subjects across the curriculum, for example in the use of equations in science. In modern foreign languages, Classics, and English, the pupils demonstrate an understanding of grammar, syntax and nuances of expression. They apply information and communication technology (ICT) confidently and relevantly where appropriate. They are creative, as shown especially in literature, the arts, drama and music, and they also develop well their physical abilities.
- 3.3 Pupils, at all levels, including those with SEND make excellent progress, doing full justice to their very high ability. The following analysis uses the national data for 2008 to 2010, the most recent years for which comparative statistics are currently available. Results at GCSE have been far above the national average for maintained schools and, overall, in line with the average for maintained selective schools. In 2008 and 2010, results were above the national average for maintained selective schools. Results at A Level have been far above the national average for maintained schools and above the national average for maintained selective schools. Results are, therefore, excellent in relation to pupils' abilities, indicating that their progress is also excellent. Pupils are highly successful in gaining places to their first choice of university and course, achieving entry at the most competitive universities.
- 3.4 Pupils also do well in competitions such as the mathematics, biology and chemistry Olympiads, and pupils have won Arkwright scholarships. Pupils achieve well in their various extra-curricular activities, such as sport where local, county, area and North of England honours are won. Pupils take advantage of opportunities to excel through their membership of the Combined Cadet Force (CCF) and the Duke of Edinburgh's Award scheme including success up to gold standard with over 240 pupils achieving at least bronze standard.
- 3.5 The pupils are engaged learners who are inquiring and eager to learn and so appreciate the excellent discipline of the school. They are aware of scholarship and of learning for its own sake and have a well-developed capacity for concentration. When required to take notes, they can do so most efficiently and they can undertake independent work. Pupils work well together in groups in classes, and in teams, and in extra-curricular activities. They respect the teachers whom they see as authorities and academic partners. They make effective use of the school's library which is easily accessible to them and which is well stocked, especially with learned journals. The pupils are courteous and display good manners in the classroom and outside.

### **3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)**

- 3.6 The curriculum and extra-curricular provision are excellent enabling the school to fulfil well its aims in particular to be a school that is academically challenging and rigorous and that provides outstanding extra-curricular activities. The curricular and extra-curricular provision make a significant contribution to the quality of pupils' achievements and their personal development, and prepare pupils effectively for the next stage of their education. The curriculum is broad and suitable for all ages, abilities and needs, covering all the requisite areas of learning. A particular strength is the common core provided by three separate sciences, mathematics, English and the opportunity to study up to three modern foreign languages, out of a choice of four, together with Latin, and also Greek as an additional possibility for some pupils.
- 3.7 The curriculum offers numerous opportunities for the pupils to further their creative, physical and linguistic skills alongside literacy, numeracy and ICT. Pupils' personal development is assisted by a suitable personal, social and health education programme. For those in Year 12, a non-examined general studies course covers arts, science and social science subjects.
- 3.8 The curriculum is complemented by an extensive programme of activities that take place every day. Wednesday afternoon for the whole school is given over to activities, and pupils are able to choose each term from a very wide range. This programme provides significant enrichment to the pupils' education. Training at the highest level is often given by specialist and highly-qualified coaches using excellent facilities. Pupils also value and enjoy the opportunity to develop other interests or to try new ones. The choice includes various musical ensembles, many sports and games, including climbing, rowing and orienteering, and some 53 clubs and societies, ranging from war games to academic societies. A number of these are run by the pupils themselves. Frequent excursions take place to educational places of interest in this country and abroad.
- 3.9 Curriculum planning and schemes of work are effective. The best schemes provide clear continuity to enable pupils to increase their knowledge, skills and understanding in an orderly and progressive way. The arrangements in place for the identification of pupils with SEND are effective, as is the subsequent provision for these pupils.
- 3.10 Opportunities for pupils to benefit from contributing within the community are well developed, either through the service section of the Duke of Edinburgh's Award scheme, or through the school's involvement in the Frizinghall Partnership, a collaboration between the school and a number of local primary schools, or, for instance, where a number of sixth-form pupils are undertaking induction training in a local Children's Home.



### **3.(c) The contribution of teaching**

- 3.11 Teaching is excellent, very effectively promoting pupils' progress and helping the school to fulfil its aim to be academically challenging and rigorous.
- 3.12 The highly qualified teachers have excellent subject knowledge and are often scholarly, conveying to the pupils their own love of their subject as an intellectual discipline. Teaching shows a deep understanding of the aptitudes, needs and prior attainments of the pupils. Teachers know their pupils well as individuals and the classroom atmosphere is well-disciplined, friendly and purposeful.
- 3.13 Lessons are usually characterised by detailed planning, clear learning objectives and activities which challenge and promote independent learning and thinking. For instance, in a French lesson, pupils were shown examples of a point of French grammar and asked to work out the rule for themselves. Often the teachers required rigorous attention to evidence and to formulating logical conclusions, especially in the sciences. The best teaching required pupils to justify their opinions, as when examining literary texts in English and classical civilisation lessons. Teachers recognise the value of learning by heart and ensure that pupils exercise their memories in suitable ways. Teaching also ensures that complete silence is maintained when appropriate, to help learning, and teachers do not hide from pupils the necessity for hard work. Teachers relate new learning to pupils' existing knowledge. For example, a Latin lesson on the tenses of verbs, started with elucidating pupils' understanding of tenses in English. Rarely, lessons were less successful when teachers did not plan lessons of suitable intellectual challenge.
- 3.14 Teaching includes regular and thorough assessment of pupils' work and uses information from the assessment to plan teaching. At all levels, the school employs testing to evaluate pupils and to help assess their progress. The best marking is regular, diagnostic, explains and justifies the mark, points out the work's strengths and weaknesses and offers suggestions that help pupils to learn. However, some marking is cursory, without regard to clear criteria or helpful purpose.
- 3.15 Teaching makes extensive use of ICT across the school. Interactive whiteboards add to the quality of teaching and an innovative virtual learning environment is being developed. Pupils themselves are encouraged by the teachers to use these facilities, as in a talk on The American War of Independence, at a historical society meeting, where a sixth former called up maps and statistical data to support his answers when challenged to support an interesting and well-researched evaluation of the moral and practical aspects of the rebellion. In a modern languages lesson, teaching led the pupils confidently and accurately to use the facilities of the language laboratory to refine their prepared topics for GCSE, recording and re-recording versions. Teachers produce copious amounts of photocopied materials and worksheets in some subjects, but learning for some is impeded by the non-selective use of these items, and some find practical difficulties in keeping their files in good order. Teaching is well resourced. Teachers mount colourful and stimulating displays in most classrooms, often highlighting pupils' work and achievement and reinforcing behavioural and subject expectations.

## 4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

### 4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The quality of the pupils' spiritual, moral, social and cultural development is excellent, as it was at the time of the previous inspection. The school well fulfils its aim to be a school where pupils are happy, valued and can flourish and that equips its pupils for life in a diverse and changing society.
- 4.2 The pupils' spirituality is well developed and they welcome being able to explore it on retreat weekends and through "Scriptural Reasoning" with the Dean of Bradford. They enjoy participation in services in Bradford cathedral. A sixth-form group who identified the significance and importance of spirituality within a school appreciated the way they felt the school had enabled their own personal development. The pupils display self-esteem, self-respect, self-control and amiability. They are clearly aware of human dignity.
- 4.3 A strong moral sense develops in the pupils helped by various outreach projects with local schools such as work with the Barnardo's centre. The moral code of the school results in the pupils' clear understanding of right and wrong, which is fostered in religious education lessons and elsewhere in the curriculum. Pupils delight in examining moral issues in literature, such as, good and evil in Marlowe's *Faustus*, and marital fidelity and heroism in *The Odyssey*, and they refine their own views through the reading of such books. The pupils have no tolerance of bullying and support the school's swift response should any be detected. They are courteous, confident and welcoming of visitors to the school.
- 4.4 Pupils have a well-developed social awareness, especially of their own and others' faiths and cultures, which they demonstrate in the different main assemblies, which are arranged and run by pupils in Year 13 who lead the faith societies, and by taking part in events such as the "Faith in the City" day which incorporates Hindu dance, Sikh music, Christian theatre, Islamic calligraphy and Buddhist meditation. The work in religious studies helps the pupils to develop a clear sense of their own place within the world and their responsibility towards the world and its peoples, for example by promoting a link between Year 7 and a school in Nairobi. Charity initiatives such as the Christmas Gift Project are enthusiastically supported. Last year, some considerable sums were raised for various charities. The pupils make good use of the opportunities given by the CCF to learn how to lead and how to follow, and to know the value of discipline and order. Excellent social relationships exist within the school. Pupils are at ease with one another and with the teachers. The pupils have a pride in Yorkshire and, indeed, Bradford.
- 4.5 Pupils have developed well their cultural sense. They are sensitive to the wonder of great art and also like to explore how it achieves its effects, as when looking at Homeric similes. The pupils' cultural development is also enhanced in religious studies lessons and through the study of literature, as well as in form periods covering topics such as "Is art important?" Pupils display their own willingness to participate in cultural events, through strong music, drama and art.

#### **4.(b) The contribution of arrangements for welfare, health and safety**

- 4.6 As at the time of the previous inspection, the pastoral care provided for pupils is excellent and the school sees its responsibilities in this area as fundamental to the success of the school as a whole. The school aims to be a place where pupils “are happy, valued and can flourish,” and this has been achieved.
- 4.7 All pupils have a form teacher with whom they have daily contact. Staff know the pupils as individuals and ensure that they are looked after, and the quality of relations between pupils, and between pupils and staff is excellent. When problems arise, a comprehensive structure supports all members of the school. This is led by an assistant head working with the heads of year and their assistants, but is also well supported by medical and counselling professionals, class and class teachers. Pastoral staff have regular contact with other staff in school, and with pupils and parents. They successfully use electronic means to store and disseminate information. The pastoral staff also lead a good programme of personal, social and health education. All form groups have a weekly form period and teachers use them well.
- 4.8 The pastoral and the academic are well integrated since pastoral staff have the responsibility of monitoring the academic progress of their pupils. Pupils have good access to careers advice; all Year 11 pupils have access to an individual careers interview, and sixth-form pupils are supported through the process of university application by their form teachers and others. SEND pupils are recognised in classrooms and other situations and are well supported, often by individual programmes.
- 4.9 Interviews with pupils showed that they were hugely supportive of the school and there was a very positive response to the pupil questionnaire. Areas rated most highly were “I am making good progress in my work”, “I can join a good range of extra-curricular activities”, “I like being at this school”, and “the teachers help me to learn”. The areas with the highest concern were related to “the school listens to pupils’ views and responds to them”, and “teachers monitor my workload”. Inspectors, when talking to pupils, and when observing what went on, did not find any evidence to support these concerns.
- 4.10 Behavioural and anti-bullying policies foster an environment where all feel safe, secure, valued and well supported. Policies to promote good conduct and behaviour are effective. Pupils say that bullying is rare and is dealt with effectively and promptly. They report that they feel safe and are confident that concerns will be addressed quickly. The safeguarding policy meets requirements and is implemented successfully. All staff regularly receive suitable training. All necessary measures are taken to reduce risks from fire and other hazards. Arrangements to ensure health and safety are effective and include excellent provision for pupils who are ill. The school has a suitable plan to improve access for those with disabilities. The admission and attendance registers are meticulously maintained and stored electronically. Pupils are encouraged to follow healthy lifestyles through the teaching in biology lessons, and by taking regular physical exercise in the curriculum and in the wide range of extra-curricular sports and games. School lunch offers nutritious choices.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The governing body provides outstanding oversight of the school in line with its aims and discharges excellently its responsibilities for educational standards, financial planning and investment in staff, accommodation and resources. A clear development plan provides effective strategic guidance. The governing body enables the school regularly to upgrade buildings and facilities. The governors have strong local roots but have, between them, much experience and professional expertise; they work efficiently through a system of sub-committees. Governors have a clear sense of the aims of the school and possess the sense of purpose to achieve those aims. They want the school constantly to be seeking to improve. They are firm in their resolve to increase the number of bursaries.
- 5.2 The governing body has excellent insight into the working of the school and provides support and stimulus for growth and improvement. The governors are informed by regular and comprehensive reports and they visit the school frequently. The governors make a point of emphasising the transparency of what they do. Their collegiality and commitment is clearly recognised and valued by the staff. New governors benefit from a very good induction scheme.
- 5.3 The governing body is effective in discharging its responsibilities for child protection, welfare, health and safety throughout the school. All the necessary checks are done and carefully recorded. All the required policies are in place, implemented and regularly reviewed.

### **5.(b) The quality of leadership and management**

- 5.4 At all levels of responsibility the leadership and management of the school are excellent. Leadership and management provide clear educational direction, as reflected in the quality of the pupils' education and the high standards of their achievements and personal development. They are also very effective in self-evaluation, setting priorities and ensuring that they are achieved. The management applies the school's policies and procedures with common sense and prudent judgement.
- 5.5 The senior leadership is especially successful in conveying to the pupils the main aims of the school, setting ideals, promoting effective teaching, and maintaining very high standards. Senior leadership is inspirational; it proclaims the shared goals the values, the aspirations and expectations of the school and is well aware of how to achieve them by caring for others and by working with them. Senior leadership is constantly guarding against complacency. For example, heads of department, aware of the strength of the school in extra-curricular activities and in educational visits, have raised concerns about the potential pressure on some pupils, and staff, of giving too much time to these activities at the expense of the academic curriculum. Senior management, together with heads of department are examining and monitoring this situation, establishing data and working out procedures and guidelines.
- 5.6 The management is successful in securing, supporting, developing and motivating well-qualified staff and ensuring they are well trained for their roles in safeguarding,

welfare, health and safety. The school has thorough arrangements for checking the suitability of staff (including volunteers), supply staff and governors.

- 5.7 The bursar's department looks after the school's finances, sensibly and efficiently, supervises the support staff and is responsible for the well-kept buildings and grounds. The school regularly has an outside report on the conditions of the grounds in order to help to maintain high standards. The school is strongly served by dedicated support staff who make a vital contribution to school life - administrators, secretaries, technicians, maintenance staff, groundsmen, cleaners, catering staff among others.
- 5.8 At the previous inspection, the report recommended that the school should use fully its extensive assessment data on pupils' performance to inform planning for progress and to indicate the best methods to achieve this. The school has completely reviewed its dissemination of pupil performance data and in particular, involves pastoral staff (heads of year and section, and assistant heads of years and sections). The report also recommended that the school should review its performance management schemes to improve its monitoring and the performance of its teachers and consequently the school has completely reviewed and changed its performance management scheme with a new system involving lesson observation and professional development, with a concentration on improving performance. However, the previous report's recommendation that the school should promote more effective leadership and management in its teaching departments by sharing good practice has been fulfilled only partly: more sharing of good practice takes place but it is still not universal.

### **5.(c) The quality of links with parents, carers and guardians**

- 5.9 The school maintains an excellent relationship with parents. The school's informative website provides parents with easy access to school policies, school developments and news items. An array of useful and relevant information is provided and the school has a system for using texting and e-mail to communicate with parents. Parents' evenings, drama productions, musical performances and sporting fixtures are well attended and parents take part in the annual overseas art trip. Parents are also invited regularly to careers events. Pupils' progress is formally reported to parents at least four times during the school year. Regular use is made of the planner and homework diary which parents are expected to sign weekly and tutors check regularly. Teachers and parents use the planners to communicate concerns and commendations. This booklet contains useful revision material for different subjects, spelling rules, periodic tables, vocabulary and grammar of foreign languages. Teachers use the planner to set targets for learning.
- 5.10 Responses to the parental questionnaires indicated very strong support for the school. Almost all were extremely well pleased with the range of subjects, areas of experience and activities on offer to their children, both curricular and extra-curricular. They like the values upheld by the school, believe that the school promotes high standards of behaviour, has strong pastoral care and most significantly, feel that they can communicate easily with the school and receive a swift response. No items of concern were raised by a significant number of parents.
- 5.11 Parents of both current and prospective pupils are provided with the required information about the school and receive clear, frequent and useful reports about their children's progress. The school handles the concerns of parents with care, and follows its published procedures. The school produces a termly newsletter, the *Hoc*

*Age*, which gives news of that term. The *BGS News* magazine is an annual summary of the previous academic year and *The Bradfordian* is a journal of record in which pupils and staff write about the previous school year.

**What the school should do to improve is given at the beginning of the report in section 2.**

## **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 chairman 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 Eric Hester	Reporting Inspector
Mrs Gwen Randall	Former head, HMC school
Mr Tom Keenan	Head of Year, HMC School
Mr Steven Pearce	Head of Faculty, ISA school
Mrs Joanne Stone-Williams	Former Deputy Head, GSA school
Mr Richard Willan	Head of Department, HMC school