



INDEPENDENT SCHOOLS INSPECTORATE

BRADFORD GRAMMAR SCHOOL JUNIOR SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Bradford Grammar School Junior School

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

Full Name of School	Bradford Grammar School Junior School
DfE Number	380/6103
Registered Charity Number	529113
Address	Bradford Grammar School Junior School (Clock House) Keighley Road Bradford West Yorkshire BD9 4JP
Telephone Number	01274 542492
Fax Number	01274 548129
Email Address	chsec@bradfordgrammar.com
Head	Mr Neil Gabriel
Chair of Governors	Lady Lynne Morrison
Age Range	5 to 11
Total Number of Pupils	186
Gender of Pupils	Mixed (111 boys; 75 girls)
Numbers by Age	5-11: 186
Number of Day Pupils	Total: 186
Inspection dates	8 Nov 2011 to 9 Nov 2011 5 Dec 2011 to 7 Dec 2011

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.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Clock House is the junior school of Bradford Grammar School and an integral part of it. Clock House was started in 1974 although Bradford Grammar School was founded by Royal Charter in 1662. It became co-educational in 1999. The school shares its governance with the senior school and is a charitable trust. Clock House is situated on the edge of Bradford in open surroundings and occupies imaginatively converted buildings adjacent to the senior school with which it enjoys very close links including the use of many of the senior school facilities, notably, significant access to specialist sports facilities, theatre, science laboratories and art room.
- 1.2 At the time of the inspection, 186 pupils were on the roll, 111 boys and 75 girls. Pupils travel from a radius of fifteen miles of the school and come from a wide range of cultural and social backgrounds and a range of ethnic groups is represented in the school. Three pupils have been identified by the school as having special educational needs and/or disabilities (SEND). A small minority of pupils have English as an additional language (EAL), none of whom require additional support. The school is selective, and the ability profile of the school is overall above the national average, with a spread of abilities within the school. Most pupils gain places at the senior school at the age of eleven.
- 1.3 The school aims to have high academic expectations of all pupils in a happy, stimulating, safe and secure school environment, where children are encouraged to reach their full potential whilst respecting the beliefs and cultures of others and recognising themselves as members of the community.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Throughout the school pupils' achievements and their learning, attitudes and skills are excellent. These are supported by a wide-ranging and vibrant curriculum and programme of activities, both inside and outside the school. Achievements across the school are firmly rooted in literacy and mathematics. Pupils achieve very well because their learning is firmly grounded in highly effective teaching. However, opportunities for independent learning and research based on pupils own choices are limited. The provision for pupils with SEND is fully integrated into the curriculum with excellent support in lessons being a strong feature of this provision. More able pupils are also catered for extremely well in lessons. Pupils' overall success is promoted further by their excellent relationships with one another. The outstanding extra-curricular provision, which allows pupils a choice based on interests and skills, builds on the school's objectives to create a happy, stimulating, safe and secure school environment where children will be encouraged to reach their full potential.
- 2.2 Pastoral care is excellent, and pupils' welfare, health and safety are assured. Pupils are courteous to visitors and treat their peers and staff with great respect. Their care for one another is embedded in all aspects of school life. Pupils demonstrate high levels of spiritual, moral, social and cultural development. Their awareness of those less fortunate than themselves shows in their positive approach to charitable giving. However, little opportunity is provided for reflection particularly in assemblies.
- 2.3 Governance, leadership and management are outstanding. The governors have guided the school's success and strategic development extremely well and exercise effective oversight. Governors are committed to the academic progress and personal development of pupils, and have responded well to the recommendations of the previous report to improve the provision for information and communication technology (ICT) in classrooms, and provide time for teachers to observe and share good practice. The governors offer strong support for the head and management team who provides outstanding day to day guidance for staff. Excellent arrangements are in place to monitor the curriculum and teaching and learning across the school providing a coherent approach to monitoring and evaluation throughout all subject areas. The school promotes strong links with its parents; the parental responses to the pre-inspection questionnaire were overwhelmingly positive about all aspects of the school.

2.(b) Action points

(i) Compliance with regulatory requirements

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

- 2.4 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

- 2.5 The school is advised to make the following improvements.

1. Provide opportunities for pupils to engage in independent learning and research.
2. Include opportunities for reflection in the everyday life of the school, and in assembly.

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 overall quality of the pupils' achievements and of their learning, attitudes and skills is excellent. During their time at the school, all pupils become increasingly confident in their individual abilities and make great strides in their academic progress, reflecting the school's aims to have high academic expectations for all its pupils. Pupils are particularly keen to learn, and clearly enjoy what they do in lessons and other activities. They commit themselves to producing work of the highest standards.
- 3.2 Literacy skills across the school are exceptional. In lessons, interviews and informal conversations, the pupils are open and interesting in their input and are extremely articulate when answering questions and presenting their ideas. They write in various styles and with a legibility and concision which indicate thought. The presentation of their work is of a high standard across all subjects. Numeracy skills are strongly developed, and are applied particularly well to solving problems. ICT skills are exceptionally well developed in ICT lessons, and pupils use these skills to complete tasks in many curriculum areas to admirable effect. Logical thought in science is excellent and pupils engage with enthusiasm in scientific investigation. In a design and technology lesson, Year 3 pupils effectively used their scientific knowledge to explain the principles of thermo-plastics.
- 3.3 From an early age, lessons and activities are carefully planned to give pupils the experience of discussing tasks with each other, and of collaborating successfully in group and paired activities. For example, in a geography lesson Year 4 pupils engaged animatedly, focusing on the advantages and disadvantages of living in towns or villages in India. In an English lesson, Year 2 pupils considered the best setting for a story. Pupils make considerable use of the excellent library facilities and are developing effective information and research skills in the weekly library lessons. However, opportunities to use these skills independently are infrequently given.
- 3.4 Pupils show strong creativity. Evidence of this is pervasive, especially in the arresting corridor and classroom displays, the enthusiasm for the most recent drama production, and the vibrant singing of the choir. Throughout the school, a significant number of pupils are successful in passing music examinations. They achieve considerable success in local and national competitions in science and literacy. Games and physical education (PE) skills are highly developed in a variety of sports, and many pupils are given the opportunity to represent the school. School teams enjoy success in fixtures and competitions across a wide range of sporting areas.
- 3.5 The pupils' attainment cannot be measured in relation to average performance against national tests but on the evidence available, including standardised data, it is judged to be high in relation to national age-related expectations. This level of attainment, as judged, indicates that pupils make excellent progress over time in relation to the average for pupils of similar ability. This is due to both the excellent teaching and the pupils' attitude to learning.
- 3.6 Less able pupils and those with SEND are well supported in lessons by their teachers. More able pupils, and those with particular talents, achieve highly. In lessons they are given challenges appropriate to their potential.

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

- 3.7 The curricular and extra-curricular provision in the school is excellent and fulfils the school's aim to offer a broad and balanced education, suited to the needs of all pupils and is delivered, wherever possible, by specialist teachers. It enables pupils to reach high standards across a wide range of subjects and activities.
- 3.8 All the required subjects, including personal, social and health education (PSHE), are covered. The curriculum is suitable for all ages, needs and abilities and is effective in promoting the pupils' excellent standards of learning and outstanding personal development, whilst providing a range of creative, linguistic and technological experiences with a strong focus on literacy, numeracy and science. The curriculum includes an introduction to French, German and Spanish from Year 4, with each language being taught for a term throughout the year. The school has responded to recommendations from the previous inspection by installing interactive whiteboards in all teaching areas, thereby using ICT to supplement the curriculum.
- 3.9 There is clear progression in the development of the curriculum and planning across all subjects is thorough. It is closely monitored by the management team of the junior school and prepares the pupils extremely well for the next stage of their education. A well-stocked and attractive junior school library, within the senior school facility, supports the curriculum across the age range and allows the pupils to participate in research work.
- 3.10 Support for those pupils with SEND is integral to the delivery of the curriculum and extension work for the most able is a regular feature in lessons, particularly in English and mathematics. Extra-curricular support in mathematics and handwriting is very effective.
- 3.11 The range of extra-curricular activities is exceptionally wide, and discussions with pupils confirm their appreciation and enjoyment of these. This range includes sport, art, music, drama and thinking skills and allows the pupils to make choices based upon personal skills and enjoyment. The curriculum is additionally enriched by a programme of one-day and residential visits, including visits to Ingleborough in North Yorkshire and Borrowdale in the Lake District.

3.(c) The contribution of teaching

- 3.12 Overall the teaching is excellent throughout the school. At its best, it is inspiring and imaginative, resulting in the pupils being enthusiastic, inquisitive, responsive and stimulated to do their best. The teachers know their pupils well and this, together with the staff's strong subject knowledge, and enthusiasm contributes greatly to the progress their pupils' make. They are suitably precise, insisting on accuracy and precision when this is required, but they also encourage independent thought and creativity.
- 3.13 Teachers are meticulous in their planning, which appropriately challenges all levels of academic ability in the classes. Clear learning objectives are given to pupils at the commencement of lessons and success criteria are identified. A wide variety of teaching methods were observed and teachers have an understanding of learning needs and styles. However, there was little evidence during the inspection of opportunities for independent learning and research.
- 3.14 A distinctive feature of the teaching is the interaction encouraged between pupils. They are consistently given opportunities to work collaboratively sharing and respecting each other's thoughts and ideas. Effective questioning strategies promote independent thinking and are also used to assess pupils' progress. Pupils are always willing to add to class learning in a most constructive manner when invited to discuss or to offer their own views and ideas.
- 3.15 All teachers have established an excellent rapport with their pupils, thus creating purposeful and productive happy learning environments. Time is used effectively and with exciting and creative use of good quality resources. The well-stocked library and whiteboards with projectors are used well to promote pupils' interest and further their learning.
- 3.16 There is a clear whole-school marking policy, which provides encouragement to pupils. The most effective marking sets clear targets for improvement and progress, and in some subjects pupils are encouraged to respond, showing an understanding of what is expected of them.
- 3.17 The school places considerable emphasis on measuring attainment; arrangements to assess and level pupils' performance and progress ensure that their development is monitored over time, particularly across English and mathematics. This forms part of a comprehensive tracking system, providing a useful means to monitor abilities and progress. Class data is analysed, and the results are available to staff on the school's shared internet area. This enables teachers to plan for all abilities within all lessons.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The personal development of the pupils throughout the school is excellent. Pupils are responsible, well mannered and tolerant and work together in harmony, developing a sense of responsibility for others and the wider world, and benefiting from the supportive and warm environment. The school meets its aims to; encourage pupils to respect the beliefs and cultures of others and to recognise themselves as members of the community.
- 4.2 Pupils' spiritual development is assured. They have high levels of self esteem and are confident to let others have their say and to listen with interest to them. Pupils respect the beliefs and values of others and are happy to discuss matters of faith, speaking about abstract issues with confidence. They recognise the abilities and skills of all members of the school community; during assemblies, the shared celebration of individual and group achievements is a genuine pleasure. The pupils have opportunities to participate in musical and drama productions and this enhances their sense of wonder and awe. However, time for quiet reflection is limited, not least in assemblies.
- 4.3 Moral development is strong and pupils show a keen sense of fairness, distinguishing easily between right and wrong. Their understanding of the need for rules and boundaries is grounded on a sense of mutual and collaborative responsibility. Pupils are effectively encouraged to develop an empathy with those less fortunate than themselves, taking part in community initiatives and supporting local and international charities by holding fundraising events. The school council plays its part in choosing charities to support; recent charitable events include a harvest appeal to help support two children in Africa and two in India with their education. Kindness, courtesy and concern for others are highly regarded. Pupils show great respect for their teachers and empathy for their peers.
- 4.4 The pupils' social development is outstanding. They are gregarious, care for each other and show highly developed social skills. The strong sense of community fostered throughout the school develops their social awareness. Pupils have many opportunities for responsibility, whether through being a member of the school council, whose members are elected every half term, or as house captains who take the lead in house meetings. Pupils have a broad knowledge of public institutions and services appropriate to their age, supported by visits from for example, the fire brigade and the High Sheriff of West Yorkshire.
- 4.5 The quality of cultural development is excellent. Pupils are responsible, well-mannered and tolerant and have a strong appreciation and respect for their own and other cultures. They have developed an easy approach to pupils of differing nationalities and cultural backgrounds. Pupils happily share their personal experiences, and parents and speakers visit to enable a deeper understanding of a variety of beliefs, cultures and faiths. A sense of tolerance and harmony pervades the school community.

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

- 4.6 The quality of the arrangements for welfare, health and safety are excellent. The staff provide outstanding support and guidance for all pupils. Through their role as class teachers, or as support or administrative staff, they foster pupils' personal development and academic achievement extremely well. Relationships between staff and pupils are strong and supportive. Pupils of all ages are well behaved and courteous and there is evident mutual respect. The well-disciplined, caring environment provides a fully encouraging backdrop to promote learning.
- 4.7 Pupils say they are well cared for and that they have an adult to turn to should they have a problem. The anti-bullying policy ensures that any issues that arise are dealt with effectively, and comprehensive arrangements are in place to protect pupils from bullying. Pupils believe that bullying is rare and agree that staff deal with any difficulties constructively. Pupils behave extremely well in lessons and are intent on learning. The school rules are clear and effective and place a strong emphasis on the encouragement of positive behaviour. The school has a strong culture of praise, and rewards good behaviour and effort through a scheme of merits dependent on the age of the pupil. The pupils feel that this is fair and are eager to acquire points for their individual houses with successes celebrated in assemblies.
- 4.8 The child protection policy and procedures are secure, including the appropriate training of staff according to their responsibilities. The staffing recruitment process is rigorous. Health and safety procedures are highly effective with risk assessments covering all aspects of school life. A health and safety committee meets regularly to discuss matters of concern. Fire prevention measures are in order and a fire risk assessment is undertaken regularly. Fire drills are held every term and all alarms are tested appropriately. Registration of pupils is methodical with absence followed up quickly, and the school maintains an appropriate admission register. Excellent medical facilities ensure that pupils' needs are catered for sensitively and effectively. The school has an accessibility plan in place designed to improve the educational provision for those pupils with disabilities and is in line with the Special Educational Needs and Disability Act.
- 4.9 Pupils enjoy the school meals which are nutritious and understand the importance of a healthy diet and the need to participate in regular exercise which they do with delight.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance of the school is excellent. The quality of governance has enabled the school to make excellent progress in all areas. The governing body provides exceptional support and is wholly committed to the aims and purposes of the school. The board benefits from a wide range of experience and professional background. It has a clearly defined structure, and highly effective and supportive sub-committees which include a specific junior school committee who meet regularly with the head to discuss junior school matters.
- 5.2 Governors are strongly committed to the school, its pupils and staff, and to its continuing development. They have a clear understanding of their roles. They are fully aware of their responsibilities and determined through financial planning to ensure that the school's accommodation and human and material resources are of a high quality which meets pupils' educational needs. They fulfil their obligations for monitoring health and safety and child protection, and specific governors have been allocated responsibility for these areas, ensuring that relevant policies are regularly reviewed. They recognise their responsibility for the school's compliance with regulatory and legal requirements.
- 5.3 Through the various sub-committees and detailed minutes, the governors are kept well informed and take a full part in the overall strategic planning, educational development and management of the school. They are provided with regular reports on educational matters, and these enable them to monitor the school's work effectively. They provide the school's leadership with much appreciated advice and challenge.
- 5.4 Governors have a clear insight into the working of the school. Relationships between governors and staff are enhanced by regular visits made by governors to the school, and their involvement in school activities including visits to extra-curricular activities and opportunities for staff and pupils to meet governors informally. A feature of this involvement is the opportunity made for pupils to correspond with governors informing them of what is going on in school, and they feel assured of a reply. In questionnaires, parents indicated their high level of satisfaction with the governance of the school.

5.(b) The quality of leadership and management

- 5.5 The school benefits from outstanding leadership and management, which fully supports the aims of the school. Structures and routines are clear, comprehensive and well communicated. The head and junior school management team are committed to improving and sustaining the quality of teaching and learning. The strengths in its work are reflected in pupils' excellent academic standards, highly effective teaching and outstanding personal development, as well as the happy and friendly ethos that pervades the school.
- 5.6 The direction of the school is clearly set from the leadership and management team, and all staff work hard to maintain these principles in the life of the school. A clear school development plan is in place which sets out specific areas for educational improvement. The enthusiasm and dedication of the staff ensure that there is a sense of purpose and shared vision. The junior school development plan has

resulted from wide staff consultation and all staff are committed to the implementation of this. Communication and consultation are significant strengths of the school and enable all staff to make their views known and contribute to policy and practice. All required documentation is comprehensive, clear and well organised. Policies are effectively implemented and contribute successfully to the smooth running of daily school life.

- 5.7 Curriculum co-ordinators are in place for certain subjects for which they are responsible across the school, but the main subjects are monitored and co-ordinated by the junior management team, who focus on subjects in line with the school's development plan. The head and deputy head monitor lessons and undertake regular work scrutiny, and operate a system for peer observation for all teachers to share good practice. This works well and enables a whole school approach to teaching and learning.
- 5.8 Staffing levels are excellent, and staff are well qualified. The school pays careful attention to the development of their staff, and a comprehensive and effective appraisal system is carried out every two years. All those working with children are suitably checked through recruitment procedures which are followed scrupulously and all staff are trained in the areas of safeguarding, welfare, health and safety.

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

- 5.9 Links between the school and parents are excellent. Communication uses a variety of channels, with parents encouraged to liaise closely with teaching staff and to play an active role in the education of their children.
- 5.10 Responses to the pre-inspection questionnaire indicate that parents are positive and supportive of the school and are very happy with the education which their children are receiving. They commented favourably on the high standards expected of the pupils and the encouragement and support given to pupils to achieve them. An almost entirely positive response was given on pastoral matters.
- 5.11 The school's prospectus is colourful and helpful, and the website is a further source of information which includes regular newsletters and curriculum handbooks. Written reports are provided twice a year and grade cards are sent out half termly. The reports are detailed and present a clear picture of pupils' achievements. Parents are kept thoroughly informed of their children's attainment and effort.
- 5.12 The Friends of Clock House form a fundraising group which provides much appreciated support for the school. Members willingly organise events and volunteer in areas of school life. Their activities underline the very constructive relationship which exists between the school and its parents.
- 5.13 Parental concerns are few and are given prompt attention and sympathetically resolved.

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 chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

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