



Bradford
Grammar
School

SPRING
2026

CHALLENGE 03
ARTS 14
COMMUNITY 20
LIFE 24
JUNIORS 33

Hockney

Bradford Grammar School's Hockney
Theatre was transformed into a rock
arena as students delivered an
electrifying production of

School of Rock



CONTINUED ON PAGE 03

Feature

Welcome from the Headmaster

Welcome to the latest edition of Hoc Age. Does time pass more quickly as you get older?

It certainly feels that way to me. Year 7s seem taller and more intimidating than ever, yet it doesn't feel like a full year since I was signing letters of congratulation after entrance test successes and welcoming them for taster days, much as we are doing now for the next cohort of prospective BGS pupils. As always, the rhythms of BGS life move briskly, and spring has sprung once more. This point in the school year encourages us to lift our sights towards future horizons - not only admissions, but also GCSE and A Level subject choices, university offers, the forthcoming exam and results seasons, the latter stages of sports competitions and eagerly anticipated tours, summer concerts, and (hopefully sunlit) social events, including those for OBs. The list goes on. Spring is a time of renewal in school, a moment to look ahead with fresh energy and focus.

The articles that follow attest, as ever, to BGS's lust for life. The pupils who get the most out of our School are the ones who put the most in. It's not rocket science. Nor is it a zero-sum game. Prioritising exam success by abandoning co-curricular pursuits never ends well. A balanced, active life - keeping body, mind and soul in good order - supports both achievement and well-being. It's worth bearing this in mind as we move towards those aforementioned exams. A motivated and organised young person really can have it all.

Read on for proof of such an approach, Hoc Age style.



Dr Simon Hinchliffe

LATEST BLOG ...

bradfordgrammar.com/simonsblog



Bradford
Grammar
School

APRIL/MAY

8-12 April
Year 9 Netball Tour
Disneyland Paris

17 April
1662 Committee Colour
Run

23 April
Choral Concert

30 April
Leavers' Concert

30 April-2 May
Year 10 Silver DofE
Practice Expedition

1-2 May
Year 12 and Year 13 English
Trip - Cambridge

5 May
Whole School Open
Morning

8-11 May
Year 9 Bronze DofE
Assessed Expedition

8 May
Year 13 Leavers' Lunch

MAY/JUNE

9 May
BGS hosting World
Robotics Hub

14 May
Junior School Stay and
Play Reception September
2027

19 May
BGS hosting the Brownlee
Triathlon

22 May
Year 7 Ilkley Walk

11-15 June
Year 12 Gold DofE
Assessed Expedition

19 June
BGS Festival of Sport

24 June
Year 12 Walk

24 June
Senior School Sports Day

JUNE/JULY

25 June
Summer Concert

26 June
Senior School Speech Day

27-29 June
Year 10 Silver DofE
Assessed Expedition

29 June
Year 7 Transition Day for
new pupils

30 June-15 July
Year 10 World Challenge
Sri Lanka Trip

1 July
Whole School Transition
Day

3 July at 12.30pm
School closes for Summer

17 July
Year 11-Year 13 New
Zealand Sports Tour

*All events may be
subject to change

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up-to-date!

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CAPTIONS

1-2 Students rock it out on stage



“...”

We wanted a high-energy production that would put a smile on people's faces

Across three performances in February, a cast of 45 students from Years 7 to 13 brought two hours of high-energy music, comedy and choreography to the stage.

Based on the hit film, *School of Rock* follows failed rock musician Dewey Finn, who poses as a substitute teacher at a prestigious prep school and turns his straight-laced pupils into a rebellious rock band determined to compete in the Battle of the Bands.

The lead role of Dewey Finn was played by Eva S, whose performance earned her a nomination for Best Actress in a Musical at this year's National School Theatre Awards. Eva S led an ensemble cast including an on-stage 'class' of eleven students, with three musicians performing live — Lily B on bass, Alex A on drums and Eesha S on piano.

Head of Drama Hetty Steele said the production was chosen for its energy and ability to bring the school community together.

"We wanted a high-energy production that would put a smile on people's faces," she said.

Mrs Steele added that the range of roles allowed students across the school to take part.

"This truly is a whole-school play," she said. "Younger students learn so much from older ones, not just in terms of performance but rehearsal discipline and show craft. Older students are always amazing mentors to the younger years."

Casting Eva S in the lead role was a deliberate creative choice.

"Eva S was made to play this role. She is a fantastic character actress," said Mrs Steele. "We had a gender-blind approach to casting — gender doesn't matter to us: energy and talent does."

Eva S said stepping into the role of Dewey was an experience she will never forget.

"Most of my friends and teachers will tell you that Dewey and I are alike in our silliness and energy, so getting to play him felt very authentic and exciting for me," she said. "This whole experience was incredible."

She added that the experience has strengthened her ambitions to pursue acting professionally.

“BGS is where I discovered just how much I love acting — it’s where I realised I want to have a career doing it,” she said.

Year 13 student Sulayman B, who played Ned, said one of the highlights was seeing the cast become a close-knit community.

“The best part of being involved in the show was seeing how quickly a group of people from different year groups turned into a proper community,” he said. “By the time we stepped on stage, it felt less like a school production and more like a shared achievement where everyone had played a part in building something together.”

Sulayman, who plans to study law at university, said “Doing drama has helped me build a lot of confidence.

I have particularly noticed this in public speaking and performing in front of people, which I think will be really valuable in my career,” he said.

Reflecting on the production, Mrs Steele said the performance captured the magic of theatre.

“This was a special performance because it got our students out of their comfort zones, and there were moments when they left all inhibitions behind and went for it 100%,” she said. “That’s theatre magic.”

SEE THE NATIONAL SCHOOL THEATRE AWARDS REVIEW OF SCHOOL OF ROCK ON PAGE 17

“...”
BGS has
helped build
valuable
confidence.



CAPTION

1-2 Scenes from
School of Rock





Hoc Age

04 / 05

Challenge

CAPTION
1 BGS Cross
Country athletes

Sports Round-Up

There have been many highlights since returning from the Christmas break with widespread sporting participation and performance across the age groups this term.

Cross Country

Cross country running at BGS has enjoyed a spectacular season this year, with the team delivering outstanding performances and returning with an impressive collection of podium finishes. A surge of first-time runners has injected fresh enthusiasm and depth into the squad, their determination matching that of our experienced athletes stride for stride.

At the Bradford Schools Championships, more than two dozen runners qualified for the West Yorkshire Schools competition. More recently, our Junior and Senior girls' teams achieved podium finishes in each of the Bradford League races. Olivia S was also selected to compete at the National Schools Championships.

Every runner has represented the school with resilience, teamwork and pride, making this one of our strongest seasons in recent memory.

Hockey

It has been a busy half term of hockey on the Frizinghall Astro, with the boys’ teams taking to the field in all conditions.

On Monday 12 January, the U13A Boys hosted Hill House in the first round of the ISHC Cup. After a tight first half, BGS went into the break 1–0 up. Hill House equalised early in the second half, but BGS regained momentum, scoring an excellent breakaway goal before sealing the victory late on to finish 3–1. A strong penalty corner strike from Olly H-C and a neat finish from Zach A-D were standout moments, with Oliver M providing a solid base in defence.

In the second round on 29 January, the U13As travelled to Scarborough College. It was a competitive and closely matched game, but Scarborough prevailed with a 3–0 victory, sending BGS into the Plate competition against Manchester Grammar after half term.

The older age groups have also been busy in cup competitions. The 1st XI hosted Scarborough in the first round of the ISHC Cup in a Friday Night Lights fixture. Despite a resilient performance, including notable displays from goalkeeper Samee K and vice-captain Stan A, BGS lost 4–0 against a strong Scarborough side.

The 1st XI then travelled to the Wirral to face Rossall School and Calday Grange Grammar School in a triangular Plate competition fixture. BGS finished second after a 2–0 win against Rossall and a 4–2 defeat to hosts Calday Grange.

After a convincing 4–1 win over Manchester Grammar School in the first round, the U16A Boys faced Yarm School in the next round. In a tense match on the Frizinghall Astro, neither team could break the deadlock and the game finished 0–0. Yarm eventually progressed, winning 3–2 on penalty strokes.

The U15A and U14A sides are also progressing well in their competitions. The U14As have reached the Yorkshire and North East Tier 3 Finals Day after half term, where they will aim to go one better than the Girls U14As and win the competition. After an early cup exit at Sedbergh, the U15A Boys will face King’s School, Macclesfield, in the first round of the Plate after half term.

Away from school fixtures, several pupils have also achieved success in the player pathway. Congratulations to Ryaan I (Year 9), who was selected mid-season to represent West Yorkshire in county hockey, and Ellie S (Year 10), who was awarded Player of the Day in her Sheffield Talent Academy fixtures against North West Talent Academy.

A huge congratulations also goes to Alice M on her selection for the England U16 National Age Group Squad. An outstanding, and fully deserved, achievement earned through unwavering commitment, countless hours of hard work and determination. During February half term she represented England in a series of matches against Ireland.



“...”
Achievement earned through unwavering commitment, countless hours of hard work and determination.

CAPTIONS
1 U13A Boys Hockey Team
2 U16A Boys Hockey Team
3 Alice M BGS hockey selected for England U16



Netball

On 31 January, the U14 Nationals Netball Squad competed in the Regional Round of the England Netball National Schools Competition after securing qualification at the County Round in November.

The squad produced a fantastic display of netball, finishing the tournament with six wins from seven games. Their performance secured qualification for the National Finals as Yorkshire runners-up. This is a tremendous achievement and everyone at BGS Netball is incredibly proud of the commitment and determination shown by the squad.

The U14A Netball squad also competed in the Sisters in Sport National Netball Cup. After an early defeat to GSAL in the first round, which placed them in the Plate competition, the squad responded superbly, winning their remaining fixtures.

Following a well-fought semi-final victory against Hulme Grammar, the team has secured a place in the National Plate Final.



CAPTIONS

1 U14 Nationals Netball Squad

Rowing

The Boat Club had four crews competing at the Yorkshire Trials this half term: a J14 Girls Quad, a J15 Boys Quad and two J15 Singles.

Well done to all those involved in a strong day of regional racing in Leeds, where crews showed excellent composure and delivered impressive performances. Congratulations to Ethan N, who was selected to represent Yorkshire in the J15 Boys' Single at the Junior Inter-Regional Regatta at Holme Pierrepont in April.

BY J MORAN, DIRECTOR OF SPORT.

Rugby 7s

The rugby 7s season began with several tournaments before half term, despite challenging weather conditions.

The U13s produced an excellent performance at the Durham 7s, finishing third out of 12 teams. Playing on the all-weather pitches at Durham University, they secured four wins from five matches, losing only to tournament winners RGS Newcastle.

The U14s also impressed in their opening outing. Victories over GSAL, Birkdale and RGS saw them top their group and progress to the cup competition. In the finals, they defeated GSAL before narrowly losing to a strong Hymers side, finishing as well-deserved runners-up.

The U15s enjoyed notable success at the Giggleswick 7s, winning the tournament after strong performances against teams including Lancaster Royal Grammar School and Stonyhurst. Ethan P, Shankar K and Will C were standout contributors throughout the day.



CAPTIONS

- 1 U15s Rugby 7s squad at Giggleswick
- 2 Harry S, Toby A and Jacob H
- 3 Ollie H 1st XV Captain

Rugby Representative Honours
Yorkshire Academy & North of England.

Harry S, Toby A and Jacob H have all played an important role in Yorkshire Academy’s recent campaign in the Premiership Academy League.

Their season was certainly defined by resilience, steep learning curves and moments of real progress. Facing Premiership academies week after week proved a demanding experience, but one that the coaches described as “tough but transformative.”

Jacob, playing a full year young in the U18 Academy squad, impressed with his determination and strong defence, with a highlight being the match-winning try against Sale Sharks.

Toby and Harry were part of the developmental squad within the U17 group, embracing the opportunity to develop their decision making, physicality and understanding of elite academy-level rugby.

Meanwhile, 1st XV captain Ollie H has been rewarded for his excellent season with selection for the North of England U18 squad for their 2026 campaign, balancing the opportunity alongside his A Level studies.



“...”

Ayaan’s selection is the result of his talent, hard work and genuine passion for the sport.

CAPTIONS

1 Ayaan A selected for Derbyshire County Cricket U16s

BGS cricketer secures Derbyshire County U16s place

Talented spin bowler Ayaan A has been selected for the Derbyshire County Cricket Club Under-16s squad for the 2026 season, marking an important step in his development within the county performance pathway.

The Year 11 student secured his place following a highly competitive six-week trial process involving intensive fitness and cricket sessions.

Ayaan is a member of the BGS First XI and credits the coaching, competitive fixtures and team culture at the school as central to his development.

“I felt really proud when I found out I’d been selected,” said Ayaan. “It made me feel appreciated for my abilities and gave me even more confidence.”

Alongside school cricket, Ayaan plays for Saltaire Cricket Club, where he has progressed through the ranks since joining at Under-9 level. He began playing senior cricket in 2024 and enjoyed an outstanding season, earning the club’s Young Player of the Season award and finishing as Saltaire’s leading wicket-taker with 58 wickets.

As the season approaches, Ayaan will balance increased training, club fixtures on Saturdays and county matches on Sundays alongside his GCSE studies.

“Bradford Grammar School has been very supportive,” Ayaan added. “The cricket coaches really work with you and help you improve, and the structure and support here make it possible to manage both sport and studies.”

Headmaster Dr Simon Hinchliffe said: “Ayaan’s selection is the result of his talent, hard work and genuine passion for the sport. We are incredibly proud of what he has achieved.”

DofE Awards

The Duke of Edinburgh's Award (DofE) is a nationally recognised programme that encourages young people to challenge themselves, develop new skills and build confidence.

Open to participants aged 14–24, the award promotes resilience, teamwork and personal growth through a series of activities including volunteering, physical challenges, skill building and outdoor expeditions. It is widely respected by employers and universities for the independence and commitment it helps young people demonstrate.

DofE is an important part of life at BGS, with many students choosing to take part.

Very well done to the 81 students who have recently completed their awards across the three levels.

BGS now has well over 1,100 completed Bronze Awards, alongside 200 Silver Awards, and 140 students who have attended Buckingham Palace to receive their Gold Award. This is a real credit to all our students who have worked hard to complete each section of the award. For those still working towards completion – keep going and Hoc Age.

CAPTION
1 DofE
certificates



BRONZE

- Max D
- Imaan H
- Arjun J
- Thomas N
- Sasha P
- Summer R
- Eesa R
- Catriona W
- Sophia B
- Seb C
- Beth A
- Imogen B
- Oliver J
- Shankar K
- Addison S
- Annabel W
- Evelyn S
- Ethan N
- Zakariya M
- Lucy H
- Sophie H
- Naomi T
- Krikchai D
- Danniella P
- Isla S
- Haroop D
- Bronte NC
- Jessie W
- Benjamin W
- Mahid M
- Ted S
- Georgina B

- Sophie S
- Ralph KS
- Zack K
- Douggie T
- Ibrahim A
- Chloe H
- George N
- Maeve D
- Edward S
- Freddy B
- Oscar W
- Lucinda B
- Niran A
- Sam G
- Alex W
- Ben W
- Finlay T
- Shreya BM
- Thomas A
- Isabel T
- Freddie W
- James C
- Yashvi BM
- Oliver M
- Eesaa A
- Vivek G
- Sara K
- Roman S
- Edward A
- Nurayni G
- Venus W
- Felix H
- Shayaan K

SILVER

- Oliver M
- William M
- Ella S
- Kathryn D
- Peter D
- Georgina W
- Alexander M
- Tamarai T
- Isla S
- Addison S
- Jasmine H
- Fia S
- Mikaaïyl KRS
- Isabel T
- Frederick D

GOLD

- Lucy L



CAPTIONS

1-2 BGS students celebrate medal success at prestigious gymnastics competition

Record number of BGS teams qualify for gymnastics National Finals

BGS gymnasts delivered an outstanding performance at the annual YSGA Floor & Vault and Milano Competition at Headlands School, with every student returning home with a medal.

A team of 18 students, ranging from U9 to U19, competed in the prestigious event. This year's competition was particularly significant as it included the school's first ever all-boys team, marking an exciting milestone for the BGS gymnastics programme.

Success came across multiple age groups. The U11 Girls secured second place in Floor & Vault and were crowned Milano champions, while the U11 Boys claimed second place in Floor & Vault. The U11 Mixed team also achieved first place in the Milano competition.

In the older age groups, the U16 Mixed team delivered a dominant performance, taking first place in both Floor & Vault and Milano, while the U19 Girls matched this success with first place in both competitions.

As a result of these performances, the U11 Girls, U11 Mixed, U16 Mixed and U19 Girls teams have qualified for the Milano National Finals in March, where they will represent Yorkshire. The Milano competition requires students to perform a synchronised group routine alongside individual floor and vault performances.

Further success followed as the U16 Mixed and U19 Girls teams also qualified for the Floor & Vault National Finals in May.

It was an exceptional competition for all pupils involved, highlighting the strength, teamwork and dedication within BGS gymnastics.



“...”

An exciting milestone for the BGS gymnastics programme.

Developing Leaders in the CCF

CAPTION
1 Successful Senior Cadets



Leadership and personal development are at the heart of the Army Cadets and Royal Air Force Air Cadets syllabus.

This term, we are very proud to recognise five senior cadets who successfully completed two of the CCF's most demanding qualifications: the Senior Cadet Instructor Course (SCIC) for the Army section and the Method of Instruction (MOI) course for RAF cadets.

Congratulations to: Will N (Year 13), Johan N (Year 12), Isla S (Year 12), Ethan B (Year 10) and Ethan N (Year 10).

These courses act as significant leadership accelerators, equipping cadets with the skills needed for lesson planning, public speaking and assessment.

Peer-led instruction plays an important role within the contingent, with younger cadets often finding it motivating to be taught by someone only a few years ahead of them. It creates a cycle of aspiration: today's learners become tomorrow's instructors

The skills gained – ranging from increased confidence to stronger communication – also provide a valuable advantage for school presentations, university interviews and future careers. We look forward to seeing these newly qualified instructors inspire the next generation of leaders.

BY CHRIS CONLEY, CONTINGENT COMMANDER

Traditional Touches

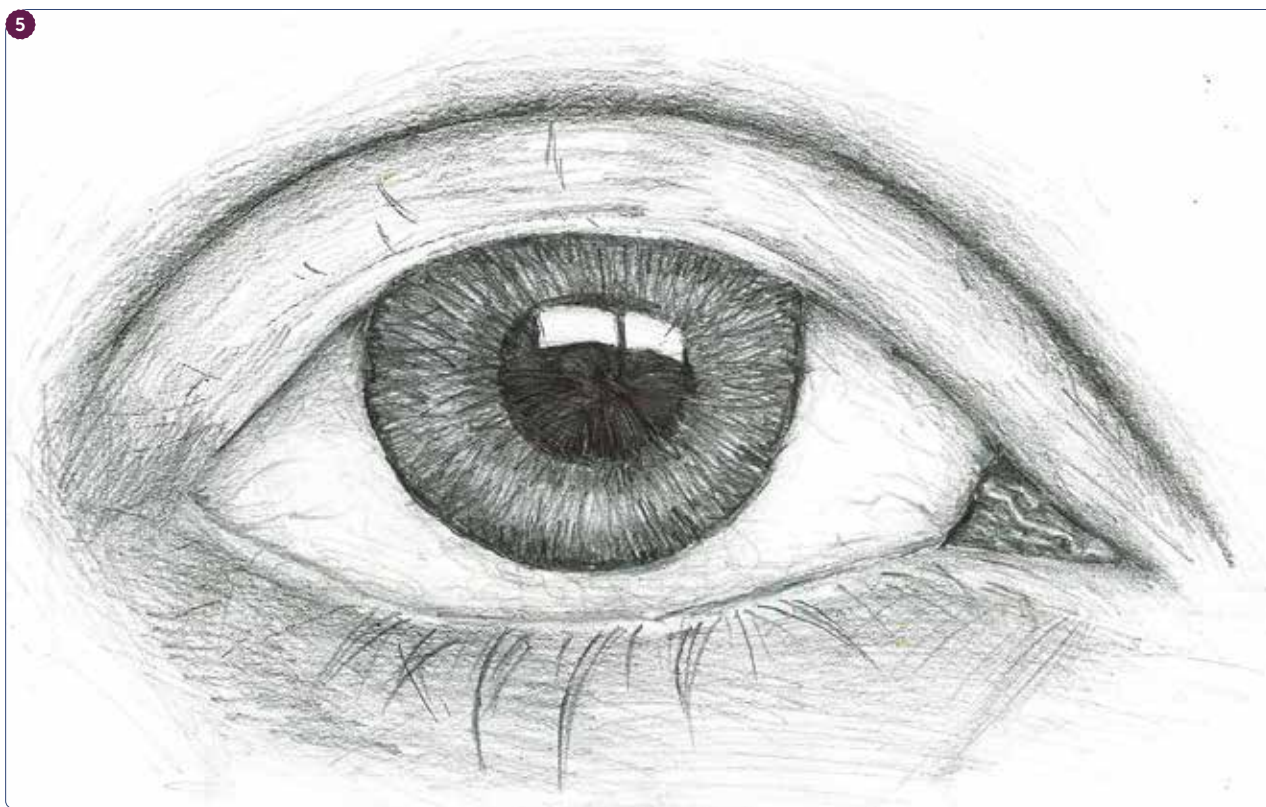
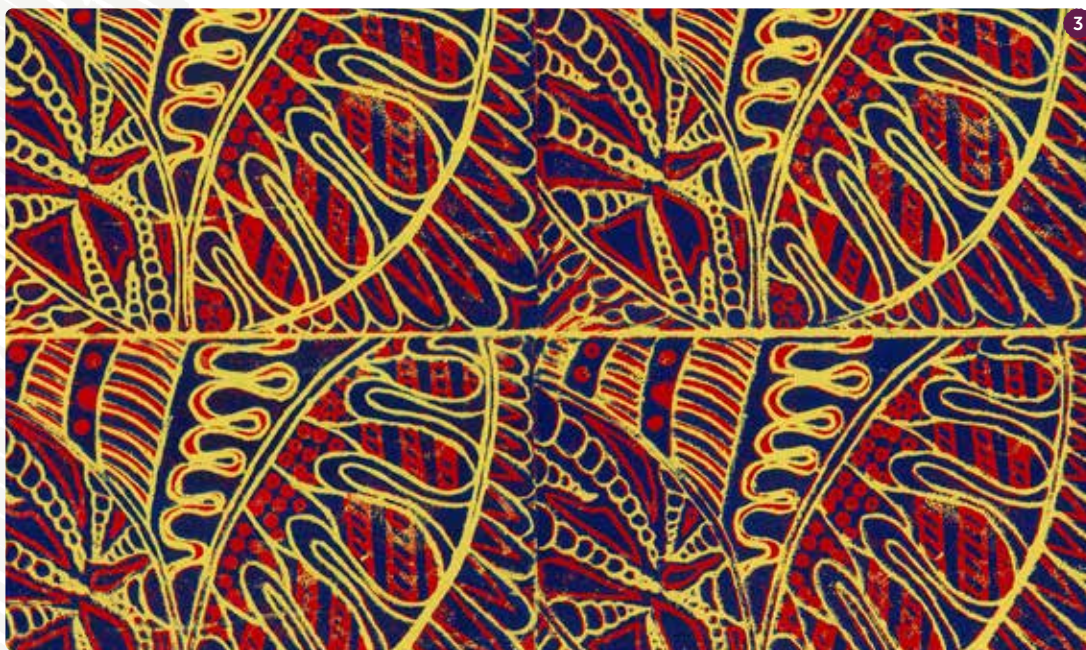
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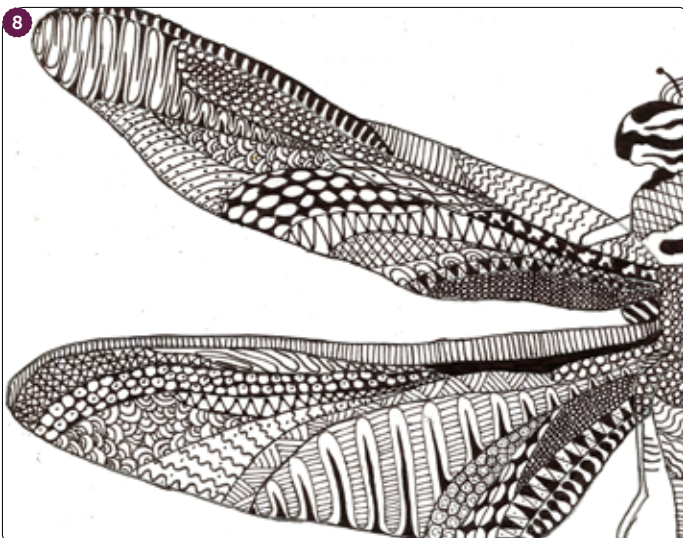
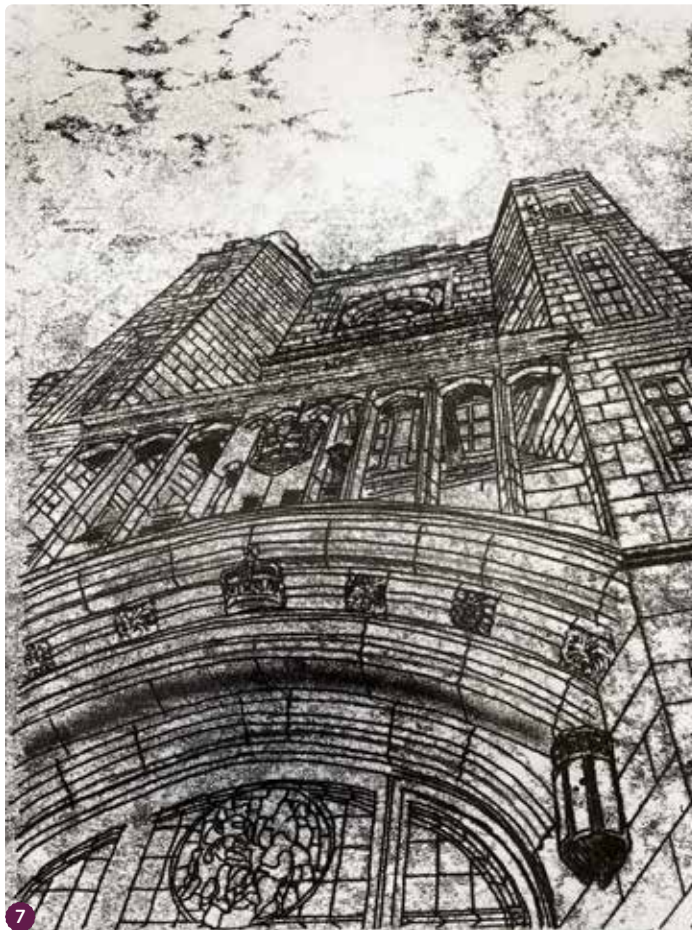
Will you be able to spot its twin when it appears?

Some of the faces from the Estates team here at BGS will be familiar to you all, from Mr Joel Marsh, our Head Groundsman, to the children's favourite, Mr Peter Kantumbiza, always there with a smile and a wave. But beavering away behind the scenes is our Deputy Estates Manager, Mr Hugh Hitchen. His latest project has been the restoration of the first of two beautiful Victorian-style lanterns found in the BGS cellar.

Balancing modern needs while maintaining the historical appearance of our stunning building is always central to our work. This lantern has been converted to use LED lighting for efficiency while maintaining its original structure, just one example of the care and attention that goes into preserving BGS. Will you be able to spot its twin when it appears?







Artists of the term ...

- 1 Caitlyn P, Year 7
- 2 Fergus G, Year 7
- 3 Alice B, Year 8
- 4 Kit E, Year 8
- 5 Eva H, Year 9
- 6 Umaira K, Year 9
- 7 Sophia B, Year 10
- 8 Amber C, Year 8
- 9 Kathryn D, Year 12
- 10 Maya P, Year 12

Music Round Up

CAPTIONS

- 1 The choir performing at Nine Lessons and Carols at Bradford Cathedral
- 2 Drummer Freddie in the band in School of Rock, played by the ultra-talented Alex in Year 8
- 3 Joseph M

Carol Service

On 8 December, our school choirs and Senior Brass Ensemble took part in our Nine Lessons and Carols Service at Bradford Cathedral. This service is a yearly highlight for many people, and this year was no exception. The choirs sang a variety of traditional and modern pieces, with highlights including Bob Chilcott's The Advent Candle, Will Todd's jazzy In the Bleak Midwinter with double bass accompaniment, and traditional Basque and German carols from Senior Chamber Choir. Junior Choir performed more contemporary music arranged by l'Estrange and sang Scots Nativity by Bullard beautifully. The Senior Brass Ensemble's performance of Handel's Lascia Ch'io Pianga was stunning, and wonderful to hear in the acoustics of the cathedral. It really is a testament to our singers and choirs that we can perform music of such beauty to such a high standard.

School of Rock

A real high point of the spring term was the joint Drama and Music production of School of Rock. Performing to a sell-out Hockney Theatre for three evening performances, the show was the culmination of months of hard work, rehearsals after school and weekends, and hours of practice at home. On the opening night we were visited by a representative from the National Schools' Theatre Awards, who wrote a wonderful review of the show, which you can read elsewhere in this magazine. Our professional band added to the incredible music, with students in the 'kids band' playing their instruments live on stage. It was an incredibly technical show, but one that was worth the hard work. It was a fantastic production and will live long in the memories of the performers.

Spring Chamber Concert

Our Spring Chamber Concert, held on 18 March, was a hugely enjoyable occasion. Featuring our small ensembles and soloists, the music ranged from Handel and Beethoven to Taylor Swift and Byrd. It is always exciting to see such a wide variety of music performed so well. Congratulations to our soloists, and a special thank you to our music teachers who put so much time into directing our school ensembles.

Congratulations Joseph M!

Congratulations to Joseph M, Year 11, who plays viola and has recently auditioned for and been accepted into two youth orchestras: the Opera North Youth Orchestra and the National Youth Orchestra of Scotland Development Orchestra.



National School Theatre Awards

Review: School of Rock

As an NSTA representative, I was delighted to attend the Bradford Grammar School performance of School of Rock on Wednesday 4th February 2026. Directed with skill by Hetty Steele, this production proved that Bradford Grammar School can really rock!

This is an immensely entertaining musical charting the gradual growth in confidence of a group of overprotected youngsters as they move from highly structured, formal lives to becoming free and confident rock stars.

Based on the hit 2003 film, with a Julian Lloyd-Webber music score, lyrics from the pen of Glenn Slater and scripted by Julian Fellowes, School of Rock follows Dewey Finn, a failed wannabe rock star who is down on his luck. After being kicked out of his band and threatened with eviction, Dewey intercepts a phone call meant for his flatmate, Ned Schneeby and quickly decides to make a bit of cash and pose as Ned to take up a supply teaching post at Horace Green, a prestigious prep school. He is horrified to discover that his straight-laced pupils haven't a clue about rock and roll, and he makes it his mission to educate them.

The decision to cast a female actor as Dewey was a brave one, but it paid off thanks to the very talented Eva, who brought energy to the ensemble numbers and lifted every scene in which she appeared. Her enthusiasm was infectious throughout the cast, particularly during 'Hardcore', which drew strong reactions from the ensemble around her. The rendition of 'Mount Rock' demonstrated impressive stage presence and drew the audience into Dewey's world through thoughtfully considered gestures and expressive facial work, showcasing his passion for rock music.

Eva was well supported by a talented cast of pupils who worked cohesively as their characters gradually emerged from their shells, transforming from quiet, obedient prep school pupils into a determined rock band aiming to win the Battle of the Bands. Whilst they all had their moments to shine, there are some who deserve special mention here. The ever-enthusiastic Summer was portrayed beautifully by Kate, whose wide range of facial expressions and gestures conveyed the character's many emotions throughout the show. Her solo as band manager was especially engaging, with instructions delivered with perfect timing and an impressive variety of expressions. Tomika truly came into her own following her breakthrough rendition of 'Amazing Grace', marking her growing confidence. Isla is certainly one to watch in the future, as her smooth vocal tone fully conveyed the depth of emotion required.

The worn-out characters of Ned and Patty were skilfully played by Sulayman and Poppy, who portrayed the geeky boyfriend and the overbearing partner with a subtle sense of underlying companionship shining through.

The ensemble demonstrated a strong collective presence, using levels effectively to enhance the visual impact of scenes throughout. The titular song 'School of Rock' was especially vibrant, full of energy and dynamic movement, supported by effective choreography.

The direction of Hetty Steele was particularly evident during the tender moments, especially in the bar scene between Dewey and Rosalie, the headteacher, played with skill by Charlotte. Eva and Charlotte developed their on-stage chemistry gradually, making Charlotte's solo of 'Where Did the Rock Go?' especially moving and heartfelt. The decision to stage this scene facing the audience was cleverly executed, allowing the audience to experience Rosalie's inner conflict and anguish alongside her.

Harmonies were a real strength of the cast, particularly from the teachers in 'Horace Green' and from the children and parents in 'If Only You Would Listen'. The reprise of 'If Only You Would Listen' was sung with such passion that it truly brought a tear to the eye as the pupils pleaded with Dewey to join them on their adventure.

The skilled pit band, under the musical direction of Elizabeth White, added tremendous energy and musical depth to the production. Several talented young musicians within the cast were also showcased beautifully as part of their on-stage roles. A special mention must go to the original rock band, No Vacancy. Their final performance of 'I'm Too Hot for You' was superbly executed, both visually and musically, with Fred, Thomas and Holly fully embracing their roles with an array of fun costumes, wigs and fake tattoos.

The overall atmosphere of the musical was enhanced by an accomplished technical team and backstage crew. Scene transitions were carefully choreographed to ensure slick and efficient changes, and the lighting was used creatively, particularly in the bar scene and the final Battle of the Bands. It was clearly a fantastic team effort, with all elements working seamlessly together.

The Director's message in the programme said that 'this show is a celebration of incredible young people and the things they are capable of; we are lucky to know so many of them here at BGS.' I wholeheartedly agree. Bradford Grammar School has truly celebrated and showcased the talents of its pupils in the performing arts. Rock on!

NATIONAL SCHOOL THEATRE AWARDS
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CAPTION

1 Students truly embraced their School of Rock performances!



BGS student secures coveted place at Italia Conti

Year 13 student Charlotte D has secured a place on the prestigious Level 6 Diploma in Professional Musical Theatre at the Italia Conti Academy of Theatre Arts, one of the UK's leading performing arts conservatoires.

Alongside her own training, Charlotte is currently undertaking a Level 4 Diploma in Dance Teaching and teaches musical theatre classes while assisting with tap and jazz for younger pupils.

At BGS, Charlotte has appeared in five major productions, including My Fair Lady and The Addams Family, and recently played the lead role of Principal Rosalie Mullins in School of Rock. She has also supported younger pupils as Assistant Director for the Junior Drama production of Peter Pan.

Charlotte balances around 15 hours of training, performing and teaching each week alongside her studies. Looking ahead, she hopes to pursue a professional career in musical theatre, with ambitions to perform in the West End, touring productions and cruise shows.

Dr Simon Hinchliffe, Headmaster at BGS, said: "Charlotte has made an enormous contribution to the creative life of the school, and we are delighted that she has been awarded a place at Italia Conti."

Charlotte, who studies Drama, Latin and Psychology at A Level, earned her place following a highly competitive audition process involving self-tapes and a full-day recall assessment at Italia Conti's Woking campus.

Charlotte said: "I found out at school and just burst into tears. It was complete relief as much as excitement — knowing I'd got into my first-choice place and that all the work had paid off."

A dancer since the age of three, Charlotte trains at Shine Theatre Arts in Halifax, where she has completed Advanced 2 Ballet, the International Dance Teachers Association's highest vocational qualification, alongside tap, jazz and theatre craft.



CAPTION
1-2 Year 13
student
Charlotte D

“...”

Charlotte has made an enormous contribution to the creative life of the school ...

BGS Hosts the Turner Prize

Bradford Grammar School was proud of its part in Bradford 2025 as the city hosted the prestigious Turner Prize.

While our neighbours at Cartwright Hall presented the exhibition of the four shortlisted artists, BGS had the honour of hosting the awards dinner and official announcement in Price Hall.

As part of the BBC's coverage leading up to the ceremony, five of our GCSE and A Level Art students visited Cartwright Hall with BBC Arts Correspondent Kate Razall. The students explored the exhibition and shared their insights on the shortlisted work.

[WATCH THE BBC NEWS FEATURE](#)



CAPTIONS
1 BGS lit up to host the Turner Prize Awards
2 Turner Prize Awards presentation evening



CAPTIONS

1 BGS Rotary Interact Club members

2 Action For Sport Collection

BGS Giving Back

At Bradford Grammar School, supporting those in need is central to our ethos, and our students, staff and wider community continue to demonstrate remarkable generosity and commitment through a wide range of charitable initiatives.

The BGS Rotary Interact Club, for students aged 12–18, combines service projects with fun and learning. Members organise fundraising events each year, electing three charities to support: one local, one national and one international.

Last year, the club raised over £3,000 for Médecins Sans Frontières, DEBRA and the British Red Cross, and they are on track to match that again this year. For 2025/26, the chosen charities are the MND Association, the British Red Cross and WWF. So far, fundraising efforts have included Non-Uniform Days, bake sales, hamper raffles at Halloween and Christmas, and collections during Christmas music events.

Since 2022, BGS has also supported Bradford-born charity Action For Sport, raising nearly £16,000 to date and collecting more than 60 bin liners full of sports kit, equipment and footwear. In 2024, Mrs Tomlinson became an Ambassador for the charity, and the school established an Action For Sport Junior Committee. Students across the year groups volunteer to organise events, with Years 9 and 10 particularly engaged through the Duke of Edinburgh Award scheme. The committee continues to thrive, with further fundraising activities planned.

Our Junior Drama production of Peter Pan also contributed to charity. Audiences generously supported Great Ormond Street Hospital, which has benefited from the rights to Peter Pan since 1929. The donations directly support the care of 76,000 seriously ill children each year.

The BGS community again united for the Bradford Metropolitan Food Bank's annual donation drive. Students across all Year groups collected essential items for local families in need. One form donated over 80 items, earning the chance to assist at the food bank, where students helped sort and pack donations, gaining an eye-opening insight into the level of support required each week.



The Easter Egg Appeal last year saw nearly 300 eggs donated to disadvantaged children across the Bradford district, a project that will continue this Easter.

In 2024/25, the MND Association was a key focus. The cause is close to the BGS family following the diagnosis of retired teacher Jo Allen. Students raised funds through a raffle of a replica vest worn by Kevin Sinfield during his MND Marathon Challenge, a Year 12 football tournament and other events. The support of BGS helped the Allen family raise £4,300 for the MND Association in Jo's memory.

Pupil Voice representatives also supported Martin House Children's Hospice by organising a Christmas Jumper Day in December, raising £489.97. Alongside encouraging pupils to wear festive jumpers, they sold candy canes at lunchtime. A representative from the charity visited school to deliver an assembly, helping pupils understand the impact of their fundraising.

BGS continues to support awareness campaigns, including Hello Yellow for YoungMinds on World Mental Health Day, which raised over £750 last year, placing BGS among the top 100 fundraisers nationally in 2025. The school also marks Odd Sock Day for Anti-Bullying Awareness and supports the Royal British Legion through poppy selling led by CCF cadets..

Other notable initiatives include:

- Art donations: £340 raised for Forget Me Not Children's Hospice through the biennial Art Exhibition at Salts Mill.
- Junior School fundraising: over 100kg of food collected for Action Aid's Harvest Appeal, providing 158 meals for Bradford Central Foodbank.
- Junior School Sports Days: supporting the MND Association, alongside Christmas events raising funds for the British Heart Foundation.
- Children in Need: over £3,000 raised by the Junior School, despite challenging weather during their sponsored walk.

Charity Challenge Swim Report

BGS's Charity Swim for Yorkshire Cancer Research was an incredible display of teamwork, determination and community spirit.

Having hit the £1,000 fundraising target days before the event, the 12 hour non-stop 25m relay began at 6am under the guidance of Swim Captain Will N. Using his multi-coloured kickboard system to track distance, the team got off to a strong start, with Will M first in the pool. By 8am, the team was already 1,000m ahead, thanks to early contributions from students and staff, including Mrs Chalashika and Mr Reed-Purvis.

The relay continued through the morning with Year 7 and Sixth Form swimmers making key contributions. Evie S, Ben H, Theo S, Sebastian W and Daniel V reached the halfway mark during games lessons, while staff and Sixth Form swimmers, including Mr Robinson and Miss Jones, alongside Sixth Form captains Will N and Mya P, kept momentum going. Special mention goes to Emma B and Holly W for their vital early shifts.

Reinforcements arrived at lunch: Lexi M, Emily L, Bobbie L, Arabella N, Abi C, Laura S, Katy H and Ben R all made strong contributions. Afternoon sessions saw Sixth Form Games swimmers and returning students keeping the relay moving, while juniors boosted energy with music and snacks from supportive families.

The 50,000m target was smashed with over an hour to spare, and the final distance reached 55,500m, raising £1,818.50 for Yorkshire Cancer Research. The event ended with a celebratory final swim led by Captain Mya P.

Thanks go to all staff and families who supported the event, particularly those who allowed pupils to miss lessons, supervised on poolside, and encouraged swimmers throughout the day. Special recognition goes to Will N and Mya P for planning and executing the relay.

Swimming Team Members

Abigayle C, Anna S, Arabella N, Ben H, Ben R, Bobbie L, Daniel V, Emily B, Emily L, Emma B, Evie S, Finlay J, Holly W, James T, Katy H, Laura S, Lexi M, Lily C, Mya P, Oliver T, Sebastian W, Theo S, William M, William N

Non-Swim Team Members

Arsen S, Craig R, Debbie C, Ella J, Holly W, Julian R-P, Lukas G, Raj A, Raoul P, Rowan R

BY C ROBINSON, SPECIALIST SPORTS COACH (SWIMMING)

“...”

The 50,000m target was smashed with over an hour to spare



Record effort in annual food bank collection

The BGS community once again united to support the annual donation drive for the Bradford Metropolitan Food Bank.

Pupils across all forms worked collaboratively to collect as many items as possible for local families in need. The friendly competition saw one form donate more than 80 items, earning them the opportunity to send a group of pupils to assist directly at the food bank. During their visit, students helped deliver, organise and pack away the donated goods.

They described the experience as both eye-opening and rewarding, particularly after learning how many donations are required each week to support vulnerable members of the community. The initiative highlights the continued commitment of the BGS community to supporting those in need and making a positive difference locally.



CAPTIONS

1-2 BGS pupils at Bradford Metropolitan Food Bank

CAPTION

1 Dental Society students donate kits for the homeless



Dental Society founders make a difference in the community

Two Year 13 students with ambitions of becoming dentists have made a meaningful impact in their community by founding a school Dental Society and raising funds to support people experiencing homelessness.

Ruqaiyah A and Emma M launched the society earlier this year, bringing together fellow students with an interest in dentistry and community service. As part of their first major initiative, the pair organised a bake sale that raised nearly £200.

Using the proceeds, they carefully planned and purchased supplies to assemble 100 oral healthcare packages. Each package contains essential items including toothbrushes, toothpaste and dental floss. The completed kits have been donated to local homelessness support services to help improve access to basic dental hygiene products.

The oral healthcare drive is just one of several projects to emerge from the newly formed Dental Society, with Ruqaiyah A and Emma M hoping to continue combining their passion for dentistry with practical support for the wider community.



Development update

The termly Hoc Age magazines provide a colourful snapshot of school life. But the comings and goings of BGS stretch far beyond the BD9 postcode and embrace a wealth of activity among our Old Bradfordian community, alumni who are hugely supportive of their alma mater.

Many give back financially, for example to fund means-tested Assisted Places.

BGS's ongoing commitment to inclusivity and a diverse social mix is sustained through the generosity of those who support the 1662 Fund and its subset, the Futures Fund, which endows Assisted Place Awards in perpetuity. In 2024/25 we raised £1.3m towards the 1662 Fund. The support of OBs and Friends of BGS, alongside that of current members of the school, is transforming lives through the positive impact of an inspiring education. Please read the latest edition of the Impact Report for more details – <https://tinyurl.com/3sedk2x8>

OB Nigel Cameron (1971) joined us as guest speaker at this year's Old Bradfordians Lunch. Nigel has served as a professor at three North American universities, led a Washington-based think tank focused on technology policy and authored or edited books on subjects ranging from robotics and the future of work to medical ethics and religious history. In 'retirement' he has turned his focus to biography and is currently writing about BGS during the mid-20th century and the teachers who dedicated their careers to the school at that time. His reflections, stories and insights were warmly received by those in attendance. OBs can visit <https://lnkd.in/eJambyy> for more details.

The annual Swimming and Water Polo Event returned on Saturday 21 March at the Adrian Moorhouse Swimming Pool. This much-loved fixture once again saw OBs compete against current BGS pupils, bringing together the community for an afternoon of connection, sporting spirit and friendly rivalry.

Then it's back to London for a special evening with former international rugby players and OBs Dan Scarbrough, Steve Ravenscroft and Charlie Hodgson on Thursday 21 May at The Phoenix, Cavendish Square. The event will feature a lively panel discussion and shared memories of their rugby days. Headmaster Simon Hinchliffe and Head of PE Outreach Matt Wilde will also be in attendance for what promises to be a very special evening. OBs can visit <https://www.trybooking.com/uk/FXZB> for more details.

And not forgetting The Bacchus Cup at Shipley Golf Club, followed by an evening meal on Wednesday 24 June, and Ilkley Rugby 7s at Ilkley Rugby Club on Saturday 4 July, both highlights still to come in the summer term.

A fuller flavour of BGS alumni life can be found in various OB publications on the school website – including the forthcoming new edition of the Old Bradfordian Magazine – or via OB social media feeds on LinkedIn and Instagram. A connection with BGS can be sustained for the long term, extending well beyond the end of Year 13 and bringing with it a host of social and professional benefits. Young folk, take note.



Whilst on the theme of forthcoming events, our annual fundraising event in support of the 1662 Fund for Assisted Places and the BGSPA will take place on Friday 17 April. This year we are challenging our pupils, their parents and members of staff to take part in a Colour Run at BGS, comprising an obstacle course whilst getting pelted with all manner of lurid powder and paint. I encourage everyone to get involved.

The Development Department coordinates all manner of fundraising and friend-raising activity among the OB fraternity. There is much for OBs around the globe to get involved in. In the current academic year, OBs and their partners travelled from across the USA and Canada to gather in New York in the autumn, joining the Headmaster and his family for various events. Friendships were made and renewed, news of BGS was shared and discussed, sights were seen and hospitality enjoyed. All in all, it was a wonderful few days in an iconic setting.

Closer to home, the autumn also saw a Shipley curry night and the Old Bradfordians Club London annual dinner in the West End, where former teacher Mrs Chapman was the guest speaker. This spring, OBs have already gathered at reunions in Durham, Newcastle and London, less formally this time in a pub near St Paul's. Teachers from BGS, Mrs Flaherty, Mr McOwen, Mr Boardman and Mr Hanson attended these functions and OBs of all vintages, many who left BGS in the 2000s, enjoyed each other's company and made new connections.



CAPTIONS

1-2 OBs and their partners gather in New York

The curriculum behind the classroom

As Assistant Head (Curriculum), Gary Woods shapes the curriculum from Year 7 to the Sixth Form.

Here, he explains how BGS combines breadth, rigour and specialist teaching to stretch pupils, develop resilience and help them discover what they are truly capable of.

Designing a school curriculum is not simply about timetables and subject blocks. It's about opportunity - about making sure every student has the breadth, depth and challenge they need to discover what they are capable of, where their strengths lie and to flourish.

CAPTION

1 Assistant Head
Gary Woods

As Assistant Head (Curriculum), that responsibility sits with me.

I oversee the curriculum from Year 7 through to the Sixth Form, shaping what students study, how their days are organised and, ultimately, the kind of education they experience at Bradford Grammar School (BGS). Much of the work happens behind the scenes — building timetables, aligning options and ensuring every subject is taught by a specialist — but its results are visible in the engagement, progress and ambition of our students.

My own route into education began with modern languages at Cambridge, followed by teacher training and a diploma in Spanish. Languages have always reinforced for me the value of perspective and curiosity. They remind you that there is always more than one way of seeing the world. That belief in breadth has shaped how I think about education ever since.

It's why, in Years 7 and 8, we keep our offer deliberately wide.

Our students study more subjects than they might elsewhere: three separate sciences from the outset and multiple languages, including Latin, alongside creative arts, music, design technology, sport, English and mathematics. Those early years should be about exploration and discovery, not narrowing choices too soon.

Specialist teaching underpins everything we do. Students are taught by people who know their subject inside out and care deeply about it. That expertise matters. It allows us to stretch children properly and to support them when the work becomes demanding.

And it is demanding. Three separate sciences. A language to GCSE. A wide range of rigorous options. For able students who want to be challenged, that level of academic stretch is transformative.

Often, when I meet prospective parents, they tell me the same thing: their child is bright but bored, capable but not being pushed. Our job is to change that — to provide the challenge that helps young people realise what they can really do.

In the Sixth Form, we also try to keep doors open for as long as possible. Not every teenager knows their path immediately, and a little flexibility can make all the difference.



Breadth matters beyond the classroom too. Our enrichment programme allows students to try something new — philosophy, Japanese, computer programming, finance, bookbinding, sports leadership — often discovering interests they did not know they had. Education should expand horizons, not restrict them.

A large part of my role is to make sure all of this works in practice: balancing hundreds of individual choices, protecting small class sizes and safeguarding the breadth that defines a BGS education. It's detailed, sometimes complex work, but it's work worth doing. Structure shapes opportunity.

After nearly twenty years here — first as Head of Modern Languages and now in this role — what continues to impress me most is the ambition of our students. Many of our students aspire to highly demanding careers — medicine, law, finance — and they understand that achieving those ambitions takes more than natural ability. They drive themselves, take on voluntary work and prepare thoroughly for entrance exams. One former student, who went on to study medicine in Bulgaria, told me that the most valuable thing he learned at BGS was how to stick at something when it became difficult.

That has always stayed with me. It reflects something we aim to instil in every student - perseverance. Success doesn't always come immediately, and it certainly doesn't come without effort. At BGS, we challenge and support our students from the moment they join, helping them develop the focus and determination they will need to succeed and enjoy life, no matter which path they choose.

When families choose BGS, they are choosing a whole approach: breadth, quality and specialist teaching, combined with high expectations. It's designed to help young people go as far as their ability and scholarship will take them.

And my job is to make sure the curriculum gives them every chance to do exactly that.



CAPTION
1 Head of Modern Languages Elizabeth Kingsley

The Power of Languages

Elizabeth Kingsley, Head of Modern Languages at Bradford Grammar School, explains why languages remain central to a strong academic education — from early immersion and cultural literacy to subject depth and real-world impact.

One of the things I feel most strongly about at Bradford Grammar School (BGS) is that languages matter – academically, culturally and personally. They are central to how we educate young people to understand the world beyond their immediate experience and to engage with it confidently.

Languages at BGS are strong because they are valued. Every student studies at least one language to GCSE, and many continue with two. That commitment sends a clear message: languages are intellectually rigorous, they develop powerful transferable skills and they belong alongside sciences, humanities and the arts at the heart of a strong and rounded academic education. At a time when languages nationally are in decline, we are bucking the trend, with healthy uptake at A level and students choosing to study languages alongside STEM subjects, medicine, law and economics because they can see the advantage it gives them.

Our department is large, expert and genuinely collegiate. There are twelve of us, including permanent language assistants and native speakers of French, German and Spanish, which allows students to hear authentic voices and accents every day. I believe the language teacher is the greatest resource in the classroom and that's why every member of the department is a subject specialist, deeply knowledgeable about their language and its culture.

What we teach is far more than vocabulary and grammar. Culture is a fundamental part of language learning, particularly at GCSE and A level. Students study festivals, traditions and everyday life, but also engage seriously with politics, history and society. At A level, lessons are largely taught in the target language and students are expected to form and express opinions on a gripping range of topics such as immigration, crime, youth culture, the rise of the far right in France, dictatorships in Spain or East-West relations in Germany. They study film and literature, analyse current affairs and learn to argue their case with precision and nuance. It is demanding, but it is also what makes languages such a powerful academic discipline.

Technology has transformed how we teach. When I started teaching, lessons were very much "chalk and talk", with grammar books and sentence translation. Now, students have access to live and authentic materials at the click of a button. We have dedicated computer suites for languages, so if a student wants to hear what President Macron has said on a particular issue, they can watch and listen to it directly. Students benefit enormously from hearing real voices and seeing language used in context.

That emphasis on engagement begins early. In Clock House, children are introduced to French and German in Reception and Year 1, learning sounds and phonics alongside English. At that age, they are natural mimics and absorb pronunciation instinctively through songs, games and repetition, often without realising they are learning. Starting young builds confidence and accuracy, and it pays dividends later. By Year 7, all students learn French and German, and in Year 8 they choose two from French, German and Spanish. Many continue with two languages through to GCSE, finding that the skills reinforce each other.

We are also proud of the way we support community and enrichment languages. Each year, we see students pursue qualifications in languages they already speak at home. Recently, students have taken GCSEs and A levels in languages such as Russian and Chinese, alongside enrichment opportunities in languages including Japanese. Bradford is a richly multilingual city, and many of our students are bilingual or trilingual, adept at code-switching — moving fluently between languages — and thinking across languages. That linguistic agility is a real strength, and we work hard to recognise and support it.

Trips remain a vital part of language learning at BGS. There is no substitute for being in the country, hearing the language spoken around you and realising that you can communicate. Students in all three languages take part in overseas trips during Key Stage 3, giving those in Years 7, 8 and 9 early exposure to language and culture beyond the classroom. For A Level students, subject-specific trips are invaluable. Visiting Berlin to see the sites studied on the specification – the Stasi headquarters and remains of the Berlin Wall – brings history, politics and language together in a way no textbook can.

Languages at BGS are outward-looking and collaborative. We celebrate the European Day of Languages each year, run cultural activities such as French cookery lessons taught entirely in the target language and take part in national competitions, including the GCHQ code-breaking challenge, which highlights the links between languages, computer science and analytical thinking. Our Sixth Formers also plan and deliver French lessons in local primary schools – an experience that develops leadership, confidence and communication skills.

This academic confidence extends beyond the classroom. In February, A level students will take part in the Modern Foreign Languages Debating Competition at St Peter's School, debating topical motions in French, German and Spanish alongside peers from across the region. The event develops not only linguistic fluency, but the ability to think on the spot, argue persuasively and engage with complex ideas.

My own route into languages was shaped by travel and exchange, and by the realisation that language is ultimately about people. I studied French and German at university, spent time living and working abroad, where I learned Spanish, and later trained in translation and interpreting before returning to teaching, certain that the classroom was where I belonged.

Having joined BGS in 1998, progressing to Head of French before becoming Head of Modern Languages, I have seen the department evolve while remaining rooted in academic depth, cultural understanding and high expectations. It remains a privilege to see students discover how languages open doors. Nothing is more rewarding than hearing from Old Bradfordians who tell us that languages gave them an edge, whether working in medicine abroad, business, international policy or the charity sector.

Languages teach students to think carefully, communicate clearly and understand others. In an increasingly globalised world, those skills have never been more important.

“...”

That linguistic agility is a real strength, and we work hard to recognise and support it.

CAPTION

1 Felix H at the Cyber Switchup Competition



Cyber Switchup 2025

Cyber Switchup is a major cyber security competition organised by the Yorkshire and Humber Regional Cyber Crime Unit.

Out of more than 4,500 students who initially took part, 75 elite participants qualified for the final, held at the University of Hull. Our very own Felix H was among the finalists. After a rigorous day of competitive rounds and testing advanced programming and cyber security skills, Felix achieved an outstanding 15th place overall.

This is a superb accomplishment and a testament to his dedication and talent.

GCHQ Cyber/Languages competition

Year 9 pupils had the opportunity to combine two unique skills – Computer Science and Languages – in the Government Communications Headquarters (GCHQ) National Languages competition.

The challenge involved working together as a team under timed conditions to solve a series of fiendish online language puzzles in order to crack the code. Think 21st-century Bletchley Park!

BGS pupils performed impressively on a national scale, and we're thrilled that one team were the winners of the Yorkshire and Humberside region.

Huge congratulations to all who took part, especially our winning team: Esmee L, Sam C, Henry A and Ben R.



CAPTION

1 Esmee L, Sam C, Henry A and Ben R



Trust, strategy and no screens – how Traitors transformed form time

CAPTION

1 Year 9 students' Traitors form time

Head of Computer Science and Year 9 form tutor at Bradford Grammar School, Nadeem Asghar reflects on how introducing a Traitors-style game in form time transformed relationships, communication and engagement – revealing unexpected psychological and academic benefits along the way

I didn't set out to revolutionise form time.

It started, as so many good ideas do, with a simple question from a student: "Sir, could we do The Traitors in form?"

I tutor a close group of 20 Year 9s – we talk, we quiz, we read – so when someone felt comfortable enough to suggest it, my instinct wasn't to shut it down. It was to say: convince me.

He came back with an impressively detailed set of rules. At home, we're a family of devoted Traitors fans, so the concept needed no selling. I asked the form how many of them actually watched the show. A few hadn't, so we filled in the gaps. Then we went all in.

And I mean all in!

On the first Monday morning, they walked into the room to find their photos printed and mounted in proper Traitors-style frames. The reaction was instant – excitement, nerves, anticipation. I sat them in a semi-circle, explained the rules and channelled my inner Claudia Winkleman as I tapped my chosen Traitors on the shoulder. There were three Traitors and one secret recruitment later.

From the outset, there were firm boundaries. These were non-negotiable.

No talking about the game in lessons. If any teacher fed back that learning was being disrupted, the game would stop immediately. No devices to discuss the game – not in school, not at home, not on WhatsApp. And one important linguistic tweak: there would be no "murders." We called them removals.

What fascinated me straight away was how seriously they took those rules. In fact, when one student broke the WhatsApp rule, another reported it the very next day. They were protecting the integrity of the game – and, without realising it, modelling honesty and accountability.

That level of trust doesn't happen by accident. Form time here isn't a rigid, one-size-fits-all slot. As tutors, we are trusted to use it purposefully – to build relationships, support students and be creative. It's that autonomy that makes initiatives like The Traitors possible and gives students another reason to look forward to coming into school.

As a computer science teacher, I'm very conscious of screen time. There's a reason why phone policies are being tightened in schools – young people are increasingly used to hiding behind a device. But you can't read tone, posture or micro-expressions on a screen.

In The Traitors, players have to look people in the eye... and suddenly, my form had no choice but to do exactly that.

Every banishment around the table involved structured discussion: Who do you suspect? Why? What evidence do you have? I stepped back almost completely and let them take ownership. What emerged was remarkable. Students began analysing body language, inconsistencies and social dynamics. They talked openly about trust, influence, loyalty, popularity and bias. They debated strategy. They even discussed double bluffing – something I wouldn't normally expect from 13- and 14-year-olds.

Without a single psychology lesson, they were learning psychology.

Before the game, the seating pattern in my form was predictable. A group of girls on one side. Two clusters of boys elsewhere. Comfortable, familiar, but largely static.

Around the round table, those divisions disappeared.

They listened to each other. They challenged each other. They persuaded. One of the quietest students in the form – new to the school – became a Traitor. I wanted to integrate him, to give him a role and a voice. Another usually reserved student emerged as a confident, articulate leader, steering discussion and influencing outcomes right up until the dramatic final moments.

Friendships shifted, new ones formed and conversations spilled out into break and lunchtime. They became closer as a group in a way that weeks of “normal” form time simply hadn’t achieved.

The game wasn’t just social. It was academic.

Challenges mirrored the TV show – quick, energetic tasks, quizzes and even a frantic five-second Lego dash to find hidden “shields.” But the biggest challenge of all was earning commendations.

Every commendation added to the prize pot, so every lesson became an opportunity. Over two weeks, the form earned an impressive 82 commendations. Behaviour improved. Work rate increased. Students asked questions, volunteered answers and supported each other – not because they were told to, but because they wanted to.

On the final day, we had five players left in the game. Two Traitors and three Faithful. We took it outside, around the fire pit, and the Faithful successfully banished the Traitors. The reactions were priceless: shock, relief, laughter. One or two heads in hands. It would have made brilliant television.

I converted the prize pot into sweets and when the Faithful eventually won, they shared the prize with everyone anyway.

That told me everything I needed to know.

Following the success of the first game, the form has since introduced a second season, making it even more ambitious, with new elements, more physical challenges and greater student-led planning.

At its heart, The Traitors in form time isn’t really about deception or drama. It’s about relationships. It’s about teaching young people how to communicate, how to read a room, how to listen, how to reason, how to belong – without a screen acting as a shield.

What began with a student’s idea has grown into something far more meaningful.

“...”

The game wasn’t just social. It was academic.



CAPTION
2 Year 9 'Traitors'



CAPTION
1-2 BGS A Level
students in Berlin

A Level Berlin trip

In December our A Level German students enjoyed an unforgettable trip to Berlin.

They immersed themselves in German language, history and culture, visiting iconic landmarks such as the Olympiastadion, the VW Museum and the Reichstag parliament building.

It was another fantastic opportunity for our students to broaden their horizons and create lifelong memories.



Published poetry work in I Have a Dream



Congratulations to Sia P, Aleena A, A'isha N and Nusaybah U on the publication of their recent poetry work in I Have a Dream.

The girls are all members of the BGS Cosy Creative Writing co-curricular club, which meets fortnightly. The club is a supportive, relaxed and friendly space giving members the opportunity to be creative with their writing.

The poetry competition asked young writers to reach for something beyond the ordinary: to articulate their hopes, their longings, or their creativity. Whether writing for themselves, their community or the wider world, whether grounded in reality or exploring imagination, these poems showcase dreams in all their forms. Well done to the girls on their wonderful work.

CAPTIONS

1 Sia P, Aleena A, A'isha N and Nusaybah U with a copy of I Have a Dream



Ski trip

In February, 54 students in Years 8–10, accompanied by 5 members of staff, set off for the annual ski trip to Folgarida in northern Italy, a week filled with challenge, laughter and remarkable progress on the slopes.

We were fortunate to arrive after heavy snowfall, greeted by five glorious days of sunshine and one dramatic day of further heavy snowfall. While the snowy conditions tested balance and resilience, our students rose to the occasion superbly, showing determination and teamwork throughout.

The progress across all groups was outstanding. Under Davide's expert guidance, the beginners advanced from tentative first turns to confidently skiing blue and even red runs by the end of the week, a tremendous achievement. Ludo's group also flourished, with many mastering parallel skiing in just a few days. His energy, encouragement and sense of fun made lessons both productive and memorable.

Evenings were just as lively, with quizzes, the ever-popular Folgarida's Next Top Model, karaoke and a celebratory end-of-week disco ensuring spirits stayed high.

Students returned tired but exhilarated, proud of their achievements and carrying memories that will last a lifetime. We look forward to doing it all again next year!



CAPTIONS

1-2 BGS ski students in Folgarida, Italy

3 Abraham T, Laura T, Jumana A, Elspeth H, Louis S, James, Erin B, Dylan J

A Level linguists debating

Eight of our brightest A Level linguists competed in the Modern Languages Sixth Form Debating Competition at St Peter's School, York.

There were several rounds of debating, covering motions such as 'Should mobile phones be banned for under 16s?' and 'Travelling is the best way to learn about other cultures'.

Students battled fiercely, thinking on their feet to rebut their opponents' arguments. This required instinctive use of vocabulary and grammar to speak spontaneously in French, German or Spanish.

Our French and Spanish teams performed excellently and one German pair, Abraham T and Laura T, progressed to the final. With just 15 minutes and only a dictionary to research an unseen motion about online influencers, they gave a superb performance, narrowly losing to their opponents.

We are very proud of all our students and their excellent quick-thinking debating and linguistic skills. After this, their A Level speaking exam will be a breeze.

Participants:

- Abraham T
- Laura T
- Jumana A
- Elspeth H
- Louis S
- James
- Erin B
- Dylan J



Junior

2025-2026



Bradford
Grammar
School

JUNIORS

SPRING
2026





Bradford
Grammar
School
JUNIORS

Welcome!

Daily life in the Junior School continues to be vibrant, purposeful and full of opportunity.

In this edition of Hoc Age, our Junior Journalists share highlights from a busy and rewarding Spring term.

We were delighted to welcome four new pupils to Clock House, enjoy a Year 4 adventure residential, discover more about the Ancient Egyptians with Year 5 in Leeds, and watch more than thirty children perform at the Young Voices event at the Sheffield Arena.

Junior Journalist Iqra H also spoke with Junior School art teacher Mrs Morley about our recent year group visits to the Turner Prize exhibition at Cartwright Hall – one of the standout moments of Bradford City of Culture 2025. The trip allowed pupils to experience contemporary art firsthand, explore a range of creative techniques and cultural influences and take part in activities inspired by the shortlisted artists. With the Turner Prize ceremony hosted in BGS's own Price Hall earlier this year, it has been an inspiring artistic opportunity right on our doorstep.

You will also hear from Miss Hughes, our wonderful Deputy Head, who explains how the Junior School helps children to thrive and how every child is encouraged to challenge themselves, grow in confidence and embrace a rich variety of experiences.

We hope you enjoy discovering just some of what makes life at the Junior School so special.

Mr Richard Ribeiro
Head of Bradford Grammar Junior School

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CAPTION
1-2 Celebratory
Tea Party at
Clock House

Celebrating courtesy at Clock House

After our School Council introduced Courtesy Week, the Clock House teachers have been looking out for children demonstrating courteous actions as part of normal school life.

At the end of last half term, Mr Ribeiro hosted a celebratory tea party, with accompanying hot chocolate, marshmallows and plenty of biscuits, to congratulate pupils on their beautiful manners.

BY ANYA M Y6

APRIL

- 13 April
School reopens for the Summer Term
- 15 April
Years 2-6 Disco
- 15 April
Magic Fun afternoon for Reception and Year 1
- April
1662 Committee Colour Run
- 23 April
Year 6 Medical Mavericks

MAY

- 4 May
Bank Holiday
- 5 May
Open Morning
- 6-8 May
Year 3 Residential Trip to Buckden House
- 13-15 May
Year 5 Residential Trip to Beverley Park
- 19 May
Brownlee Triathlon
- 20 May
Year 5 trip to the Alhambra – The Boy at the Back of the Class
- 22 May
Break up for half term

JUNE

- 1 June
School re-opens
- 1-2 June
Year 2 Residential Trip to Nell Bank
- 10 June
Sports Day
- 16 June
New Pupils' Day
- 23 June
Year 6 Production – The Boy, The Mole, The Fox and The Horse
- 24 June
Grandparents and Relatives' Day
- 29 June
Year 6 to Year 7 Transition Day

JUNE/JULY

- 30 June
KS1 End of Year Celebration assembly
- 30 June
Year 6 Leavers' Trip
- 1 July
Reception Picnic
- 3 July
Break up for Summer

*All events may be subject to change



Flying Under a Strong Wing: The Best of Both Worlds

When I arrive at School in the morning, the dark winter mornings are brightened by the soft glow of lights from our new purpose-built EYFS building.

Children are arriving, clutching weekend projects they've made with pride, or swinging tennis rackets on their way to one-to-one lessons. I love pausing to welcome them and hear their "Good morning" in response. The start of the day is brightened by hearing their laughter echo through the corridors and feeling the warmth that comes from being part of a school where everyone truly belongs. This is the Clock House family – a small, close-knit community where each child is seen, valued and encouraged to shine in their own way.

One of the things that makes Clock House special to me is that while we are a family, we also fly under the wing of Bradford Grammar School. That wing offers children protection and confidence, while opening doors to opportunities they might never have imagined. The support and expertise from the Senior School, whether in music, design technology, PE or specialist care from nurses and SEND staff, enhances everything we do at Clock House without ever diminishing the homely feel of our classrooms. Here, children are known for who they are – their talents, their passions, even their quirks – and are guided to grow with joy and confidence.

Even the small moments reflect this blend of warmth and opportunity. Lunchtimes are a favourite, where children delight in the wide variety of meals from the dining hall. They share stories, play and discover new interests at clubs together – another daily reminder that life at Clock House is both comforting and full of possibility. Small class sizes allow us to nurture curiosity and skill, adapt lessons to children's interests – the vets in Reception class or tadpoles in Year 1 have all brought their interests to life.

The balance between nurturing and the opportunities of a larger setting is perhaps demonstrated most clearly in the transition from Clock House to Year 7. There's no pressure of an external entrance exam; instead, pupils gradually get to know the Senior School, visiting for lessons and becoming familiar with the site and staff. By the time they officially move up, it feels like a natural step, full of confidence and excitement rather than anxiety.

More recently, I have been thrilled to see former 'Clockies' return, confident and kind, to support younger children – like the students who help with reading as part of their Duke of Edinburgh Award. The bond of the Clock House family stretches well beyond the junior years.

Flying under the wing of Bradford Grammar allows our children to grow safely, confidently, and happily. At Clock House, we combine the nurturing intimacy of a small family with the aspiration and opportunities of a larger school. Here, children feel known, encouraged, and ready to explore, and every day is a chance to experience learning that is joyful, challenging, and full of possibility – the very essence of our shared values.

BY FELICITY HUGHES, JS DEPUTY HEAD

Festive Finale Lights Up Price Hall

Mr Brook, who is the current Director of Music for Clock House and who has been a music teacher for many years, is extremely passionate about the annual Christmas Concert. I interviewed him and his desire to showcase his pupils' talents is clear.

What lasting memory do you have from this year's Christmas Concert?

It is always the same every year – the whole-school song at the end of the concert, as it brings everyone together in a joyful way.

How would you like people to feel when watching or listening to the Christmas Concert?

Proud of their family members performing on stage.

Describe how you felt about the Christmas Concert.

Thrilled at the way the children worked extremely hard to produce a concert of such variety and high standard.

Who took part in the Christmas Concert?

All pupils in Years 3 to 6 took part.

How was the Christmas Concert structured?

It included songs for each year group to sing, a whole-school song, a choir piece, a Christmas song in French and instrumental pieces by the Orchestra, String Group and Flute Group. These were interspersed with carols and Christmas-themed readings.

Were there any solos in this year's Christmas Concert?

There were solos in the verses of the choir piece for small groups to sing, and a small group of singers from Year 3 also sang the first verse of 'Away in a Manger'.

Would you change anything for next year's Christmas Concert and, if so, what would it be?

Hopefully add a Christmas piece for the Clock House teachers to perform!

BY JAYCEY L, YEAR 6

CAPTIONS

1 Mr Riberio addressing the audience at the Christmas Concert

2-4 Clock House pupils festive performance in the Price Hall





CAPTION

1 Reception pupils with their Jack in the Beanstalk inspired planting creations

Reception continue to flourish

Recently Miss Jagger joined the Early Years staff team and took over from Mrs Tapscott, who returned to her home country of Ireland. I interviewed Miss Jagger to see how she is settling in. This is what she had to say:

How does it feel to be part of Clock House?

Being part of Clock House feels very welcoming and supportive. There is a strong sense of teamwork, and everyone works together with the children's best interests at heart. It is a positive environment where children are encouraged to feel safe, confident and excited about learning.

Do you enjoy teaching Reception and, if so, why?

Yes, I really enjoy teaching Reception. It is a special stage where children develop a love of learning and make huge progress socially, emotionally and academically. I find it very rewarding to support children as they grow in confidence, independence and curiosity.

What is your favourite thing that has happened since you joined?

My favourite thing has been getting to know the children and seeing them flourish. Watching them form friendships, try new things and become more confident in themselves has been incredibly rewarding. It is lovely to see how proud they are of achievements, no matter how big or small.

What is the best part of teaching Reception?

The best part of teaching Reception is building strong relationships with the children and watching their development over time. I love seeing their excitement when they learn something new and supporting them as they become more independent learners.

Would you change any methods that Mrs Tapscott had put in place?

Mrs Tapscott and I share the same educational ethos and values, particularly around supporting children's wellbeing alongside their learning. The approaches she put in place are thoughtful and effective, and I would continue these with confidence. Any adjustments would be small and responsive to the needs of the current class, always ensuring consistency and continuity for the children.

Do you think that pupils should play more, work more, or a bit of both?

I believe a balance of both play and focused learning is essential in Reception. Play supports children's social skills, creativity and language development, while adult-led activities help to build key skills such as early reading, writing and maths. When combined, children learn best and remain engaged and motivated.

Speaking with Miss Jagger was a pleasure, and it is clear Reception are a very lucky group indeed.

BY HAIDAR H, YEAR 6

New Beginnings at Clock House

Bradford Grammar School staff and pupils cherish every moment with their pupils, making them feel as welcome as possible. Junior Journalist Miriam R interviewed her classmate Sophia D to find out more about her new chapter.

Are you liking the lessons here?

Yes, I am loving the lessons here because I think they are so interesting and I learn a lot from them. I think the teachers help a lot when it comes to teaching because they help with something that you are stuck on and they encourage you to try again.

Do you like the facilities here at Clock House?

Yes, the facilities are really good at Clock House because everything is really clean and everywhere smells and looks amazing. Our cleaners help so much to make this happen and we are all so proud and happy that they are here at Clock House.

What is your favourite sport?

My favourite sports at Clock House are probably netball and hockey because I love ball games and the teachers are really nice. There is a vast variety of sports but netball and hockey just stand out to me a lot.

What is your favourite club?

My favourite club at Clock House has to be netball club because I love being taught how to get better at netball.

What helped you settle in here at Clock House?

My friends really helped me settle in here because they talked to me and played with me like they have known me since Year 1. The teachers also showed me that they are there to help and keep us safe.

Would you recommend this school to others considering the move you have completed?

I would definitely recommend this school to others because there are so many opportunities like clubs, sports and challenging lessons. The people here are also so kind and everybody comes together to make one big happy family.

Do you enjoy the transport?

Yes, I really like the transport because whilst I'm on the bus I can speak to my friends, do homework and I get home in one piece!

Are the teachers here kind?

Yes, the teachers here always find a way to get involved and make everyone feel safe at school.

Are the pupils here kind?

Yes, the pupils here are really kind and funny. They also help me get around school.

What is your favourite lesson?

My favourite lesson has to be computing because you get to go onto websites (safe websites obviously), do coding and even create cool PowerPoints.

BY MIRIAM R, YEAR 5



CAPTION

1 Junior journalist Miriam R chatted with Sophia D about life at Clock House



CAPTION
1-2 Pupils visit
the Turner Prize
exhibition



Mrs Morley interview

Junior Journalist Iqra H interviewed Junior School art teacher Mrs Morley about the visit to Cartwright Hall as part of the Bradford City of Culture 2025 celebrations.

What is the Turner Prize?

The Turner Prize is a famous British art award that celebrates new and exciting ideas in art. It is named after the artist J. M. W. Turner, one of Britain's most famous painters, and it was first awarded in 1984. It is awarded to a British artist and can be very different from paintings you might see in school. It might be:

- Sculptures
- Videos or films
- Installations
(art you can walk around)
- Art made from unusual materials

Why did you visit?

The exhibition supported the school art curriculum by allowing pupils to experience artwork in person rather than in books or online.

What did this have to do with the pupils' education?

The exhibition showed that art can be many different things, not just drawings or paintings, and got people talking and thinking about art.

The variety of art in the exhibition helped teach about different cultures, traditions and historical events.

Exhibitions can be hugely inspiring. Seeing how others explore ideas, materials and techniques can spark new ideas and encourage experimentation in our own work.

How did it feel to be given the opportunity to visit such a prestigious event?

We were very lucky that the Turner Prize exhibition was brought to Cartwright Hall (opposite our school) as part of the Bradford City of Culture 2025 celebrations.

We were also very happy to host the Turner Prize award ceremony in Price Hall at BGS in December, which was televised by the BBC.

What did the children do there?

After discussing the chosen artists for the award, we looked around their exhibitions and took part in activities connected to the style of their artwork:

- Oil pastel swirling patterns and making sculptures in Nnena Kalu's gallery
- Drawing shells by feel rather than sight in Zadie Xa's exhibition
- Continuous line drawings while studying a section of Mohammed Sami's work

BY IQRA H, YEAR 5



CAPTIONS
 1-2 Multi-sensory learning in Science; Year 1 pupil enjoying sorting animals by type
 3-5 Year 2 outdoor learning, and a trip to Lister park to see the statues of Titus Salt and Samuel Lister
 6 Year 3 pupil working on catching skills and footwork



CAPTION

1 Year 4 pupils
on their 3 day
residential

Year Four's Action-Packed Adventure

Mrs Watson, our Year 4 teacher, recently took her class on a thrilling two-night, three-day adventure to Robinwood Activity Centre.

To find out what really happened, Arissa I sat down with her for an exclusive interview.

Which location was chosen for the Year 4 residential?

We went to Robinwood, which is in Todmorden.

Where did you stay?

We stayed in little houses: the girls in one and the boys in another. The children were in rooms of 4 or 6.

What type of activities did the young pupils participate in?

We did loads of activities, from Zip Line, Caving and Climbing to Archery, Knight's Quest and the infamous Piranha Pool!

What was the highlight of the trip from your perspective?

From my perspective, it was what an amazing team we all were. The Robinwood staff were all extraordinary; our team leaders, David and Joe, really helped us all achieve our best. They also fed us really well and made sure we all had a fun, safe time. My team of teachers from Clock House were amazing — I was helped by Mrs Tatham and Mrs Yates. Finally: the children. All the Robinwood staff said how amazing they were, and I agree. They all joined in, made each other feel supported, and were a real credit to themselves.

What was the highlight of the trip from a Year 4 pupil's perspective?

I think they all liked all the different activities. When I asked the class which they liked, they all had a different answer, proving there is something for everyone at Robinwood!

Is there anything that you would like to change for next year?

No, I would be really happy if we could keep it all the same.

What activity did you particularly enjoy from your perspective and a Year 4 pupil's perspective?

My favourite is the Zip Line. I know many of Year 4 liked the Giant Swing, and Caving was popular this year.

What type of food did you eat?

Robinwood is great for making sure everyone can eat what they like. We had things like pizza, curry, jacket potato and lots of hot juice and biscuits to keep us going.

Was there a chance for the Year 4 pupils to buy something?

No, there is not a shop at Robinwood, but all the children get a photograph and a personalised certificate to treasure.

It's clear the residential was a wonderful opportunity for the children to learn, grow, and have fun together.

BY ARISSA I, YEAR 6

Ancient Adventurers

Towards the end of January, Year 5 went on an interesting trip to Leeds City Museum.

It was a very fun visit, as there were lots of different artefacts, including a mummy of a priest called Nesyamun. As the students walked through the rows of ancient artefacts, they felt like they were being transported back in time.

The curious children also learnt about what happened with all the pharaohs of Egypt. They learnt about the process of mummification and even tried it on a mannequin. Furthermore, they learnt about King Tutankhamun and the Rosetta Stone.

They were also allowed £5 each to purchase items from the tuck shop, which had a range of different items to buy. The children had a great time and would definitely want to go again with their families.

ASHAR K, YEAR 6

CAPTIONS

1-2 Year 5 pupils on their trip to Leeds City Museum



Singsong Extravaganza

This year's annual Young Voices event took place in Sheffield Utilita Arena.

Thirty-four children from Years 4 to 6 took part; they had been practising since last September for the big day. Mr Brook recalled that the highlight of the trip for him was the amazing staff dancing!

The Clock House pupils enjoyed performing in one of the largest children's choir concerts in the world, with over 4,000 others, and the whole unforgettable, electrifying experience will stay with them. Mr Brook concluded: "Through these unforgettable events, they can discover their voices, grow in confidence, and feel part of something extraordinary – all while inspiring a lifelong love of music!"

We are excited for next year already!

BY JAYCEY L, YEAR 6

CAPTIONS

1-2 Clock House pupils enjoy the Young Voices event at Sheffield Utilita Arena.

