

Belle Vue Girls' Academy

URN: 138087 | Inspected: 11 November 2025

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement

Expected standard

Pupils achieve well over time. They acquire valuable knowledge and skills across many areas of the curriculum. Pupils learn well at key stage 3, securing foundations that prepare them effectively for GCSE study. Typically, pupils make positive progress from their starting points by the end of key stage 4. They achieve particularly well in English. Despite a slight dip in 2024, disadvantaged pupils typically progress well over time. Their progress and attainment are consistently above that of disadvantaged pupils nationally. Pupils with special educational needs and/or disabilities overcome many of the social and emotional barriers to their learning. On occasions, aspects of their academic progression are not as consistently high as they could be. In the sixth form, students generally attain outcomes that are in line with national averages. Leaders have worked with staff to address a dip in progress in 2024. Pupils are well prepared for their

next steps

, particularly for those pupils continuing in education. Post-16 students progress to appropriate destinations to continue their studies.

Curriculum and teaching

Expected standard

The curriculum maps out the most important knowledge and skills that pupils need to acquire. Pupils benefit from a curriculum with a strong focus on academic knowledge. A much higher proportion of pupils enter the suite of subjects that comprise the English Baccalaureate than is seen nationally. Pupils also access creative subjects, such as art and drama, which develop their wider skills and interests. Leaders have well-established systems in place to check the quality of teaching and its impact on pupils' learning. They hold regular meetings with teachers and curriculum leaders to review how well teaching and support help pupils to achieve. Professional learning enhances teachers' expertise. Through the 'stretch and challenge' initiative, leaders ensure that teachers consider how they will overcome the barriers that some pupils face, including those with special educational needs and/or disabilities (SEND). However, there is some inconsistency in how well checks on pupils' understanding are used to address gaps in knowledge.

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Teachers address the needs of disadvantaged pupils effectively, enabling them to progress well through the curriculum. Teachers are particularly mindful of the needs of the high proportion of pupils who speak English as an additional language. However, guidance for staff on how to adapt teaching to meet the academic needs of some pupils with SEND is not as well developed as it could be.

Inclusion

Expected standard

Leaders prioritise inclusion. They understand the needs of their pupils and the barriers that some pupils face. Leaders make sure that staff focus on the learning and well-being of vulnerable pupils. This includes those with special educational needs and/or disabilities (SEND) and those who are disadvantaged. Pupil premium funding is used well to support the progress of disadvantaged pupils. Staff build positive relationships with pupils and their families. This helps pupils to attend school and progress well. The school places a strong emphasis on pupils' social and emotional well-being. Developments such as the school's 'THRIVE' initiative help pupils to develop a sense of belonging. The school's SEND team provides clear strategic leadership. Inclusion is understood as the responsibility of all staff. There are clear systems in place to review support for pupils with SEND and to encourage parental engagement. Alternative provision is used appropriately and only when in the best interests of pupils. Leaders communicate well with all alternative provision placements, ensuring that pupils' safety, welfare and academic progress remain the school's responsibility. Support for pupils' social and emotional development, and to address their mental health needs, is particularly well considered. Some aspects of support for pupils' academic progression are less developed. For example, guidance for some pupils with SEND is too generic and does not focus sufficiently on how needs can be met in the context of particular subjects.

Leadership and governance

Expected standard

There is much to celebrate about leadership and governance. Leaders ensure a continual focus on the needs of vulnerable pupils. They know their pupils and their community extremely well. They have a sharp understanding of what works well and where further improvement is needed, for example in relation to some support for pupils with special educational needs and/or disabilities. Leaders put effective processes in place to quality assure their work. They meet staff regularly to review how well improvement actions are raising outcomes for pupils. Leaders have taken highly effective action to re-engage pupils after the disruption caused by the pandemic. The emphasis on high-quality pastoral support and raising pupils' confidence has helped to improve behaviour and attendance. The school benefits from coherent processes to evaluate the quality of its work. Governors and trustees work intelligently to provide leaders with the support and challenge needed to drive the school forward. Governors and trustees share the school's commitment to inclusion. They know the school well and the barriers that some pupils face. Trust leaders provide extra assurance and support. This supports the curriculum, inclusion and the school's actions to keep pupils safe. The school provides teachers with a well-considered programme of research-informed professional learning. Staff value this learning and the time provided to implement it. Leaders

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are mindful of staff workload. Staff feel well supported. The school engages positively with the community it serves. This has supported positive attendance and the community's purposeful engagement with what the school has to offer. Post 16 provision Expected standard Leaders have designed an effective study programme that meets students' needs well. The school offers pupils a wide range of vocational and academic subjects. Students follow additional core subjects that support their wider development. For example, all students follow qualifications in leadership. Such courses help students to develop their communication, teamwork and public speaking skills. The curriculum is taught well by subject specialists. Students generally achieve well, including in public examinations at the end of key stage 5. Teachers typically use carefully considered strategies to support disadvantaged students. As a result, these students tend to achieve well. However, there are some minor inconsistencies in the ways teachers use assessment. Occasionally, this means that teachers do not identify and address the gaps in knowledge and misconceptions that students sometimes have. The school prepares students for their

next steps

successfully. It provides them with independent careers advice, work experience and information about a range of higher education and apprenticeships. The school offers an age-appropriate programme of personal development. For example, students learn about financial management and mental health. They lead on community projects, for example organising community feasts during religious festivals such as Ramadan. As a result of their academic success and actions to support their wider personal development, students progress to ambitious

next steps

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What it's like to be a pupil at this school

Pupils value the learning and support they receive at Belle Vue Girls' Academy. They benefit from a well-considered curriculum that helps them to build important knowledge and skills over time. Staff are mindful of the barriers to learning that some pupils face. Effective teaching and support help many pupils to overcome these barriers. This enables pupils, including disadvantaged pupils, to achieve well in school and in national examinations. Pupils arrive at the school from over 40 primary schools. Staff give them a warm welcome. This helps pupils to develop a sense of belonging. Pupils learn to respect the many different cultures that are such an important part of the school's identity. Leaders encourage pupils' wider aspirations through a comprehensive personal development programme. Pupils contribute to the wider community through the 'Near Neighbours' initiatives and by participating in the Bradford City of Culture programme. Staff develop pupils' self-confidence. Pupils are encouraged to articulate their thoughts and opinions. Leaders make sure that all pupils can benefit from such experiences. Pupils behave well. Staff encourage a calm environment where pupils can concentrate on their learning. Pupils are attentive and focused in lessons. They show respect for their teachers and for their fellow pupils. Pupils feel safe in school. They believe that any instances of bullying are handled well. They value their learning. The vast majority of pupils attend well. Those who find attendance more difficult are given support to help improve this. Pupils develop an understanding of different careers and of further education. Their

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learning and wider experiences equip them with knowledge and personal attributes to inform their

next steps

in life.

Next steps

- Leaders should provide staff with improved guidance on how curriculum and teaching can be better adapted to support the academic progress of pupils with special educational needs and/or disabilities.
- Leaders should ensure that checks on pupils' learning are used to consistent effect to identify gaps in pupils' understanding and to inform subsequent teaching.

Attendance and behaviour

Expected standard

The school's emphasis on inclusion is reflected in pupils' attendance. The school has clear and effective systems to support attendance. These are applied well. Positive relationships and pastoral support encourage pupils to attend. The school provides additional support for pupils and their families where barriers to attendance exist. As a result of these approaches, attendance is improving over time, and persistent absenteeism is declining. The school's work to improve the attendance of disadvantaged pupils is a particular strength. These pupils attend more often than their peers nationally. Leaders are aware that more needs to be done to improve the attendance of some pupils with special educational needs and/or disabilities. The school has high expectations for pupils' behaviour. These expectations are clearly communicated to pupils, parents and staff. Pupils show respect for each other and for adults. These respectful relationships underpin the constructive behaviours that pupils demonstrate. Pupils behave well in classrooms and at social times. Classrooms are calm places where pupils can learn effectively. They focus well on their learning. When pupils' behaviour falls below expectations, the school adopts a restorative approach to address any problems. This helps to ensure that incidents of poor behaviour are rarely repeated. As a result, the school is calm. Rates of suspensions are extremely low and declining over time.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/belle-vue-girls-academy-bradford>