ISI Independent Schools Inspectorate

School inspection report

29 September to 1 October 2026

Bradford Christian School

Livingstone Road

Bolton Woods

Bradford

BD2 1BT

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

Contents

SUMMARY OF INSPECTION FINDINGS **3**

THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS **4**

AREAS FOR ACTION 4
RECOMMENDED NEXT STEPS 4

SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE **5**

THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE 6

SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION **7**

SECTION 3: PUPILS' PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING **9**

THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS' PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING 10

SECTION 4: PUPILS' SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY **11**

SAFEGUARDING **13**

SCHEDULE OF UNMET STANDARDS **14**

Section 1: Leadership and management, and governance *14*
Section 3: Pupils' physical and mental health and emotional wellbeing *14*

SCHOOL DETAILS **15**

INFORMATION ABOUT THE SCHOOL **16**

INSPECTION DETAILS **17**

Summary of inspection findings

1. Governors and school leaders communicate the school's aims and Christian values clearly to pupils, parents and staff. They promote a considerate and inclusive ethos in which pupils behave respectfully and positively towards their teachers and each other.

2. However, the governors do not ensure that leaders have the necessary skills and knowledge to fulfil their responsibilities effectively. Consequently, the school does not meet all of the Standards.

3. The published complaints procedure does not set out clear timescales for managing complaints relating to the early years foundation stage (EYFS) or those concerning the processing of personal data.

4. Leaders do not consistently implement the school's health and safety policy. In particular, leaders do not ensure that routine safety checks of outdoor recreational equipment or school minibuses are carried out as stated in the policy.

5. Pupils benefit from a well-organised curriculum that develops their knowledge and understanding as they move through the school. Teachers plan effective lessons that are matched carefully to pupils' ages and prior attainment. The school supports pupils who have special educational needs and/or disabilities (SEND) effectively. Leaders ensure schemes of work support pupils to fulfil their academic aspirations.

6. Staff in the early years support children to develop effective communication and language skills. Children use language well and confidently share their ideas. Leaders plan a range of stimulating activities that engage children and foster their physical and emotional development.

7. The personal, social, health and economic education (PSHE) curriculum helps pupils to develop a secure understanding of how to promote their personal wellbeing and the wellbeing of others. Leaders promote positive behaviour throughout the school effectively. Pupils behave in a responsible and supportive manner towards others. In line with the school's Christian ethos, pupils demonstrate respect and tolerance towards those who are different from themselves.

8. Classrooms are maintained well and provide pupils with engaging and well-managed learning environments. Pupils are provided with a sufficient number of toilets and washing facilities. However, some of these facilities are not adequately cleaned or maintained.

9. Leaders typically provide pupils with well-planned opportunities that prepare them appropriately to make a positive contribution to British society. Assemblies, the curriculum and a programme of guest speakers support pupils' understanding of how to prepare for future experiences. Pupils receive a well-developed careers programme that informs them about further education opportunities and career pathways. Pupils are taught about money and finance, mainly through the PSHE curriculum. However, pupils do not currently receive a suitably broad economic education that provides them with sufficient guidance about how to manage money responsibly.

10. The proprietor, leaders and staff maintain a robust safeguarding culture. The safeguarding policy is appropriate and implemented effectively. Staff and governors complete regular safeguarding training and understand how to record and report any concerns. The school's safer recruitment procedures are securely implemented.

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The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Areas for action

The proprietor must ensure that persons with leadership and management responsibilities at the school:

- demonstrate good skills and knowledge appropriate to their role so that the independent school Standards are consistently met
- fulfil their responsibilities effectively, so that the independent school Standards are consistently met and
- actively promote the wellbeing of the pupils

so that:

- the health and safety policy is fully and effectively implemented
- parents are provided with clear timescales for the management of all complaints.

Recommended next steps

Leaders should:

- ensure that pupils' toilet and washing facilities are maintained to a consistently appropriate standard
- enhance pupils' economic understanding so that they are better informed to take responsible financial decisions.

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Section 1: Leadership and management, and governance

11. Leaders and governors work well together to create a clear vision for the school. They communicate the school's aims and Christian ethos to pupils, parents and staff. Leaders consistently promote a culture of kindness, tolerance and respect. The school community understands these values, which are enhanced by appropriate opportunities for spiritual reflection during form periods and assemblies.

12. However, the governors do not ensure that leaders fulfil their responsibilities in relation to the timescales for managing complaints or implement the health and safety policy effectively. Consequently, the Standards are not met consistently.

13. Leaders do not provide parents with sufficiently clear timescales for managing all complaints. In particular, the school's complaints policy does not specify that the timescales for handling complaints relating to the early years, or those relating to the processing of personal data, are different from the published timescales for managing complaints submitted through the three-stage procedure.

14. Leaders manage other aspects of the school's complaints procedure appropriately. The published timescales for managing stage one, two or three complaints are suitable. Leaders maintain a record of recent complaints, reflect on these to identify patterns and trends, and take effective actions in response.

15. Governors maintain oversight of other specific areas of the school's provision and work well with leaders to evaluate the effectiveness of the actions they take. Learning walks and analysis of assessment outcomes demonstrate how the current focus on classroom behaviour is improving learning outcomes for pupils. Leaders' well-considered decisions to make the curriculum more accessible has increased the opportunity for pupils to achieve appropriate qualifications during their time at the school.

16. Leaders fulfil their responsibilities under the Equality Act 2010. Provision for pupils who have SEND is managed well. Leaders plan the curriculum carefully so that it supports pupils' individual needs and aspirations and prepares them well for life beyond school. The school's accessibility plan is regularly reviewed to ensure that it continues to make the curriculum and premises accessible and inclusive for pupils.

17. Leaders understand the importance of carefully identifying, managing and mitigating potential risks. They identify vulnerable pupils and implement effective and supportive welfare plans and strategies that promote their wellbeing. Staff complete specific training to ensure that they write well-considered risk assessments that carefully identify potential hazards and appropriate control measures to reduce the risk of harm. Leaders review risk assessments regularly following educational visits to ensure that they remain appropriate.

18. Leaders and staff in the early years provide parents with regular updates about their child's progress, including through informal conversations, formal meetings and by sharing work. Leaders plan a curriculum that stimulates children's learning with an age-appropriate balance between child-initiated play and adult-led lessons. Staff in the early years support children to develop their independence effectively. Consequently, children are prepared well for the next stage of their education.

19. Leaders consult appropriately with the local authority regarding the annual reviews and funding arrangements for pupils who have an education, health and care plan (EHC plan). The school notifies the local authority when pupils join or leave the school at non-standard transition times. Leaders form effective links with local safeguarding partners so that pupils and families are appropriately supported.

20. Leaders provide parents with school policies and other required information, mainly through the school's website, detailed admissions information, school displays and regular communications. Staff write appropriately detailed reports to inform parents about their child's academic progress and personal development.

The extent to which the school meets Standards relating to leadership and management, and governance

21. Standards are not met consistently with respect to the implementation of the health and safety policy and the provision of clear timescales for the management of all complaints.

Section 2: Quality of education, training and recreation

22. Leaders plan a well-structured curriculum that includes all the required areas of learning. They carefully consider how the curriculum is sequenced so that pupils build on their prior learning at an age-appropriate level. Leaders provide a broad curriculum that is tailored carefully to pupils' individual needs. For example, pupils in Years 1 and 2 develop their literacy and numeracy understanding through effective cross-curricular teaching in subjects including science, humanities, art and computing lessons. Leaders introduce pupils in Year 3 and Year 4 to new subjects, such as Spanish and design and technology (DT). The school provides opportunities for pupils to undertake functional skills qualifications and a range of GCSE examinations. Pupils routinely make good progress during their time at the school. Senior pupils achieve well in their qualifications and examinations and typically gain places at college or their next school.

23. Leaders provide pupils who have SEND with consistent and effective support. Teachers understand the individual needs of pupils who have SEND. For instance, they tailor their teaching by carefully structuring the learning tasks or by providing opportunities for pupils to respond using different methods. For example, in geography lessons that consider social, economic and environmental factors in regions suffering from drought, teachers help pupils who have SEND to focus their responses on specific facts so that they broaden their understanding and knowledge. As a result of effective teaching methods, pupils who have SEND make good progress.

24. Teachers support pupils who speak English as an additional language (EAL) effectively. They provide these pupils with structured help so that they develop and improve their reading and grammatical skills. Staff teach pupils appropriate and specific language strategies so that they learn to use spoken English confidently. Pupils who speak EAL make good progress during their time at the school.

25. Leaders in the early years ensure that the learning environment and a range of well-planned activities support the development of children's communication and language skills effectively. Throughout the school day, adults model language carefully so that children develop a wider choice of vocabulary and engage in stimulating conversations. Staff provide children with a range of opportunities to develop their numerical understanding, including counting the number of pictures on a display or taking one object away from a collection. Children engage and respond well and develop competent numeracy, communication and language skills.

26. Leaders monitor the effectiveness of the curriculum and teaching by conducting regular learning walks and detailed reviews of pupils' work. Leaders help staff to develop their knowledge and skills so that they promote pupils' effective learning. Academic leaders consult with staff and take suitable actions to develop effective teaching practices. For instance, leaders have revised the school's behaviour policy and implemented suitable strategies that promote positive and orderly learning. Teachers consistently provide suitable academic challenges for pupils, enhancing their academic performance and supporting good progress.

27. Leaders implement an appropriate assessment framework that helps them to regularly assess pupils' progress. They evaluate how pupils are performing compared to national expectations and implement appropriate actions, when required. Staff instigate a range of suitable strategies that help pupils to consolidate their learning. For instance, leaders plan cross-curricular teaching in mathematics and computing to support pupils' understanding of concepts shared between these subjects.

28. Teachers demonstrate secure subject knowledge and plan effective lessons that consider pupils' individual needs and prior attainment. Staff use their good subject knowledge and a range of well-managed resources, engaging pupils to develop a responsible approach to their learning. For example, in mathematics lessons, pupils in Year 3 learn about place value alongside older pupils and extend themselves by exploring more challenging questions. Pupils in Years 1 and 2 collaborate and choose interesting vocabulary when reading and writing stories. In geography lessons, older pupils use suitable digital resources when researching cyclones, developing a wider understanding of the threats posed by tropical storms.

29. Pupils participate in a range of appropriate extra-curricular activities, developing new interests and skills. Extra-curricular activities, including sports leadership, chess and The Duke of Edinburgh's Award scheme (DofE), provide opportunities for pupils to extend their learning beyond the classroom. As a result of the extra-curricular programme, pupils widen their experiences beyond the classroom, form new friendships and develop self-knowledge and confidence.

Section 3: Pupils' physical and mental health and emotional wellbeing

30. Leaders do not provide thorough oversight and ensure that the school's health and safety policy is consistently and effectively implemented. The checks on the safety of middle and upper school playground resources are not completed appropriately. For example, leaders do not ensure that protective covering conceals the concrete used to securely fix outdoor swings into the ground. Leaders do not ensure that staff routinely conduct suitable safety checks on the school's minibuses in line with the health and safety policy. Consequently, the school's health and safety procedures do not promote pupils' wellbeing effectively.

31. Other aspects of the school's health and safety procedures are suitable, including in the early years. Leaders manage the potential risks from fire effectively. Fire exits are clearly marked and regularly checked to ensure that they remain clear. Fire safety equipment is annually serviced, and fire alarms are routinely tested. Leaders implement termly fire evacuation drills so that pupils understand how to respond safely. Leaders carry out regular checks to test the quality and temperature of water. Drinking water outlets are labelled appropriately. Leaders ensure that electrical resources are checked appropriately.

32. The curriculum and a programme of assemblies help pupils to develop their spirituality and a sense of moral responsibility. In line with the school's ethos, pupils understand the importance of demonstrating love, service and tolerance towards others. Throughout the school, pupils form respectful relationships and demonstrate inclusion and acceptance of those who are different from themselves.

33. The PSHE curriculum complements lessons that explore Christian perspectives and the physical education (PE) programme to support pupils' emotional and physical wellbeing. Pupils learn about the importance and value of personal identity and establish a secure understanding of belonging. Pupils learn about responsible choices that promote a balanced and healthy lifestyle. They explore how the media portrays body image, learn about the dangers of alcohol and discuss negative and positive peer pressure. Pupils learn to respect different perspectives, and they readily accept alternative viewpoints. As a result, pupils demonstrate moral responsibility, understand the importance of taking appropriate actions and develop self-knowledge and esteem.

34. The school provides an age-appropriate relationships and sex education (RSE) programme within the PSHE and science curriculums. Leaders consult appropriately with parents about the resources used in lessons. Younger pupils learn about different types of families, healthy friendships and develop suitable strategies that help to resolve conflicts amicably. Older pupils understand the importance of building trust, consent and coercion, and apply their secure understanding of such topics when interacting with others.

35. Leaders implement a suitable PE programme that supports pupils' physical and mental health. In PE lessons, pupils actively participate in a range of sports and activities that emphasise the advantages of improving physical fitness. Throughout the school, pupils learn the value of harmonious teamwork and develop respectful sporting attitudes when engaged in games and physical activities.

36. Staff in the early years provide well-considered and supportive opportunities for children to develop their self-esteem by completing a range of tasks independently. For example, children learn to

independently and appropriately dress themselves for creative and outdoor activities. Staff establish well-developed routines that allow children to improve their gross motor skills, such as by selecting and picking up objects to place on a visual chart. Children collaboratively sing morning worship songs, use sign language to communicate the words and develop their co-ordination by performing actions in time with the music. Leaders and staff provide a caring and nurturing environment that supports children's personal, emotional and social development.

37. Pupils consistently demonstrate the school's values and ethos in their kind and thoughtful interactions with others. Leaders establish clear behaviour routines which pupils understand well. Staff routinely model mutual respect and the school's high behavioural expectations. They take suitable actions to promote a secure, inclusive and tolerant school environment. As a result, misbehaviour and bullying incidents are rare. When such incidents occur, leaders and staff manage them effectively. Leaders maintain appropriate records of serious incidents, misbehaviour and bullying and analyse these closely to identify and respond to any trends or patterns.

38. Leaders ensure that pupils are effectively supervised throughout the school day. Sufficient and vigilant staff provide supportive supervision for groups and individual pupils. Children in the early years are always within the sight and hearing of teachers and are supervised by appropriately trained staff when they eat.

39. Leaders maintain most areas of the school's premises and accommodation appropriately. For instance, classrooms are clean and well furnished to provide pupils with a suitable learning environment. The school provides pupils with sufficient toilets and washing facilities. However, some of the pupils' toilet and washing facilities are not maintained to an acceptable standard of cleanliness.

40. Leaders maintain suitable admission and attendance registers in accordance with current statutory guidance. The attendance policy names an appropriate leader as senior attendance champion. Leaders respond to absences promptly, and attendance registers are completed with the correct codes. Leaders set suitably high attendance expectations and provide pupils and parents with effective support when attendance patterns cause concern.

41. The school provides pupils with appropriate medical and first aid facilities. A suitable number of staff undertake appropriate first aid training, including paediatric first aid training for staff who work in the early years. Pupils receive prompt and effective administration of first aid and medication when required.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

42. Standards are not met consistently with respect to the effective implementation of the health and safety policy.

Section 4: Pupils' social and economic education and contribution to society

43. Pupils develop an effective awareness and understanding of different cultures and traditions and the importance of respecting others. The curriculum provides appropriate opportunities for pupils to learn about the world's major religions. For instance, pupils visit buildings representing other faiths, such as a local synagogue. The school also maintains a constructive partnership with a Muslim school so that pupils share celebrations including Eid and Easter. Pupils visit and support a local community centre that provides food and drink for families who are hungry. They also contribute to local community initiatives by volunteering to clear litter. Assemblies, Christian perspectives lessons and the wider curriculum provide further opportunities for pupils to develop respectful and inclusive attitudes, such as when they learn about human rights and explore the potential tensions between genetic modification and religious beliefs. Leaders support pupils to understand how their Christian beliefs enable them to contribute positively to British and global society.

44. Pupils' moral development is supported effectively during their time at the school. Children in the early years, for instance, consider whether their actions represent right or wrong choices. Pupils in Years 1 and 2 use classroom visual resources effectively to help them evaluate the decisions they take. Older pupils lead assemblies and prayer meetings, allowing them to develop their leadership skills and help others to consider the importance of their choices and actions. Leaders share appropriate religious stories that help pupils to develop a thorough understanding about the importance of acting in a respectful, inclusive and morally responsible manner.

45. Leaders and staff in the early years plan an enriching programme of experiences and opportunities to promote children's social development effectively. Children learn to play together and share resources and play equipment. Staff encourage children to follow their individual interests and to share their experiences with others. Staff establish morning routines during which children extend kindness towards their teachers and to each other. Leaders and staff reinforce how to treat others appropriately by modelling supportive actions and polite conversations. As a result, children approach social situations in a friendly and confident manner.

46. Leaders ensure that pupils are ready for the next stage of their education. Children in Reception spend transition time in the Year 1 class so that they approach the next year confidently. Leaders in the early years also share information about the early learning goals (ELGs) for each child with the Year 1 teachers. Mixed-age classrooms throughout the primary school allow younger pupils to adapt to the expectations for the year ahead. Subject teachers and staff with pastoral responsibilities provide guidance to pupils in Year 8 about their choices for GCSE subjects.

47. Leaders provide older pupils with a suitable programme of careers education. The provision is planned, structured and evaluated against the Gatsby benchmarks, which provide a thorough careers education framework. Leaders and staff ensure that pupils receive impartial, accurate and relevant guidance about their next educational steps and a range of career pathways. Visiting professionals and speakers visit the school to inform pupils about a suitably wide range of career experiences. Pupils also attend a careers fair that provides them with information about future opportunities. The school builds and maintains close links with schools and colleges so that older pupils are provided with thorough guidance about entry requirements and appropriate courses for the next stage of their education.

48. The curriculum provides pupils with adequate opportunities to learn about money and finance overall. Younger pupils learn about topics such as the value of coins, earning a salary and taxation in their PSHE lessons. Older pupils may choose to undertake an economic study unit that covers a range of topics relating to money and financial matters. However, opportunities to gain a suitably broad economic understanding are not developed as effectively for those pupils who choose not to study the optional finance course.

49. Leaders ensure that the curriculum supports pupils' understanding and respect for British institutions. The local police visit pupils to explain the role of the emergency services in keeping communities safe. Pupils in Years 5 and 6 visit the local council offices to learn about the role of councillors within the local community. Pupils in Years 7 and 8 visit the Houses of Parliament to widen their understanding of democracy and the role of government. Pupils explore the consequences on society when undemocratic principles prevail and learn about the Russian revolutions and the rule of Mao Zedong in China. The school's local MP visits pupils to inform them about some of the work undertaken by parliamentarians. School leaders ensure that any political information provided to pupils is balanced and impartial.

Safeguarding

50. Leaders and governors with safeguarding responsibilities are knowledgeable and suitably trained for their roles. Leaders implement a detailed safeguarding policy that is reviewed appropriately and reflects current statutory guidance. Governors provide thorough oversight of the school's safeguarding procedures and maintain regular contact with leaders, providing them with support and guidance as required.

51. Leaders promote an effective safeguarding culture throughout the school. Leaders and staff demonstrate a shared understanding of their collective responsibilities to respond promptly and effectively when safeguarding concerns arise. Leaders implement suitable procedures for staff to raise low-level concerns about themselves or adults who work at the school. Leaders manage low-level concerns appropriately, including maintaining records of any actions that are taken.

52. The school provides appropriate methods for pupils to share any worries they may have. Notices in classrooms and corridors remind pupils about the staff who have safeguarding and pastoral responsibilities. Pupils are encouraged to report worries to any trusted member of staff and know how to do so.

53. Staff in the early years attend regular supervision meetings to discuss children's wellbeing. This allows leaders and staff to identify vulnerable children and any emerging issues and to provide them with careful, ongoing and consistent support.

54. Leaders provide staff with effective safeguarding training, including at induction, so that they have a full and secure understanding of the school's safeguarding procedures. Staff attend annual training and regular meetings, which helps them to develop a confident safeguarding knowledge, including a thorough awareness of local contextual safeguarding risks. Staff also receive the latest updates to the 'Prevent' duty so that they remain alert to the dangers of extremism and radicalisation.

55. Leaders with responsibilities for safeguarding manage concerns well. They maintain full safeguarding records that include the decisions taken. Leaders identify any emerging patterns and trends and take suitable actions to reduce the risk of harm to pupils. Leaders work effectively with local safeguarding partners and external agencies, refer safeguarding concerns to them appropriately and provide prompt and effective support to pupils and their families.

56. Leaders with responsibility for recruitment are provided with specific training for their roles. All required pre-employment checks are completed before adults commence working at the school. These checks are accurately recorded on a suitable single central record of appointments (SCR). Governors regularly check the SCR to assure themselves that the school's safer recruitment procedures are managed appropriately and in accordance with current statutory guidance.

57. Pupils understand the importance of promoting their personal safety, including when online. Staff teach pupils a range of online safety principles during computer science lessons, form periods and assemblies. Pupils, for example, understand and recognise the risks of scam and phishing emails, to avoid communicating with strangers and to keep their passwords secure. Leaders implement robust internet filtering and monitoring systems which are regularly tested to ensure that they remain suitable. Leaders with responsibility for safeguarding are informed when alerts are received and investigate appropriately.

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Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR[1] Part 7, paragraph 33	The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which—
33(c)	sets out clear time scales for the management of a complaint
ISSR Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.
EYFS[2] 3.101	Providers must put in place a written procedure for dealing with concerns and complaints from parents and/or carers, and must keep a written record of any complaints, and their outcome. All providers must: • Investigate written complaints relating to how they are fulfilling the EYFS requirements. • Notify the person who made the complaint of the outcome of the investigation within 28 days of having received the complaint. • Make a record of complaints available to Ofsted, or the CMA with which a provider of CoDP is registered, on request.

Section 3: Pupils' physical and mental health and emotional wellbeing

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 11	The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.

[1] The Education (Independent School Standards) Regulations 2014 ('ISSR')

[2] Early years foundation stage statutory framework ('EYFS')

School details

School	Bradford Christian School
Department for Education number	380/6110
Registered charity number	1027573
Address	Bradford Christian School Livingstone Road Bolton Woods Bradford BD2 1BT
Phone number	01274 532649
Email address	office@bxs.org.uk
Website	https://bradfordchristianschool.com
Proprietor	Bradford Christian School
Chair	Mrs Zeilah Chadwick
Headteacher	Mrs Jane Prothero
Age range	3 to 16
Number of pupils	130
Date of previous inspection	14 to 16 November 2023

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Information about the school

58. Bradford Christian School is an independent, co-educational day school situated in West Yorkshire. The school is administered by a governing body which oversees the management of the school. The school is divided into three phases: the primary section, which includes the early years and Years 1 to 4; a middle phase, for pupils in Years 5 to 8; and the upper section, for pupils who are in Years 9 to 11. The school offers specialist provision for pupils who have autism. The current chair was appointed in September 2025.

59. There are 14 children in the early years who are taught in one Nursery class and one Reception class.

60. The school has identified 47 pupils as having special educational needs and/or disabilities. There are 30 pupils in the school who have an education, health and care plan.

61. The school has identified English as an additional language for a very small proportion of pupils.

62. The school states that its aims are to provide pupils with a holistic Christian education. It seeks to inspire discipleship and to be a Christian community in which pupils grow in character, faith, knowledge, understanding and wisdom.

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Inspection details

Inspection dates	29 September to 1 October 2026

63. A team of three inspectors visited the school for two and a half days.

64. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair of governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work including with staff and pupils
- scrutiny of a range of policies, documentation and records provided by the school.

65. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

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How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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