Bordesley Green Girls’ School & Sixth Form

Specialisms: Business & Enterprise, Applied Learning

School Prospectus
Bordesley Green Girls’ School and Sixth Form
“Bringing Girls Greater Success”: Our Values

We aspire
• We believe that education can change lives for the better
• We prepare for life not just academically
• We provide equal opportunities for all
• We reach for the stars
• We believe that everyone can achieve
• We widen horizons

We behave
• We respect our diverse community
• We model good behaviour and manners
• We value honesty and integrity
• We care
• We empower others
• We trust others
• We are inclusive
• We support
• We listen
• We are kind

We are
• Optimistic
• Hopeful
• Excited and enthusiastic about learning
• Dedicated
• Motivated
• Empowered
• Open minded
• Creative
To outstanding and beyond!!
Bordesley Green Girls’ School and Sixth Form
“Bringing Girls Greater Success”

- We are an enterprising school at the heart of the community, providing an outstanding education, enabling all staff and students to reach their potential.
- **Aspirations for our girls**
  - We aim for every girl to leave as an independent, confident learner whose potential will be realised and who will lead a happy and successful life.
  - Our priorities are to develop innovative and inspirational teaching and learning to ensure excellent literacy, numeracy, communication and self-discipline ensuring our girls become effective, international, independent learners.
  - We aim to develop inclusion, leadership and a joy of learning through inspirational, cognitively accelerated and highly visual teaching and learning programmes.

- **Aspirations for our community**
- We aspire to be at the leading edge of educational and institutional good practice, working collaboratively and sharing our expertise with others.
Our Home School Agreement
Bordesley Green Girls’ School and Sixth Form
Bringing Girls Greater Success

Working with you to
- Be an enterprising school
- Be at the heart of the community
- Be at the leading edge of educational and institutional good practice
- Work collaboratively and share our expertise with you

For your daughter, providing
- An outstanding education where students reach their potential
- Opportunities for every girl to become independent, effective, confident, international learners
- Opportunities for every girl to lead a happy and successful life

Being part of a school where
- Inclusion matters
- Leadership is developed
- There is a joy of learning
- Students are inspired and aspire
- Literacy, numeracy and communication are of paramount importance
- Self-discipline becomes second nature

You can rely on us to
- Track, monitor and report on the learning and progress of your daughter
- Track monitor and report on your daughter’s attitude to learning, attendance and punctuality
- Contact you to liaise about both successes and problems as they arise.
- Provide a curriculum, lessons and homework that support your daughter to be the best that she can be

Parents need to support us by:
- Sending your daughter to school every day, on time and in full uniform
- Letting school know any reasons for absences as soon as possible or any medical conditions that may affect her health and safety
- Contact school if there are any issues at home that may affect her well-being in school
- Make sure your daughter completes her homework and that any issues relating to homework are communicated in the student planner
- Attend parents evenings, performances, sporting events and presentations involving your daughter whenever possible
- Support the school’s ethos of student responsibility for good discipline and behaviour
- Support the school’s policy on use of mobile phones and the Safe use of the Internet
- Support the school rules
Students

- I shall come to school every day, on time and in full uniform
- I shall make a note of homework and complete it to the best of my ability
- I shall respect other people
- I shall be the best that I can be
- I shall follow school rules and policies to protect myself and others from harm, particularly in safety, anti-bullying and behaviour for learning
- I shall talk to my parents about my successes and share concerns
- I shall make sure that my parents receive important letters and newsletters from the bottom of my bag!

2014

- February 2014 OFSTED
- "Outstanding in all categories!"
- July 2014 Investors in People Gold!
- July 2014 Inclusion Quality Mark!
- August 2014 Fantastic A level results!
- Fantastic GCSE results!
Bordesley Green Girls' School & Sixth Form

Bordesley Green Road, Birmingham, B9 4TR

**Inspection dates** 6–7 February 2014

<table>
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<th>Overall effectiveness</th>
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| Achievement of pupils | Outstanding          | 1 |
| Quality of teaching   | Outstanding          | 1 |
| Behaviour and safety of pupils | Outstanding | 1 |
| Leadership and management | Outstanding | 1 |

**Summary of key findings for parents and pupils**

**This is an outstanding school.**

- The school provides an exceptionally high quality of education for its students. Students make outstanding progress in their academic and personal achievement.
- Teachers have high expectations of students and develop excellent working relationships in the classroom. Students have very positive attitudes towards their learning.
- Teachers generally make sure that work is well matched to students’ needs, enabling them to gain skills, knowledge and understanding rapidly. Very occasionally, students’ work is not set at the right level of difficulty and is too hard or too easy.
- Students are proud of their school. They feel safe and say bullying is uncommon. Students behave extremely well in lessons and around the school site.
- Teachers know students exceptionally well as individuals. They fuel students’ interests and encourage them to research and find things out for themselves.
- Attendance is above average.

- The school’s leaders consistently reinforce the highest expectations of all staff and high aspirations for all students, including those who are disabled or have special educational needs and those who are eligible for support through extra funding. As a result, all groups of students achieve exceptionally well.
- The sixth form is good and students make good progress on their post-16 courses. Students receive information, advice and guidance which helps them to make well-informed decisions about future employment, education and training.
- The headteacher is very ably supported by the senior leadership team. School leaders have a strong track record of improving teaching and achievement.
- The very experienced governing body is exceptionally effective. Governors provide a high level of both support and challenge for the school and are committed to its continued improvement.
Full report

Information about this school

- The school is smaller than the average-sized secondary school with sixth form.
- Almost all students are from minority ethnic backgrounds. The largest groups are from Pakistani, Bangladeshi and African backgrounds. The proportion who speak English as an additional language is also high.
- The proportion of students for whom the school receives the pupil premium (additional funding for particular groups, which in this school applies to students who are known to be eligible for free school meals and the few looked after by the local authority) is very high.
- The proportion of students receiving extra support through school action is average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government’s current floor standards, which set the minimum expectations for the attainment and progress of students by the end of Year 11.
- The school hosts a specially resourced provision for pupils with special educational needs. This hearing impaired resource base is shared with Small Heath School and is managed by the local authority. There are currently eight students in the base.
- The headteacher and Chair of the Governing Body were both appointed in September 2013.
- The school opened its sixth form centre in September 2011.
- A very small number of students are currently educated at South and City College Birmingham.

What does the school need to do to improve further?

- Further increase the rate of students’ achievement, including in the sixth form, by ensuring that work is set at the right level of difficulty for students so that it is not too easy or too hard for them to complete.
Inspection judgements

The achievement of pupils is outstanding

- Students typically start the school with attainment well below national averages. They make outstanding progress and their attainment, including that of the most able, means that the proportion of students gaining five or more A* to C grades including English and mathematics is above average. The school’s information, based on accurate internal assessments of how well students are doing, suggests that students are on track to achieve even better results in 2014.

- The school enters students early for GCSE examinations in mathematics, with an option to retake them in Year 11 in order for them to gain the best possible grades. This has been successful for the present Year 11, 52% of whom have already gained a grade C or above. The school is ensuring that, in mathematics, all students have the opportunity to improve their results further through extra tuition and homework clubs.

- The high standards and rates of progress in Key Stage 4 are also reflected in Key Stage 3, where standards and rates of progress for all groups of students, including the more able, begin improving rapidly from Year 7 onwards.

- Students make good and often outstanding progress in individual lessons. This is reflected in performance data, which show that the proportion of students making or exceeding expected progress in English and mathematics compares very well to national averages, and is particularly high in mathematics.

- Disabled students and those who have special educational needs make rapid progress because staff identify their individual needs early and arrange the right additional help. Teachers and teaching assistants support students expertly, providing challenge and encouragement and helping them with subject-specific vocabulary. The small number of deaf students make good progress in vocational subjects and mathematics but their progress in English is more variable. They do not always spend enough time in with specialist teachers of the deaf and this slows their linguistic progress.

- The school is making very good use of its pupil premium funding. Extra staffing, one-to-one tuition and funding for additional educational resources, for example, are helping students to make very good and sustained progress. As a result, the gap in English and mathematics between these students’ attainment and that of their classmates narrowed to less than a quarter GCSE grade in 2013. Inspectors’ careful scrutiny of school data on current Year 11 students’ attainment indicates further improvement. Eligible students are on course to closing the attainment gap by 2014 and students observed during the inspection were seen to be making excellent progress alongside that of their classmates.

- Well-established strategies help to accelerate reading skills. Catch-up courses are provided for the weakest readers, establishing a systematic approach and providing effective individual support throughout Key Stage 3. This support means that these students make rapid progress.

- For the students in Year 7 who are eligible for support through the ‘catch-up’ premium for those struggling with literacy and numeracy skills on entry, the school has accurate tracking systems which are used to direct specific support. As a result, the school’s data show that these students are also making rapid progress in reading, writing and mathematics.

- There is no significant difference between the achievements of students from different ethnic
backgrounds, including those who speak English as an additional language.

A very small number of students attend alternative courses away from the school. Leaders monitor the quality of this provision carefully and those students progress well.

Lesson observations show that students are highly motivated and keen to do well in the vast majority of their lessons, resulting in their very positive progress. For example, in a Year 7 religious education lesson, students displayed great enthusiasm, demonstrating to their classmates their new knowledge gained interpreting aspects of the Creation story. They then became totally engrossed in identifying and correcting their own mistakes.

Achievement in the sixth form is good and results are improving strongly. The attainment of students joining the sixth form is below the national average at the highest GCSE grades because some Year 11 students choose to continue their education elsewhere following the impartial advice they receive on the options available at age 16, and the proportion of high ability students in Year 11 is also below national average. Students’ good progress means they leave Year 13 with standards that are at least in line with and some above the national average for most subjects. Better use of data assessing students’ progress and attainment to set targets, and subsequent robust tracking of their performance, including that of the most able and those eligible for the pupil premium funding, are ensuring that they are making good progress. The school is also ensuring that students who do not already have a grade C GCSE or above in both English and mathematics are being prepared appropriately to sit these examinations in the summer. Students are well prepared for the next stage in their education, training or employment.

The quality of teaching is outstanding

The school’s records indicate that teaching is good and often outstanding. This was confirmed during the inspection, where the teaching observed was consistently highly effective in capturing students’ interest and engagement, and in ensuring that the girls made rapid progress.

Teachers have excellent subject knowledge. Teachers are successful in motivating students, including the most able. They provide a range of tasks that encourage students to want to succeed. Students are also keen to live up to the expectations of the adults around them and their positive attitudes to learning contribute much to their outstanding progress. This was particularly noticeable, for example, in an art lesson, where students in Year 9 had the opportunity to practise their drawing skills. The students demonstrated outstanding understanding of the use of perspective in drawing and were able to show a clear understanding of the strategies needed to develop their work to reach the highest level.

Teachers and teaching assistants work together effectively and the help they give is matched well to the accurate assessment they make of students’ different abilities. This ensures that all abilities, including disabled students and those who have special educational needs and the most able, make excellent progress in all subjects.

The small number of deaf students often enter with delayed communication and language skills. They make good progress overall, and their progress is outstanding in some subjects. They have limited access to specialist support from the teacher of the deaf or others that is focused on reading and writing skills. This holds back what they can achieve in some subjects.

Teachers provide high-quality constructive feedback to students, both verbally and in written feedback, Teachers’ written comments, which show students what they need to do to improve their work, often contributes to the progress that students make. Students value this kind of
feedback, particularly when they are given the opportunity to reflect and respond to the comments.

- Homework is well considered and consolidates and extends learning well. Students complete homework to a high standard and this gives them a strong platform for tackling work in the following lesson.

- Students know what they are aiming for in terms of targets for each subject. Progress towards their targets is closely monitored and students talk about the aspects of their work they need to develop in order to meet or exceed them. Very occasionally, students’ work is not adapted sufficiently to meet their different abilities. On these rare occasions, some less-able students simply copy information because they do not understand clearly what they have to do, and more-able students are sometimes expected to undertake tasks that are too easy for them before moving on to more challenging work.

- Teaching in the sixth form is good and results are improving rapidly to match those in the lower school. Teachers monitor, review and assess students’ understanding, ensuring that students have grasped key subject ideas that will enable them to achieve good grades. Sixth-form students receive outstanding information, support and guidance on the subjects they study. They take responsibility for monitoring their own progress against personal targets, and they collaborate well in helping each other to achieve.

The behaviour and safety of pupils are outstanding

- The behaviour of students is outstanding. They settle quickly in lessons and are prepared to cooperate with their teachers when asked to perform any learning activities. For example, in a food technology lesson, Year 7 students developed their food hygiene skills by working in groups following precisely the instructions from their teacher.

- Outstanding behaviour was also seen by inspectors at break and lunchtimes during the inspection. Students were keen to point out that this was typical behaviour.

- Students conduct themselves well. They are polite and courteous to visitors. They willingly talk to adults and are open about their feelings about the school. The school promotes positive relationships between students, and they get on well together.

- The school works effectively to maintain excellent behaviour and attendance, including that of those who attend offsite provision. There are clear procedures to monitor and support students who have difficulties with behaviour or attendance.

- Attendance has been above the national average over the past three years. Leaders are effectively maintaining this position and are focusing on families who struggle to get their children to school, making clear the effect absence has on their children’s progress and attainment.

- Students’ work is usually neatly presented, and students take pride in themselves, their school uniform and their school.

- The school’s work to keep pupils safe and secure is outstanding. The school has a positive and caring atmosphere. Students say they feel safe in school and their parents agree with that view.

- Staff have created a strong anti-bullying culture throughout the school. Students say that there
is almost no bullying in the school and that they are very well supported on the rare occasions it occurs. They are well informed about different forms of bullying and other aspects of safety, including internet safety.

The leadership and management are outstanding

- The new headteacher, senior leaders and governors are passionate about the school and the young people in their care. All staff share this commitment. There is an obvious determination to ensure that all students achieve the highest standards they can. Leaders use well-developed systems and processes to check and evaluate the school’s performance. As a result, they have an accurate view of the school’s strengths and areas requiring further improvement.

- The school has a very accurate view of the quality of teaching and learning because leaders are skilled in making judgements on the quality of lessons. In the four lesson observations carried out with members of the senior leadership team, the judgements of inspectors and leaders on the quality of teaching matched in every case.

- The new headteacher’s rigorous analysis of students’ progress and her accurate evaluation of the school’s work already provide all teachers and the governing body with a clear understanding of the school’s performance. The school’s track record, reflected in students’ outstanding achievement and effective teaching, also demonstrates capacity for continued improvement.

- The leadership of teaching is outstanding and the school places a high priority on improving teaching through high-quality training. Teachers’ performance is checked and information is used from lesson observations, and from information about students’ progress, to set teachers targets for improvement. There is a clear understanding that decisions about promotion and pay rates will be based on the impact of teaching on students’ progress.

- The leadership of the sixth form is good. A strengthening of leadership and management has benefited students, who have, consequently, shown improved attainment and progress in most of their post-16 courses and those in Year 12 who have begun their study programmes. The school has rigorously analysed its results in 2013 and it has introduced close tracking of individual students’ progress and provides regular feedback to students encouraging them to develop their research skills. Current indications are that sixth form students are on track to improve their results in 2014.

- Teachers and support staff comment positively on the opportunities they have for ongoing training to develop their skills. The impact of this training is reflected in the high quality of teaching and support seen in lessons. Staff morale is extremely high.

- Pupil premium funding is used effectively and has helped develop the role of the teaching assistants. Students identified as in need of additional help, including those eligible for pupil premium or Year 7 ‘catch-up’ funding and disabled pupils and those who have special educational needs, are all well supported. The school’s evaluation of its expenditure on the support provided shows that these students are making similarly rapid progress to that of their classmates.

- School leaders ensure that different groups of pupils have an equal chance to succeed, and they tackle effectively any instances of discrimination.

- The range of subjects and topics taught promotes a highly positive attitude to learning among
students in all subjects, and leads to students achieving exceptionally well. The curriculum has been carefully designed around students’ interests and abilities. As a result, students are well prepared for the next stage of their education, training or employment. They receive high-quality information, support and guidance to enable them to make choices of career and of higher education.

- Students’ spiritual, moral, social and cultural development is very effectively promoted by a very broad range of arts, drama, music and sports activities, as well as by visits to other places in this country. Year on year, students have raised a considerable sum of money in order to help Children in Need.

- Arrangements for students following alternative courses offsite enable them to achieve well. Their progress is closely monitored and their safety assured. As a result, almost all students leave school for employment, education or training.

- The local authority is aware of the school’s strengths and areas for development. It does not provide any support because it does not think the school needs it.

**The governance of the school:**

- The governing body is very well informed. It challenges school leaders and holds them to account for students’ achievement. By using the data available, it compares the school’s performance with that of schools nationally. Governors also strongly support the school and its leaders. They have a deep insight into the quality of teaching and its impact on students’ learning. They manage the performance of staff effectively and are rigorous in ensuring that the salary progression of staff is justified by students’ progress and achievement. Governors check carefully on the use of additional funds from the pupil premium and Year 7 ‘catch-up’ in improving the achievement of eligible students. Explanation and action from leaders and managers are called for when performance does not advance as intended. The governing body oversees the management of finance and resources expertly. Governors rigorously check safeguarding practice and, as a result, safeguarding procedures meet current legal requirements.
INVESTORS IN PEOPLE ASSESSMENT REPORT

Bordesley Green Girls’ School & Sixth Form
Business, Enterprise & Applied Learning
This was a very strong review where significant positive evidence was gained to meet the Investors in People Core Standard. In addition to the 39 evidence requirements of the Core Standard, BGGS has met an additional 127 evidence requirements from the Extended Investors in People framework. These are identified in Appendix 2 of this report.

- The School is to be commended for its absolute determination and ability to create a positive culture, which ensures that both teaching and support staff are happy working in an environment where they are supported to do their job to the very best of their ability, and to develop and grow and achieve their full potential. Inspirational Leadership, clear channels of communication, effective people engagement and heavy focus on learning and development, in-particular sharing of good practice both internally and externally, have clearly had an impact on creating this culture. The environment and culture within the School makes it an enjoyable and rewarding place to work.

- Bordesley Green Girls’ School is a model of good practice in education that is recognised by Ofsted’s recognition that it is ‘Outstanding’ in all areas. (Inspected February 2014)

- There is a programme of learning and development, which is valued by all people at the School. The learning and development strategy considers talent management and seeks to develop both teaching and support staff to the extent of their capabilities.

- There is a high level of trust in the Head Teacher. This stems from her open, accessible and supportive nature and her determination to guide, support and develop people constructively. Coaching is used to translate knowledge into action and is widely used to encourage people to synthesise their own solutions to issues and areas for improvement.

- There is a culture of continuous Improvement at Bordesley Green Girls’ School. All those interviewed explained how they constantly seek opportunities for improvement and through constant and robust formal and informal evaluation processes, constantly strive for the best possible outcomes for pupils.

- During interviews, people demonstrated a great deal of pride in working for the school, for playing a part in its success and for doing their job to the very best of their ability. There was also a clear sense of commitment and of shared purpose.

- The School has made effective use of the Investors in People survey to gather perceptual feedback from employees for use in continuous improvement action planning. This is an excellent way to impartially and confidentially gather feedback to inform the planning and improvement of people management.

- The School uses benchmarking both formally and informally to review and improve School and people strategies.

- There are high levels of consultation and staff engagement across the school
SELECTION OF QUOTATIONS (NON ATTRIBUTABLE)

"When I came here I was overwhelmed by the positivity. Everyone is very friendly"

"I like the fact that if you have a good idea, people want to know what you have to say and it's considered"

"The fact that you can freely say what you have done well and share good practice is the first thing that excited me when I came to this school".

"I really enjoy working for Judith. It is a privilege to work for a Head Teacher who is pushing the boundaries of the curriculum. She is very supportive".

"Coming here has been a positive experience".

"Judith is an inspiration. She motivates, she encourages and everything she does is about the good of the school".

SLT “They are Inspiring people and people you want to aspire to. They work well as a team, they put the work in, are committed and they still have time for you. You don’t have to wait for help, they are always there”.

"Judith has the right priorities and the right qualities. She has warmth and is very approachable. She is decisive and is not soft on what we need to achieve".

"It’s a lovely school. It’s a really nice place to work”.

"The transition to new leadership was really good. It’s been really great”.

"Judith has a human approach. Her warmth is very noticeable. She sends hand written Christmas cards to every member of staff”

"Modelling of professionalism and humanity is important and they do that”.

"The Head has talked about 360° appraisal and I would like that”.

"I love the Head Teacher, She is vibrant, knows what she is doing and is confident and that comes across. Everyone is very impressed with her”.

"We are confident in her as a leader but you will never be intimidated by her. She is very fair. Everyone that I know here respects her”.

"I get support from every single individual in my department. I couldn’t have asked for better”.
Inclusion Quality Mark

Assessor's Comments - Element 1 The Inclusion Values and Practices of the School

Bordesley Green is a fully inclusive inner city school at the heart of its community. Admission to the school is open and girls with a wide range of needs are admitted and welcomed. Their needs are assessed thoroughly and plans are implemented to provide the support they need. The structures of the school ensure that appropriate resources are available to ensure girls thrive and achieve their full potential.

The Headteacher has been in post since September 2013 when a new Chair of Governors was also elected. Similarly, there have been some changes at SLT level. Otherwise staffing is stable and vacancies are few and far between. The Governors and Headteacher and her team are fully committed to the inclusion ideal and all policies and practices are designed to support this principle. The school was inspected by OFSTED in February 2014 and was graded Outstanding in all categories. However, despite this excellent judgement the school is not resting on its laurels and is working hard to make sure improvements are sustainable and applicable to all students.

Pupil Premium: runs at 45.03% and funds are carefully targeted to provide a wide range of interventions, which are carefully tracked to assess impact. These students are now closing the gap in terms of attainment with other students. This is due to the careful targeting of these funds.

The school was recently successful in being awarded GOLD Investor In People award which is a good indicator of the commitment to including all staff as well as students. Staff support systems are excellent and they are given every opportunity to improve their skills and knowledge and to improve their practice.

Good quality training and development is provided to help ensure teachers and Teaching Assistants are able to meet individual needs. I was able to attend one of the regular Thursday morning briefing sessions which were about sharing good practice in differentiation. This was well delivered by a member of staff and was much appreciated by her colleagues.
Achievement is celebrated at every opportunity and I was able to attend some of the reward assemblies that took place whilst I was visiting the school. There is a great deal of evidence of similar celebrations around the school, in the evidence folder provided and from speaking to the girls.
Relationships between staff and students are very good and staff model school expectations in the way they treat each other and the way they treat students, parents and visitors. This is a welcoming school in all respects.

Safeguarding procedures are very good and staff are very aware of the issues and are well trained in this area. Five Designated Teachers have received appropriate training and they are well known to the school community. There are posters around the school naming the individuals and advising whom to see if the need arises. A named Governor takes responsibility for Safeguarding and he visits the school frequently to be updated. Governors are kept informed through reports at Governors meetings.

Behaviour is very good around the school and there are good systems to promote positive behaviour for learning. Students and staff are clear about these procedures and there is consistency of practice across the school.

The Inclusion Team is a large one and is very well led and organised to ensure that the needs of a range of students are met. A governor is attached to this department and is fully aware & is fully supportive of the schools approach to supporting SEND students. New students arriving mid-year and with EAL needs are warmly welcomed and their needs are very well met by an effective EAL team.

Poor language and literacy skills are identified as real barriers to achievement and attainment and the school has developed a range of strategies to combat these barriers. These strategies are already making an impact.

Community cohesion is part of the inclusive ethos of the school and they are very successful at bringing students from different ethnic, religious and linguistic backgrounds together. The new arrivals from Eastern European countries are welcomed and included by staff and students.

All of the ‘Areas for Development’ highlighted in the 2011 IQM Report, have been fully addressed by the school.

**Strengths**

- The inclusion team provide excellent support for SEN students who make good progress
- EAL students especially those who are new to the country are inducted well and have an excellent support programme. They make rapid progress.
- Arrangements for welcoming and including girls who are new to the country and the school.
- Language and literacy programmes are delivered across the school and are making an impact on progression.
Areas for development
There are no areas of concern

Inclusion

The Inclusion Department supports students with Special Educational Needs and disabilities (SEND) and English as an Additional Language, as well as More Able students. We follow government and Birmingham local authority SEN guidelines and hold the prestigious Inclusion Quality Mark. A variety of assessments and information from primary schools help us to decide which students need extra support with their work or other areas of school life. BGGS is a comparatively small school, allowing us to get to know all students well and share information easily.

Some students have an Education, Health and Care Plan (previously called a Statement). Most areas of the site are fully accessible or arrangements are made so that students can be included. We have a range of support for students with SEND, including special equipment and numeracy and literacy programmes, so that they are able to leave school with qualifications and plans for the future. Some members of our strong team of Teaching Assistants specialise in specific SEND areas.

We have welcomed students with a range of languages and there is a strong focus on literacy development for all students across the curriculum.

Provision for More Able students is excellent and reflected in their final examination grades! Talent and potential are identified, developed and celebrated through subject extension opportunities and extra-curricular enrichment, such as university master classes, entry into national competitions like the UK Maths Challenge and one to one advice and guidance.

Hearing Impaired Resource Base (the HIRB)

Our Hearing Impairment Resource Base has a small number of students in each year group. They are supported by specialist Teachers of the Deaf and Teaching Assistants in many lessons and have individual sessions in our specially designed teaching room. As well as academic support, we have links with audiology, speech and language services which means that students maximise their access to lessons, achieve and feel part of the whole school. Various HIRB activities encourage confidence and team building skills and parents are fully involved, attending coffee-mornings and parent workshops; partnerships with parents and carers are extremely important to the success of our students.

You can discuss your child’s progress with the Director of Inclusion (Mrs Binnie), or one of her team at any point. Further inclusion information is on our website.
Quotes from IQM report July 2014:

‘Parents of children with special needs have regular contact with staff.’

‘Parents were very happy that their children had settled in quickly…..they trust the school to care for their daughters and to push them academically.’

‘The focus on language and literacy across the whole school is having a real impact on the progress that the girls are making.’

‘The Inclusion team ….are well-trained and managed and provide excellent support for girls with special educational needs and those who are more vulnerable. A whole menu of interventions is available and there are good systems in place to ensure that resources are targeted and make an impact.’

‘More Able students are well catered for and lots of work is going on to make sure teachers are differentiating for this group as well as low attainers. A lot of energy is going into improving the quality of classroom teaching and differentiation.’

‘Bordesley Green is a fully inclusive inner city school at the heart of its community.’

‘Achievement is celebrated at every opportunity.’

‘This is a welcoming school in all respects.’

‘Bordesley Green Girls’ School and Sixth Form is fully committed to providing high quality education for girls in their local community. The Head teacher and her team along with the Governing Body have ensured that the inclusive ethos permeates the school and informs all developments.’

‘Teaching and learning is the core business of the school and a great strength.’

‘Good practice is shared and teachers collaborate together to plan and to learn together. This results in high quality teaching and learning throughout the school where progress of students is very good and getting better.’

‘SEN students are particularly well catered for and they make good progress. More able students have a range of provision available to support and challenge them but the school is clear that most of the stretch and challenge happens in the classroom through to excellent teaching. Differentiation, particularly for the more able is a priority for the school.’

‘The school has given a lot of thought to the issue of welcoming girls who may be new arrivals to the country and have little English … the school is to be congratulated on be looking ahead and looking outward so they can not only respond to changes in demographic but can lead the way.’

‘The girls are very proud of their school and enjoy coming to school, where they feel safe and secure, where their needs are met and where they are expected to achieve their very best. Staff enjoy working at the school.’
OFSTED 2014 Quote:

‘The school leaders consistently reinforce the highest expectations of all staff and high aspirations for all students, including those who are disabled or have special educational needs and those who are eligible for support through extra funding.’

The Bordesley Green Girls’ School Offer for Students with Special Educational Needs

1. Introduction - What kinds of SEN are provided for at BGGS? What provision is made?
   We are an inclusive mainstream secondary school. We welcome students with a range of special educational needs and disabilities (SEND) as defined in the new SEN law of September 2014 and shown in the chart below. All staff take responsibility for maintaining high standards and creating the foundations for all students to make excellent progress by:
   • Quality first teaching for all students including those with greater difficulties in learning or a disability which hinders them from accessing educational facilities: differentiated provision, reasonable adjustments, inclusive classroom practices and monitoring of student progress.
   • Lower set classes are smaller, with additional adult support, and adaptations as/when needed.
   • Key Stage 4 – 5 Options include some vocational and alternatively accredited courses.
   • Extra sessions before/after school, such as Craft Club, Homework Club, Reading Club and subject coaching help students to catch up/keep up, gain practical skills and work together.
   • Access Arrangements for examinations are trialled from Year 7, so that staff and SEND students are when using these in external examinations such as GCSEs.
   • Ongoing individual information and guidance (IAG) is a strong feature of the school, including personal options interviews at the end of Key Stage 3 and further 1:1 meetings during Year 11.
   • Support agreements between teachers and Teaching Assistants for individuals/classes.
   • Risk assessments and Care Plans where needed
The chart below shows examples of SEND support and interventions that are different from or additional to that normally available to students of the same age and may be provided, as part of a graduated approach, on the basis of an individual student’s needs and available resources.

<table>
<thead>
<tr>
<th>Special Educational Needs</th>
<th>SEND Support and Interventions</th>
</tr>
</thead>
</table>
| 1. Communication and interaction | - Social Skills group  
- Friends programme  
- Support from LA Communication & Autism Teacher |
| 2. Cognition and learning | - Rainbow Reading  
- Literacy Catch Up  
- Numeracy Catch Up  
- Entry level qualifications  
- Assessment by LA Pupil & School Support Teacher |
| 3. Social, mental and emotional health | - Mentoring  
- Meetings with School Nurse  
- Social Skills or Friends groups as above  
- Links with external agencies such as the Educational Psychologist or Forward Thinking  
- Person Centred Planning |
| 4. Sensory and/or physical | - LA Hearing or Visual Impairment Teachers (SSS)  
- Specialist nurses and special school outreach staff  
- Hearing Impairment Resource Base, staffed at recommended NDCS ratio of 6 HIRB students: 1 Teacher of the Deaf + 1 specialist TA  
- Buildings, environment or resources adapted or specialist resources used (e.g. radio aids, enlarged texts, ramps, lifts) |

2. How do we identify students with SEN and assess their needs?

- **Primary links**: We find out about our Year 6 students through close links with primary schools and meetings with parents/carers and students. A pre-induction welcome morning is held for students with Education, Health and Care Plans.

- **Baseline tests**: At the start of Year 7, students complete subject assessments and online reading and MidYIS tests. These tell us about general or specific needs and guide staff in planning school work to help students reach their targets.

- **Ongoing assessments**: Further reading tests, subject assessments, class tracking sheets, SEND management plans and daily ‘assessment for learning’ in lessons by teachers and TAs all help to identify students who may be experiencing difficulties. Individual tests or assessment by external advisors such as the Educational Psychologist may be required. Concerns about a student are shared with the student, teachers, Inclusion Department staff and parents/carers and we plan together how best to move forward.

- **‘Wrap-around’ support**: Our aim is for all staff to be flexible, knowledgeable and understanding of individual needs. Many students need help at some point in their school life, whether or not they have a formal SEN diagnosis. For example, a student with social difficulties (but not ASD) might join the Social Skills group and our OFSTED report (Feb 2014) praised teachers’ skills in promoting literacy and reading in lessons.
3. Who should you contact for help?

The Inclusion Department consists of: Director of Inclusion, Assistant SENCO, Inclusion Administrator, Higher Level Teaching Assistant (HLTA) and seven Teaching. Some TAs specialise in aspects of SEN, such as Autism or Visual Impairment. They are highly skilled in supporting students to make academic and social progress, both in class and through a range of interventions. There are close links between Inclusion and Pastoral staff.

**Director of Inclusion (and SENCO):** Mrs G Binnie 0121-464-3310 gbinnie@bordgrng.bham.sch.uk (Mon-Tue in 2016-2017)
**SEN Lead Practitioner:** Mrs K Archer: karcher@bordgrng.bham.sch.uk 0121 464 3310
**Assistant SENCO:** Ms D Bennett: dbennett@bordgrng.bham.sch.uk

Hearing Impairment Resource Base: Teachers of the Deaf:
Ms S Perveen: sperveen@bordgrng.bham.sch.uk
Mr K Parker: (Th-Fri): kparker@bordgrng.bham.sch.uk
Trainee TOD: Ms A Franks, Ms S Voutsinou

**Head of Year 7 and 8 and Transition:** Samera Jabbar sjabbar@bordgrng.bham.sch.uk
**Head of Year 9 and Attendance Sheeba Farzand:** sfarzand@bordgrng.bham.sch.uk
**Pastoral Manager – KS3:** Ms T Shah: ts Shah@bordgrng.bham.sch.uk
**Head of Key Stage 4 and Behaviour for Learning:** Ms L Porter: lporter@bordgrng.bham.sch.uk
**Pastoral Manager – KS4:** Ms R Jan: rjan@bordgrng.bham.sch.uk
**School Nurse (works Wed-Thu):** Ms P Lee: plee@bordgrng.bham.sch.uk

If you are unable to speak to the member of staff you require, who may be teaching or in a meeting, they will call you back as soon as possible. However you could ask if anyone else is available to resolve your enquiry, leave a message or send an email. Please do not hesitate to contact us if you have any queries about this ‘School Offer’. We are proud to have been awarded OFSTED ‘outstanding’ and the Inclusion Quality Mark during 2014, but always strive to improve our performance further, so feedback from parents/carers is welcome.

**How do we consult and involve parents/carers of children with SEND?**

- We meet parents/carers of SEND students who are considering applying for a place at BGGS at open evenings or other visits, to discuss their needs, and most appropriate future schooling.
- A member of BGGS Inclusion Department attends the Y6 Annual Review for students with Statements/EHC Plans. Formal reviews are held during each school year at BGGS and other times when required.
- Informal contact: telephone calls, meetings with individual parents/carers and group meetings or coffee mornings – by a variety of school staff, particularly Pastoral or Inclusion based.
- Concerns, involvement of students in interventions, successes and progress are shared.
- School systems such as Parents Evenings, Autumn Target Setting Day and weekly Newsletter (also on the website) are used to consult and involve parents/carers.
- Students on the SEN Register have an SEN Report as well as subject reports.
- Parent/carer questionnaires, for instance at Parents Evenings.
- Women’s study group with links to local colleges.
4. How do we consult students with SEND and involve them in their education?

- Year 6 SEND students attend a pre-induction morning, to meet older students, find out about the school and fill in a ‘passport’ to tell us about themselves, before the July Induction Day.
- TAs are involved in helping students to ‘have their say’ about their education and wider school life, through programmes such as allocating specific students to meet a TA regularly, small group work and excellent day-to-day professional relationships with students.
- Students with SEND take part in all whole-school feedback about their education.
- Quality First teaching (see 1) includes specific feedback to/discussion with individual students.
- Websites (e.g. for Maths) are used at home and parents/carers as well as students are fully informed of how to access them. Home reading is strongly encouraged and the school library is very well used.
- All students take part in roles of responsibility, such as Reception Monitors. Students with SEND are well represented in roles such as Prefects or Mediators. Some are Inclusion Mentors. Helping their peers and promoting inclusion.
- The Inclusion Base and Pastoral Offices are centrally situated and almost always staffed.

5. What arrangements are there for assessing and reviewing students’ progress towards outcomes and how are parents/carers and students involved in this process?

- School systems for all students identify those making less than expected progress (bearing in mind age and individual circumstances); e.g. termly Progress Checks, subject assessments, reading tests, Parents’ Evenings, end of year exam results. Slow progress and/or low attainment do not automatically indicate SEN, but the reasons for these should be identified. Further monitoring takes place over a longer period, to review whether the student has accelerated her progress and improved her attainment, or continues to make little or no progress, in which case further intervention/action would be required.
- Our aim is for students with SEND to make progress that: narrows the attainment gap with peers, is equal to or improves on previous rate of progress, is likely to result in future accreditation at predicted grades and develops a good range of life skills.
- Annual reviews of EHC Plans involve parents/carers, students and other agencies.
- Formal and informal meetings with parents/carers and students; ongoing liaison with families, review of SEND targets.
- Classroom/general observations from a range of staff, e.g. lunchtime supervisors, pastoral staff as well as teachers and TAs – feedback to Inclusion Department, shared with families as appropriate.
- Students’ inclusion in school life, attendance records, academic and social progress.
- Close links between Inclusion and Pastoral staff.
6. What support is given to students moving between phases of education and preparing for adulthood, taking into account students’ ambitions (such as higher education, employment, independent living and participation in society)?

- Open days for prospective students and further visits if required.
- Visits to primary schools, pre-induction day (includes parents/carers’ meeting), information shared.
- 1:1 Options meetings for all (member of Leadership Team with parents/carers and student).
- Information and guidance through weekly Personal Guidance lessons, Sixth Form and careers interviews.
- Inclusion Department staff support students at work experience or college visits if needed.
- Careful planning of Teaching Assistant support at different Key Stages.

7. What is the approach to teaching students with SEN?

- Quality First teaching, close monitoring of individual progress (and subsequent action by the class teacher if a student is not progressing) personal guidance and promotion of student independence and awareness across the curriculum (see 1 above) all promote high levels of student achievement.
- Students are allocated to classes based on ability within the subject, with those needing more literacy/numeracy support are in smaller groups, often with TA support. There is the opportunity for movement between groups, depending on students’ progress.
- All students follow the National Curriculum and are expected to pass external examinations at the end of Year 11. There may be adaptations or interventions during a student’s years in school, such as additional literacy or numeracy support, small group Maths Entry Level work (leading into a GCSE programme) or short-term withdrawal for an intervention.

8. How are the curriculum and learning environment adapted for students with SEN?

- Teachers take into account students’ needs when planning lessons, for example by wearing radio aids and re-checking understanding of students with hearing impairment or by simplifying (differentiating) work or presenting it in different ways for students with learning difficulties.
- TAs work closely with teachers to provide effective high quality support for students.
- Interventions, for example Literacy Catch Up to speed up reading progress.
- As students move through the school, guided pathways (in discussion with students and parents/carers) enable students to follow courses suited to their individual needs. For example, we run a limited number of Level 1 accredited courses, there are various Science qualifications, some GCSEs have Foundation/Higher options and Key Stage 5 courses include a Level 2 Work Skills option with English/Maths retakes.
9. What expertise and training do staff have, to support students with SEN? How is specialist expertise obtained?

All BGGS school staff take part in on-going professional development in SEND and there is a very strong focus on the development of literacy, numeracy and helping students to think about how they can improve their own learning. Training takes place at after school meetings, our weekly before school Teaching and Learning session (sharing good practice) and on allocated days during the year. Specialist training is arranged as/when needed (e.g. related to specific students with medical conditions). TAs have had external and school-based training for their role and some have been on specialist courses, e.g. to support students with hearing impairment or autism.

10. How do we evaluate the effectiveness of our provision for students with SEN?

- Students’ progress during their school life (both individuals and groups)
- Observations and learning walks or visits to lessons
- Assessments (see 2), end of year school exam results and nationally accredited exam results at the end of KS4 and KS5
- Annual student SEN and Subject reports and termly Progress Checks
- Review of SEN targets
- Guidance from external agencies and LA staff
- Feedback from students and parents/carers
- Reports to Governor

11. How do we help students with SEN to take part in school activities, like others without SEN?

Students with SEND generally take part in all school activities, through careful planning (including risk assessments) before the activity, liaison with specialist staff and others, e.g. parents/carers as needed, adaptations to the activity, student groupings and reviews during/afterwards. For example, a student with physical or sensory difficulties might need: TA help to take part in a class role play, different resources/support or even environment for some lessons and alternative transport and an adult guide on a visit.

12. How do we support emotional and social development? What pastoral support and arrangements are available? How do we listen to the views of students with SEN? What measures are there, to prevent bullying?

Emotional resilience and social skills are essential foundations for good learning; many students may need support and guidance in these areas at some point in their school lives. We are a relatively small secondary school, which helps us to know our students well and maintain good communication systems. Students are in tutor groups and their form tutor often remains the same from year to year. Weekly Personal Social Health Education lessons take place in form group time. In addition to the Pastoral and Inclusion staff listed above, operating open-door systems, we have a part-time school mentor, Key Stage 4 Student Mediators and excellent links with a range of external staff who visit the school regularly.
How do we involve other organisations, such as health and social care bodies, local authority support services and voluntary sector organisations, in meeting students’ needs and supporting their families?

We have strong links with a range of external staff/agencies to advise on and support students’ individual and group needs. They attend annual reviews and other meetings, e.g. regarding PE activities for students with physical needs. Specialist equipment may be loaned. Their staff may observe students in lessons and advise school staff, parents/carers and students.

13. Where can you find out about the Birmingham Local Authority’s SEN Offer?

The local authority was required by law to publish a policy (1.9.14), giving the timescale for conversion of Statements to Education, Health and Care Plans (to be completed by April 2018). The following websites contain further information:

- [www.birmingham.gov.uk/SEND](http://www.birmingham.gov.uk/SEND)
- [www.mycareinbirmingham.org.uk](http://www.mycareinbirmingham.org.uk)

Related documents (on school website):

- Inclusion Policy
- Disability Equality Scheme (DES)
- DES Action Plan – reviewed and reproduced annually
- OFSTED Report February 2014
- Inclusion Quality Mark Report July 2014
Curriculum
Key stage 3

Setting
Students in Years 7 to 9 are taught in two halves of the Year for most subjects. The X half is divided into two sets one of higher ability and one of middle ability. The Y half contains slightly more students and is divided into 3 sets, one of higher, one of middle and one of lower ability. This enables us to target teaching assistants effectively to support students who need extra help. This system also enables students to move up and down the sets during their school career.

In Key stage 4 we teach English and Maths at the same time across the whole Year groups which enables us to set students within 5 different teaching groups. Students opt for many of their subjects which means that setting only occurs where there is more than one group of students within an option and if they are timetabled at the same time.

Assessment
In 2014 National Curriculum levels disappeared. We have replaced them with a system which encourages the student to progress from their individual starting points when they join the school. Our aim is to move children forwards at all times and to move as many as possible, by the end of Year 9 to a position where they will be able to access GCSE grades at C and above. As a parent you will be able to see when your daughter has mastered a subject to the standard that is required for future success.

<table>
<thead>
<tr>
<th>KS2 2016 Standardised Score</th>
<th>KS2 prior 2016</th>
<th>Y7 Aut</th>
<th>Y7 Spr</th>
<th>Y7 Sum</th>
<th>KS4 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>120+</td>
<td>6+</td>
<td>S+</td>
<td>Ex-</td>
<td>Ex-</td>
<td>9</td>
</tr>
<tr>
<td>120</td>
<td>6c</td>
<td>S+</td>
<td>S+</td>
<td>Ex-</td>
<td>8</td>
</tr>
<tr>
<td>115</td>
<td>5a</td>
<td>S=</td>
<td>S=</td>
<td>S+</td>
<td>7</td>
</tr>
<tr>
<td>110</td>
<td>5b</td>
<td>S-</td>
<td>S=</td>
<td>S+</td>
<td>6</td>
</tr>
<tr>
<td>105</td>
<td>5c</td>
<td>S-</td>
<td>S-</td>
<td>S=</td>
<td>6</td>
</tr>
<tr>
<td>100</td>
<td>4a</td>
<td>D=</td>
<td>D+</td>
<td>D+</td>
<td>5</td>
</tr>
<tr>
<td>95</td>
<td>4b</td>
<td>D=</td>
<td>D=</td>
<td>D+</td>
<td>5</td>
</tr>
<tr>
<td>91</td>
<td>4c</td>
<td>D-</td>
<td>D-</td>
<td>D=</td>
<td>4</td>
</tr>
<tr>
<td>87</td>
<td>3a</td>
<td>Em=</td>
<td>Em=</td>
<td>Em+</td>
<td>3</td>
</tr>
<tr>
<td>85</td>
<td>3b</td>
<td>Em-</td>
<td>Em-</td>
<td>Em=</td>
<td>2</td>
</tr>
<tr>
<td>80</td>
<td>2b</td>
<td>Em-</td>
<td>Em-</td>
<td>Em-</td>
<td>2</td>
</tr>
</tbody>
</table>

The progress your daughter makes towards these bands will be monitored through our reporting process. If your daughter manages to move up to a new bands for example from Emerging to Developing this will be shown on their report.

Teachers will support your daughter’s progress by advising her about the learning steps that are needed to move up through the different bands. Each department will do this in a slightly different way as subjects have their own rates of progression and different starting points. For example students learning a modern foreign language with no prior learning before coming to BGGS will have more to do to reach “Secure “learning than a student who has already studied a subject such as English at primary school.
Visual Learning

We are encouraging our staff to use “visual learning” techniques in their teaching. This supports many of the girls in our learning community who have special needs such as our hearing impaired students. EAL students and students with poor literacy will pick up language more quickly and very importantly if you can visualise something difficult it is much easier to learn.

- Visualising words
- Visualising language
- Visualising concepts
- Using visual clues to understand language
- Using visual clues to understand concepts
- Using visual clues to think
- Using visual clues to problem solve

There are therefore some new and exciting ways of learning in our curriculum in Years 7 to 9 which will help our students to cope with the harder GCSEs that are going to be introduced in the next few years.

Moving our Maths on a new way of learning through Maths Mastery:

We have followed Government guidelines and have increased the number of maths lessons that we offer at Key Stage 3. There are now 8 lessons per fortnight for Year 7 to 9. This means that our students have the same amount of Maths as countries such as Singapore where Maths teaching has been highly praised. We are also introducing to Year 7 a new teaching method called “Maths Mastery”.

What is Maths Mastery?

Curricular principles:

Students follow fewer topics in greater depth and it enables mastery for all pupils. Number sense and place value come first, problem solving is central. Valuing concrete and pictorial methods first enables students not to rush to the abstract difficult ideas before they are confident. Mastery means that what has been learnt really has been learnt – it doesn’t happen after one lesson! Mastery occurs as a result of repetition through using skills continuously across genres and by taking time to explore, clarify, practice and apply, not memorise.
Below is an example of a typical Maths Mastery programme for Key stage 3.

<table>
<thead>
<tr>
<th></th>
<th>Autumn 1</th>
<th>Autumn 2</th>
<th>Spring 1</th>
<th>Spring 2</th>
<th>Summer 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 7</td>
<td>Place value</td>
<td>Multiply and divide</td>
<td>Geometry</td>
<td>Fractions</td>
<td>Applications of algebra</td>
</tr>
<tr>
<td></td>
<td>Add and subtract</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YEAR 8</td>
<td>Number</td>
<td>Algebraic expressions</td>
<td>2D Geometry</td>
<td>Proportional reasoning</td>
<td>3D Geometry</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YEAR 9</td>
<td>Graphs and proportion</td>
<td>Algebraic expressions</td>
<td>2D Geometry</td>
<td>Equations and inequalities</td>
<td>3D Geometry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Throughout Year 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Approximation and significant figures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Four operations with whole numbers, fractions and decimals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Percentage increase and decrease, finding the whole given the part and the percentage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Show me a number!

26

Bar modelling

83

51 12 ?
Problem Solving – A pictorial approach

Abe, Ben and Ceri scored a total of 4,665 points playing a computer game. Ben scored 311 points fewer than Abe. Ben scored 3 times as many points as Ceri. How many points did Ceri score?

\[ 4,665 - 311 = 4,354 \]
\[ \frac{4,354}{7} = 622 \]
Ceri scored 622

Check: 622 + 1,866 + 2 = 4,665

What are manipulatives?

- Bead strings
- Dienes blocks
- Fraction towers
- Cuisenaire rods
- Multilink cubes
- Bar models
- 100 grids
- Number lines
- Language and communication
- Shapes

The pictures above show some of the methods used in Maths Mastery.
The European Curriculum for Languages

Content and Language Integrated Learning

In Europe students are much better at languages than we are in the UK. This is because they often have as many lessons in their main Modern Foreign Languages as they do in their native language. We have therefore re-designed our curriculum to deliver as many lessons in or of French as students have in English. To do this we are using a technique called CLIL. This technique also relies heavily on visual learning and therefore is of great benefit to EAL, hearing impaired and students who need help with literacy. It also provides the opportunity to develop problem solving skills. It involves teaching a subject in the foreign language. We are therefore teaching one lesson of Geography and one of Science in French in Year 7 and two lessons of Geography in French in Year 8. This technique not only improves the learning of French, but also helps all other subjects as the transferrable skills make more effective learners. It seems to particularly improve achievement in Science and History at GCSE when students are given unseen problems to solve, often using language that they are unfamiliar with. So students will have their normal French lessons (4 per fortnight) plus their CLIL lessons thereby enabling them to make much faster progress.

http://www.chenderit.northants.sch.uk/foreign_languages_training.asp

Community languages

We also value the opportunity to learn another language and we have from this year introduced the opportunity to learn another language in Year 8. Students are able to choose from:

- Urdu
- Arabic
- Bengali

It is now possible to choose two languages at GCSE level.

English and Literacy

Of course the one subject that enables all learning to take place is English. All students at Key stage 3 have 8 lessons of English a fortnight. In addition to this targeted students get one to one or small group support. We have introduced "literacy breakfasts" by training Sixth Formers to use our successful literacy catch up programme to support younger students.

By increasing the number of lessons in our day to 6, we have been able to give more curriculum time to some of the subjects at Key Stage 3. We think that this will really begin to improve standards even more in the long term. We have been able to increase the lesson numbers for History and Geography.
### Key Stage 4

At Key stage 4 students all follow core subjects as follows:

- RE GCSE
- English and English Literature GCSE
- Maths GCSE
- Science (either Core and then Additional, Triple Sciences or Applied Science (Btech))
- PE
- PSHE and Citizenship
- ICT (OCR National)

In addition to this they are able to choose one subject from each of four option columns. Consequently students can begin to follow subject pathways which they really enjoy. It is now possible to study:

- 2 Humanities subjects
- 2 arts
- An ASDAN life skills/MFL course
- 2 Technology based subjects
- 2 Languages
- 2 vocational subjects
- PE

The subjects currently offered are French, Urdu, Bengali, Arabic, Geography, History, Psychology, Health and Social Care, Business, Textiles, Food, ASDAN life skills, PE, Drama and Music.
The options structure maximises the opportunity for students to gain Ebacc subjects. The Ebacc subjects are:

- English
- Maths
- Two Sciences
- A modern foreign language
- History or Geography

We currently do not offer Computer Science at GCSE which can count as one of the sciences as we have only just begun to teach it as part of the KS3 curriculum.

The Sixth Form curriculum will now have a combination of pathways enabling students to spend 2 years, 1 year or three years at BGGS prior to leaving.

- A Level 2 programmes in work skills. Students are on work placement for two days a week and attend GCSE Maths, English and Work Skills sessions at BGGS.
- A Level 2 work based course based on NVQ Business and Admin. Students would spend up to 2 days in a placement completing a portfolio and being assessed in the work place. Alongside this they can re-take GCSEs or follow other courses which fit their timetable.
- Level 3 vocational pathway
- Level 3 AS / A2 pathway
- Level 3 Gifted and Talented pathway
- There are also possibilities of combining level 2 and 3 courses to personalise the curriculum

Subjects offered for AS and A2 include: Extended Project, Art, Urdu, French, Maths, Further Maths, English Literature, Geography, History, RE, Physics, Chemistry, Biology, Applied Science, Psychology, Sociology, Law, Applied Business, ICT, Health and Social Care, Child Care and Development. We are also able to support other languages such as Spanish and Arabic, Dutch and Italian depending on prior learning of the student.

Sixth Formers are also able to add an enrichment activity on a Wednesday afternoon to their timetable. Activities range from Duke of Edinburgh to cookery for University, Drama and wildlife gardening or learning Spanish.

**Extensions to our curriculum**

Independent Learning Projects
All students in Key stage 3 have Independent Learning Projects which allow them to deepen their learning.

**EE Days**
One of the aims of the school is to expand horizons and our EE days are off timetable days where girls explore subjects with the aid of off site visits, visiting speakers, activities or in depth learning. They help to bring our curriculum alive!

**Business Education**
At Key stage 3 all students have lessons about business and encouraged to develop their understanding of business, economics and financial literacy.

**PSHE**
During PSHE lessons students follow a programme of competitive PE games in Key stage 3, Citizenship, sex and relationships education, careers education, drugs education. They also cover many further topics to safeguard them such as CSE, FGM and safe use of internet.

**Work experience**
All students in year 10 and Year 12 undertake work experience placements. Some students in Year 12 and 13 complete placements as part of their courses throughout the year.
Information, Advice and Guidance/ Careers Education

Students experience work related learning from Year 7 onwards. All students have a careers target which they are encouraged to discuss with parents and carers. We are able to offer one to one interviews to Key stage 4 and key stage 5 with independent careers advisers.

Extra-curricular activities
Students have plenty of activities to choose from.

<table>
<thead>
<tr>
<th>PE Extra Curricular Programme - Autumn 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch Time, (1300-1330)</td>
</tr>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>Tuesday</td>
</tr>
<tr>
<td>Wednesday</td>
</tr>
<tr>
<td>Thursday</td>
</tr>
</tbody>
</table>

PE provision extends beyond the school day and also includes the opportunity to be trained as a Junior Sports Leader within curriculum time.

Music
Peripatetic music tuition is available and students can choose from a wide range of instruments.

Summer Schools
Every summer we run summers schools for Year 7 students who are due to join us the following September.

Out of Hours Learning
Our community officer Ms Hughes organises a variety of out of hours learning opportunities to either enhance the curriculum or develop interests.

Thought for the day
Students and staff are encouraged to contribute to our thought for the day by preparing a short piece of writing about the weekly themes that we use. This is a time for spiritual reflection. This is broadcast to the school between 8.55 and 9.00am each morning.

Music starts the process
All students and staff listen to the broadcast in their classrooms as it is delivered. Respect and consideration are shown for all beliefs and faiths within the yearly cycle of themes. Due to the fact that the majority of the students are Muslims, we have a broadly Islamic determination and focus and include a reading from the Quran each day.

The themes for the year are on our website on the calendar.

Parents may withdraw their daughter from RE lessons and the Thought for the Day. If a parent needs to do this, please contact the Headteacher.
Responsibilities

Student Voice

Our Student Voice body ensures every student is given the opportunity to shape their learning experience. School and Year Councils meet regularly and all students may be involved.

School Voice

The purpose of the School and Year Council is to take into account student views on a range of topics, including:

- nominating charities for the school to support use of school fund
- school development plans and recent developments
- special school events e.g. at end of term.

Each tutor group nominates two students to attend Key Stage Council and one student to attend full school council.

Prefects:

Approximately 20 students are selected by staff each year to act as Prefects. They take up their duties during the Summer Term while they are in Year 10. This year we will also have sixth form prefects.

The students who are selected wear a badge and a different coloured school tie to let everyone know that they are Prefects.

Prefects take responsibility for some supervision during the lunch hour and in general around the school. They assist in maintaining high standards of behaviour by their own example and by either reporting girls who misbehave, or where possible, dealing with the situation themselves. Prefects act with the authority of staff and students are expected to obey them.

“I'm glad I'm a school council representative for my form because I not only get to put my peers' views across but I also get to have my say!”

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**Microtechs:**

Students who are good at and interested in Information Technology can apply to be Microtechs. They receive a badge, which signals to other students and teachers that they are willing to help others with I.T. Microtech Prefects are elected from Year 10. They wear a badge and a different coloured school tie to let everyone know their position. Their main responsibility is to supervise the computer rooms at lunchtime.

**Infotechs:**

Up to 15 older students are selected to act as librarians. They help with the smooth running of the library, issuing books, shelving materials and ensuring younger students follow the library work.

**Peer Mediators:**

Peer Mediators are selected during Year 10 and receive training in counselling skills. They play an important role in helping younger students sort out their differences. They too wear a badge and a different coloured school tie to let everyone identify them.

**Reading Mentors:**

A team of Reading Mentors support students in Years 7 and 8 by holding a reading club for them. This accelerates progress in reading. All girls with reading age below a certain level are strongly urged to attend.

**Expressive Arts Reps:**

Students in Year 9 who are particularly interested in PE, Drama, Music or Art can apply for Expressive Arts badges. Students who are awarded these badges help staff in a variety of ways - from rehearsals to preparing costumes for any drama performances, getting art equipment ready to organising instruments for practices.

**Humanities Reps:**

The Humanities Department also offers positions of responsibility to Year 9 students who are eager to help. These students also receive badges to recognise their responsibility they hold.

*After reading this list of responsibilities you will understand why we have gained a Birmingham Leading Aspect Award for “Students taking Responsibility”.*
Litter

We try hard to keep the school litter-free. All tutor groups from years 7-10 take part in a lunchtime litter pick. As part of their community responsibility everyone is expected to be involved with this.

Sixth form students are also encouraged to take a major role in supporting the younger students within the school and are encouraged to support them in their learning and extra-curricular activities. Such opportunities are invaluable for gaining experience. Each sixth form student is expected to be involved in an hour of community support each week.

School Uniform

Our Uniform Colours are navy and white - not Black

- White shirt
- School tie available from finance office
- Navy blue trousers, skirt or shalwar kameez in plain material, uniform type (shiny/denim material must not be worn)
- Navy blue V neck jumper with school logo
- Navy blue cardigan with school logo
- Black, white or navy socks
- Plain black shoes with no logos or coloured trim (No trainers, sandals or boots)
- Scarf with school logo (optional) must be purchased from school finance office
- Black/blue leggings or 40+ denier tights for wearing under long skirts (No jeans, leggings, chinos, etc. to be worn).
- Jalbab (long dresses) are not permitted
- Sweatshirt type tops are not allowed

If you are having a uniform made, the tunic should be designed to allow a uniform shirt and tie to be visible.

PE Kit

- Navy blue shorts or navy tracksuit bottoms
- Red 'T' shirt with logo
- White socks
- Trainers
- Swimming costume – Year 7

Equipment

Basic equipment: pens, pencils, ruler, dictionary, school bag – handbags are not suitable.

Jewellery

- No jewellery is allowed, except a watch, one small pair of flat earrings and a discreet nose stud if a student’s nose is pierced. The jewellery rule is for health and safety reasons. Any jewellery worn must be removed for PE. It is the student’s responsibility to place it in a secure container and hand it in for safekeeping. Only permitted jewellery will be accepted.

Personal Property

- Possessions should be named
- Students should not bring valuables into school or leave money in their pockets etc.
- If, for a specific reason, something valuable has to be brought into school, it should be handed in at the school office for safekeeping. This applies particularly to any large sum of money brought to school to deposit in the school bank.

Mobile Phones

- Mobile phones are not allowed in school and will be confiscated. If you need your daughter to have a phone going to and from school, the phone must be left at reception for safe keeping. Confiscated phones will only be returned to a parent after 1 week.

Uniform Stockists

- Eastern Image, 370 Green Lane, Small Heath, Birmingham B9 5DT
  Tel: 0121 766 7581
- Mansuri, 64 Pool Way, Garretts Green, Birmingham, B33 8ND
  Tel: 0121 784 4230
- Mansuri, 6 High Street, Kings Heath, Birmingham, B14 7SW
  Tel: 0121 444 2573

“The very positive ethos of the school engages students in a culture of doing their very best”.

DON'T BE A LITTERBUG