

Hodge Hill Girls' School

Bromford Road, Hodge Hill, Birmingham, West Midlands B36 8EY

Inspection dates

7–8 March 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher, supported by senior leaders has established a calm ethos in the school where there are high expectations for pupils to do well. Pupils' care and well-being are at the heart of the school's work.
- Provision and care for those pupils with special educational needs and/or disabilities is strong.
- Pupils have achieved above-average levels of attainment at GCSE, including in English and mathematics, by the time they leave school at the end of Year 11.
- Pupils currently in school, including those who are most-able disadvantaged pupils and those who have special educational needs and/or disabilities are making good progress.
- A strong culture of safeguarding permeates every aspect of school life.
- Pupils' personal development, behaviour and welfare are outstanding. Pupils set themselves high standards of conduct.
- Pupils behave exceptionally well in school. They thrive on taking leadership responsibilities.
- Middle leaders have grown into their roles and developed their skills to monitor and evaluate accurately in their areas of responsibility.
- Good teaching provides challenges for pupils to do well whatever their starting points. Occasionally the very lowest attaining and most-able pupils are not sufficiently stretched or supported.
- Teaching does not comply with the school's feedback and marking policy in the personal, social, health and economic (PSHE) education programme. Occasionally, opportunities for pupils' discussion and questioning are restricted.
- Governors are highly committed to the school and give freely of their time, engaging with parents and visiting lessons. Governors are not sufficiently trained and well informed on pupil progress to challenge leaders sufficiently.
- Leaders' analysis and evaluation of information on pupil progress, including for disadvantaged pupils and those who have special educational needs and/or disabilities is not rigorous enough.
- Most-able pupils, including those who are disadvantaged, and low-attaining pupils did not make as much progress as other pupils nationally from key stages 2 to 4 in the most recent examinations.
- The school does not meet requirements on the publication of information on its website.

Full report

What does the school need to do to improve further?

- Improve leadership and governance by ensuring that:
 - leaders analyse and evaluate the progress of different groups of pupils more rigorously, including for pupils who have special educational needs and/or disabilities
 - the impact of the pupil premium funding is evaluated more thoroughly
 - governors are presented with information on pupils' progress in a way that enables them to see how well different groups of pupils are doing
 - governors are well trained to interpret and evaluate pupils' progress information so that they can challenge leaders more rigorously
 - the school publishes all the required information on its website.
- Improve outcomes for pupils including most-able pupils, disadvantaged pupils and low-attaining pupils by ensuring that teaching:
 - is consistently planned to support the very lowest attaining and most-able pupils, including those who are disadvantaged, appropriately
 - complies with the school's marking and feedback policy in PSHE lessons
 - allows more extended opportunities for pupils to engage in discussions and questioning during lessons.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, supported by senior leaders, has established the school as a stable community which is popular with parents.
- The school has the capacity to improve further as a result of the development of leaders, including middle leaders, who have improved their skills in monitoring and evaluating the impact of teaching and learning on the progress pupils make in lessons.
- Leaders know the strengths and areas for improvement in the school well. They are a strong, cohesive group, highly committed to what the school is seeking to achieve.
- The curriculum is broad and balanced and meets the needs of different groups of pupils. It is designed to fit around their aspirations and abilities. Consequently, there are a wide range of academic and vocational pathways to suit the school's comprehensive intake. For example, there is a foundation curriculum in Years 7 and 8 for low-attaining pupils. At key stage 4 there are four different academic and vocational pathways on offer.
- Pupils enjoy an extensive range of extra-curricular activities. The wider curriculum is promoted, for example, through joint projects with a local mixed-gender school, input from the Army and the Royal Air Force, sports such as fencing, and residential visits to outward bound centres.
- Leaders advance pupils' spiritual, moral, social and cultural development well. Although most pupils are predominantly from a similar background, other cultures and religions are promoted, for example work on Judaism and an opportunity to meet a Holocaust survivor.
- Pupils are well prepared for life in modern Britain and the wider world. Leaders promote British values well, for example through the PSHE education programme. Pupils are taught about the meaning of terms such as extremism, radicalisation and terrorism, the consequences of such actions and why they do not promote tolerance and mutual respect. Similarities and differences are explored through religious education (RE) and assemblies. Pupils have the opportunity for reflection through thought for the week and charity of the month.
- Careers advice is strong. Pupils are encouraged to look beyond stereotypes when choosing future careers. A STEM (science, technology, engineering and mathematics) programme was introduced this year to encourage more girls to consider a career in these subjects. Careers are promoted through curriculum and achievement days, for example 'The Big Bang' science fair for Year 9 pupils. Pupils can undertake work experience at the end of Year 11.
- Year 7 catch-up funding is spent appropriately on those with the greatest need and this has led to these targeted pupils making rapid gains in their literacy and numeracy to ensure that they have caught up with other pupils of a similar age nationally.
- Almost all staff who responded to the survey said that the school was well led and managed and that they enjoyed working in the school.
- A large majority of the small number of parents who responded to the Parent View

survey agreed that the school is well led and managed and that they would recommend the school to another parent.

- Leaders plan well for the care, welfare, support and progress of pupils who have special educational needs and/or disabilities. Funds for pupils who have special educational needs and/or disabilities are used well to ensure that pupils receive effective support to make as much progress as their peers.
- Systems for the performance management of teachers are effective and robust. The monitoring of teaching has led to improvements and ensured that teaching is consistently good with positive outcomes for pupils. A focus on training teachers on raising the achievement of most-able pupils is bearing fruit in the current good progress these pupils are making.
- There are strong relationships between the school and external partners such as the education psychology service and Birmingham Education Partnership. Feedback from external partners is typically fulsome in its praise for the school's work. There was little evidence seen to show whether leaders have been sufficiently challenged by the school's external partners.
- Work on the leadership of pupil premium is at an early stage of development following recent changes in leadership. There is a strategic focus on using funds well, for example to pay for additional fully qualified teachers and educational trips as enrichment opportunities, such as to Tate Britain. However, leaders' evaluation of the impact emphasises provision more than outcomes. Despite this, the strategies are leading to current disadvantaged pupils making more rapid progress than previously.
- Leaders' analysis and evaluation of overall pupil progress information, including that for pupils who have special educational needs and/or disabilities, is not rigorous enough. Leaders' reporting places more emphasis on attainment than progress of pupils. At times it is hard to see patterns and trends from the way information is presented by leaders.

Governance of the school

- Governors have some knowledge of how well pupils are doing and although they ask questions in meetings they do not challenge with sufficient rigour. However, their understanding of the way pupil performance information is presented by leaders and of nationally published pupil performance information is restricted. They are at an early stage of development in their training to understand the new assessment framework. They were not aware the school does not meet all its duties on what they should publish on the website. The governing body also has many strengths:
 - governors are very supportive of leaders; they are full of praise for the headteacher's leadership in particular, as well as that of the school's other leaders. They know the school's strengths well
 - they are well informed on safeguarding and share the school's culture of vigilance. Governors ensure that leaders meet all their statutory responsibilities with regard to safeguarding
 - members of the governing body are highly committed to the school. They attend meetings regularly and are involved in all aspects of school life, visiting lessons,

- attending parents' evenings and talking to staff and pupils
- they ensure that recommendations from leaders for teachers' pay awards are supported by strong evidence before approving them
- the governing body was recently restructured and is now smaller in size, which has enhanced its effectiveness in working together
- governors are currently working towards achieving the governor mark standards.

Safeguarding

- The arrangements for safeguarding are effective. A strong culture of safeguarding runs throughout the school from the security arrangements at the gate to staff vigilance in and around the school.
- The curriculum and special assemblies include frequent references to safeguarding, for example substance abuse, internet safety, personal safety and forced marriage.
- Leaders with specific responsibilities for safeguarding are well trained and keep up to date with requirements.
- Leaders ensure that the school meets its statutory duties to promote safeguarding. All required policies are in place and updated regularly. Records of any incidents, including referrals, are maintained in a timely way and kept securely.
- All staff who responded to the survey said that pupils were safe in the school.

Quality of teaching, learning and assessment

Good

- Teachers plan lessons to take account of pupils' different starting points including for most-able pupils and those who need to catch up. In a Year 8 English lesson on poetry devices, for example, teaching set high expectations and challenge for a group of low-attaining pupils to do well.
- Teachers manage lessons effectively to ensure that there are no interruptions or disruptive behaviour. Not a minute of learning time is wasted.
- Teachers' subject knowledge is strong. This enables high-attaining pupils, including those who are disadvantaged, to be stretched and challenged, for example as seen by inspectors in language lessons.
- By clearly identifying them in their planning, teachers check to ensure that disadvantaged pupils are making as much progress as their peers.
- Written feedback from teachers to pupils adheres to the school's policy in almost all subjects so that pupils understand what they need to do to improve. Pupils are set individual targets in subjects such as science and are given the opportunity to reflect on their learning.
- Teachers use questioning effectively as a way of assessing whether pupils understand the work. Teachers deploy additional adults well to provide support for those who need to catch up. Additional adults also question pupils effectively to elicit understanding and plan next steps in pupils' learning.

- Pupils have the opportunity to develop their speaking skills in lessons. In a year 7 science lesson, for example, pupils were able to express their views on chemical reactions. There is also an emphasis on the development of pupils' literacy skills. Pupils have opportunities in a range of subjects as well as English, to undertake pieces of extended writing.
- British values are at the core of teaching, not just in RE and PSHE. In lessons across the school, teachers consistently promote values of tolerance, acceptance and mutual respect.
- Homework set is relevant and linked to the work done in class to build on pupils' learning effectively.
- A large majority of the small number of parents who responded to the Parent View survey agreed that their children are taught well.
- Occasionally, opportunities for discussion and questioning from pupils are closed down. In these situations, pupils comply but do not have the chance to be fully engaged in their learning. In some lessons where discussions take place, only a small number of pupils have the opportunity to contribute.
- Although planning takes account of pupils' different starting points, there are a few instances when it is not achieved as effectively for the very lowest attaining and most-able pupils, including those who are disadvantaged.
- Teachers do not comply with the school's policy on marking and feedback in PSHE. This is in contrast to the way they do so consistently in other subjects.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils reported that incidents of bullying are highly unusual. Almost all staff and pupils who responded to the surveys said that the school deals well with any isolated incidents of bullying.
- A large majority of the small number of parents who responded to the Parent View survey agreed that the school keeps their children safe.
- The very large majority of pupils who responded to the survey or who spoke to inspectors said that they felt safe and that there was an adult to talk to if they were worried about anything.
- There is a strong focus in tutor time and in PSHE lessons on staying safe where themes of social media risks, friendships and bullying are covered. During the inspection, pupils in Years 9 and 10 were following up work from a recent play on 'Prevent' performed by a local theatre company.
- Pupils are compliant and cooperative but equally are prepared to take the initiative, make choices and assume leadership responsibilities. For example, standing for election to the school council, acting as leaders for sport and enterprise and becoming

ambassadors in information technology and for UNICEF (United Nations International Children's Emergency Fund).

- In one PSHE lesson, a group of five pupils led the lesson as they presented findings from their research on homelessness and conducted a discussion on what could be done in Birmingham to tackle the issue. They have also taken the lead on charity fundraising. Pupils also plan and deliver activities for curriculum achievement days, which take place four times a year.
- Pupils show a high level of empathy towards others from different backgrounds. Their strong interest in a spiritual life is reflected in the high outcomes they achieve at GCSE in RE and in the content of the course, for example studying different festivals.
- Pupils' views have been taken into account concerning planning of food and design of the toilets.
- Pupils understand about the importance of healthy eating through their PSHE lessons.
- Pupils are generous with their time in helping others. They recently visited a care home to sing for residents. They were involved with a gardening project to improve the local environment. Older pupils show a duty of care towards younger ones.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils get on well with each other. They show a very high level of respect towards one another, listening to others' point of view and to adults, including visitors.
- There is a calm and friendly atmosphere around the school as pupils move around the building. Pupils form queues in the canteen at lunchtime in an orderly fashion.
- Pupils' behaviour is marked by a complete absence of any unruliness or inappropriate language around school. Staff are strategically deployed at breaktimes but they do not need to intervene to maintain order or good behaviour.
- Pupils behave well in lessons. No time is lost by disruptive behaviour or teachers having to deal with any incidents.
- Pupils show positive attitudes to their learning. They are keen to participate and are highly competitive.
- Pupils are friendly and confident to speak and express their views. They are rightly proud of their school.
- Pupils take pride in their work. There is a very high standard in the presentation of their books which are consistently very well kept.
- Permanent exclusions are very rare. There have been none so far this academic year. The number of fixed-term exclusions is low and falling further. No pupils receive alternative provision for behaviour or for any other reason. There is no 'isolation room' as one is not required.
- Almost all staff who responded to the survey said that behaviour was good in school.
- Almost all of the small number of parents who responded to the Parent View survey agreed that their children were happy in school.

- Attendance was above average in the last academic year. Current levels of attendance are broadly similar. Parents are challenged strongly not to take holidays during term time.
- Pupils spoken to said behaviour is '99%' good although in the pupil survey a large minority did not agree that behaviour was always or mostly good in school. However, inspectors could see no evidence of poor behaviour either during the inspection, talking to pupils or from scrutinising recent behaviour records.

Outcomes for pupils

Good

- Evidence from pupils' books indicates that pupils currently in the school are making good progress in their learning over time, including in English, mathematics, science, humanities and languages. This is supported by the available pupil performance information provided by the school.
- Most pupils who have special educational needs and/or disabilities and those who need to catch up are making good progress from their starting points as a result of good teaching and effective support.
- The school's analysis of the current progress of disadvantaged pupils is at an early stage of development but evidence seen from books indicates that they are making similar progress to their peers in school.
- Most-able pupils, including those who are disadvantaged, are making good progress as a result of lessons planned to challenge them to work at greater depth.
- In the most recent GCSE examinations attainment was above the national average and pupils made broadly good progress from their starting points. The proportion of pupils gaining five good grades at GCSE including English and mathematics has continued to rise, as has the proportion gaining the EBacc qualification (a good GCSE in all of English, mathematics, science, humanities and a modern foreign language). The proportions of pupils gaining the highest A and A* grades in Urdu and RE were exceptionally high.
- All parents responding to the questionnaire said that the school prepared their children well for their next steps in education or employment and training.
- Almost all pupils who left in 2016 at the end of Year 11 have gone on to either further education, employment or training. High outcomes and a range of curriculum pathways ensure that pupils have a choice of different routes to pursue towards their intended next steps in learning and future career after leaving school.
- A large majority of the small number of parents who responded to the Parent View survey agreed that their children made good progress in school.
- Where some of the very lowest attaining and most-able pupils have made more varied rates of progress this is as a result of teaching occasionally either not consistently challenging the very highest achievers or ensuring sufficient additional support for the lowest achievers.
- In the most recent GCSE examinations most-able pupils, including those who are

disadvantaged, other disadvantaged pupils and pupils who have special educational needs and/or disabilities did not make as much progress as other pupils nationally.

School details

Unique reference number	103483
Local authority	Birmingham
Inspection number	10025277

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Community
Age range of pupils	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	750
Appropriate authority	The governing body
Chair	K Siva Yogaiswaran
Headteacher	Eileen Brown
Telephone number	0121 464 3094
Website	www.hodgehgs.bham.sch.uk/
Email address	enquiry@hodgehgs.bham.sch.uk
Date of previous inspection	21–22 November 2013

Information about this school

- Hodge Hill Girls' is smaller than the average-sized secondary school.
- The proportion of pupils who have special educational needs and/or disabilities is about one in seven, which is slightly higher than the national average. The percentage of pupils with a statement of special educational needs or education, health and care plan is below average.
- Almost all pupils in the school are from minority ethnic groups; the very large majority are of Pakistani heritage. A very high percentage of pupils speak English as an additional language.
- The proportion of pupils known to be eligible for pupil premium funding is above the national average. About two in five pupils in school are eligible for free school meals.
- The proportion of pupils who leave the school mid-way through a key stage is very low.

- Both the current headteacher and chair of governing body were in post at the time of the last inspection.
- There are no pupils in alternative provision.
- Based on their 2016 results, the school meets the government's floor standards. These are the minimum standards expected for pupils' learning and progress in English and mathematics.
- The school does not meet requirements on the publication of information about the pupil premium, Year 7 catch-up premium, special educational needs information and 2016 examination results on its website.

Information about this inspection

- Inspectors observed 41 lessons or parts of lessons, of which nine were jointly observed with either the headteacher or a member of the senior leadership team. In addition, inspectors made a number of short visits to lessons and undertook other activities, for example looking at pupils' books and to talking to pupils.
- Inspectors heard pupils read during lessons and in meetings with pupils.
- Inspectors held meetings with the headteacher, other leaders, other members of staff, two groups of pupils and four members of the governing body. The lead inspector also spoke to the chair of the governing body by telephone. An inspector spoke to a member of the Birmingham Education Partnership by telephone.
- Inspectors took account of 20 responses to the online questionnaire, Parent View, and 15 Parent View freetext responses.
- Inspectors also took account of 39 responses to the pupil survey and 47 responses to the staff survey.
- Inspectors observed the school's work and scrutinised a number of documents, including the headteacher's reports to the local governing body, minutes of governing body meetings, the school's self-evaluation, improvement plans and school information on pupils' recent attainment and progress.
- Inspectors also considered behaviour and attendance information, policies and procedures including special educational needs, pupil premium, and Year 7 catch-up funding, safeguarding, child protection and behaviour.

Inspection team

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Rob Steed	Ofsted Inspector
Bernice Astling	Ofsted Inspector
Patrick Amieli	Ofsted Inspector
Gwendoline Onyon	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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