



Bordesley Green Girls' Specialist Business and Enterprise School

Inspection Report

Unique Reference Number 103493
LEA Birmingham
Inspection number 276937
Inspection dates 28 June 2006 to 29 June 2006
Reporting inspector Peter Jones HMI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Comprehensive	School address	Bordesley Green Road
School category	Community		Birmingham
Age range of pupils	11 to 16		West Midlands B9 4TR
Gender of pupils	Girls	Telephone number	0121 4641881
Number on roll	605	Fax number	0121 4643311
Appropriate authority	The governing body	Chair of governors	Mr Zafar Iqbal
Date of previous inspection	4 October 1999	Headteacher	Ms Clare Considine

Age group	Inspection dates	Inspection number
11 to 16	28 June 2006 - 29 June 2006	276937

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors (HMI) and three Additional Inspectors.

Description of the school

This is a small single sex school for girls aged 11 to 16. The school serves an area of high deprivation, and almost all pupils live within one kilometre of the school. Almost all are Muslim and of Pakistani, Bangladeshi or Pathan heritage, with a small but growing number of Somali pupils. Attainment on entry is below the national average. The school is designated as a Business and Enterprise Specialist School, with the aim of meeting local needs.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good and effective school with outstanding features. It is justifiably popular and well regarded in the community. It provides good value for money. The staff are dedicated and enable pupils to develop into well educated and responsible young women with a strong sense of achievement and aspiration. The work of the governing body helps the school to understand and serve its community with sensitivity and to engage the support of parents. Pupils take pride in their school, its very well ordered and attractive environment, and its new sports facilities and classrooms.

Attainment on entry to the school is below average, and the progress made by all ability groups represents good achievement overall. However, there is some scope for the school to plan more effectively to ensure that the most able pupils achieve their full potential. Teaching is good overall, and pupils are keen and attentive learners. They follow a broad and balanced curriculum and although provision for music and numeracy has been less secure recently, the school is addressing these issues. The school places great emphasis on ensuring the personal development and well-being of its pupils, with outstanding systems of care, support and guidance.

The outstanding leadership of the headteacher, with strong support from an effective leadership team, provides a clear focus on improvement. The school accurately evaluates its own strengths and areas for development, and sees itself as a good school. However, there is variation in the way middle managers monitor progress towards meeting challenging targets that will raise achievement for some more able students. The school has responded very well to the key issues for action from the previous inspection, and its capacity to improve is very strong.

What the school should do to improve further

- Provide greater levels of challenge for some more able pupils so that they achieve their full potential.
- Improve provision for numeracy and music.

Achievement and standards

Grade: 2

Achievement and standards are good. The school does well for its pupils. They arrive with below average levels of prior attainment and make good progress throughout the school. In 2005, test and examination results were close to national averages. There is a clear trend of improvement over the last three years in meeting challenging targets. Overall, this represents good achievement across all groups. There has been some outstanding achievement by a significant proportion of pupils with learning difficulties. In 2005 Key Stage 3 tests, where results were broadly average overall, pupils' achievement was outstanding in English and good in mathematics, although there was a slight dip in science. Language support for pupils with English as an additional

language is excellent. Present Year 9 students are on course to do better in science, further improve results in mathematics and consolidate English performance.

In 2005 GCSE results, increasing numbers of pupils gained at least five A*-C grades. A large majority of pupils achieved grades higher than expected. Pupils achieved particularly high standards in history and religious education. Improvements in Key Stage 3 English have not shown their full impact on GCSE performance in language and literature. However, in both key stages, a small number of more able pupils do not achieve their full potential. The school is aware of this issue and has already taken positive action to extend pupils' learning.

Personal development and well-being

Grade: 1

Personal development is outstanding and reflects the importance the school places on the well-being of its pupils. Pupils show a strong desire to learn and display enjoyment in all school activity. This is reflected in above average attendance and excellent punctuality. All pupils feel valued and are encouraged to express their views on all aspects of school life. As a consequence, they make effective contributions to school improvement.

A daily act of collective worship and period of reflection for all, with pupils taking a lead role, makes a very effective contribution to spiritual development, which is outstanding. Pupils' moral and social development is outstanding and their cultural development good. An excellent range of enrichment activities enables pupils to respond exceptionally well to opportunities for self-development, broadening their experiences and helping raise their self-esteem.

The high participation rates in sport, including swimming, and the popularity of adopting healthy eating and drinking habits show students' recognition of the value of embracing a healthy lifestyle. Excellent provision is made for the development of enterprise skills and economic understanding through information and business technology courses, work experience, careers education and business and enterprise cross-curricular projects. Effective sex and relationships education programmes are sensitively delivered to meet the needs of pupils. Behaviour is excellent and pupils show consideration and care for each other. Pupils feel very safe and are confident in the support of staff should problems arise. They respond extremely well to all opportunities to take responsibility and show initiative. All pupils are actively encouraged to work to support the local community. They take part in the Junior Sports Leader and Duke of Edinburgh Award programmes, and organise fund-raising for charity.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good overall, with some that is outstanding. Systematic departmental and school reviews have brought a focus to improving teaching and learning, with a positive effect on the quality of lessons. Pupils are very keen learners and their attitude in lessons is exemplary. Teachers' expectations are high and sometimes very high, and pupils are challenged to achieve to the best of their ability. Teachers plan a variety of activities and generally use questioning and dialogue well to check that pupils understand. As a result, the pace of learning is good, and sometimes very good. Relationships are very good, and organisation and use of resources is good. Teachers use new technology to enhance the quality and interest of their lessons where appropriate. They prepare lessons thoroughly and work hard with their pupils, but do not always set work which differentiates according to different levels of ability. As a consequence, the progress of some pupils, particularly the most able, is not always as good as it could be.

Appropriate assessment systems are in place, and are exemplary in English. Pupils know their individual targets for learning, particularly in core subjects, and are given good advice on how to improve. Additional learning needs are well met and, through the efforts of the school, parental involvement in pupils' learning is growing steadily more secure.

Curriculum and other activities

Grade: 2

The curriculum at Key Stage 3 meets statutory requirements and is broad and balanced. The school is addressing recent problems in provision for music and numeracy. In Key Stage 4, pupils have access to a wide choice of options. Specialist school status is serving pupils well through widening access to business and enterprise experience, and a range of vocational alternative courses. Work experience is securely established in Year 10 and contributes effectively to pupils' future well-being. Extra-curricular opportunities are wide and varied and include some unusual and interesting courses such as dentistry and law. Curriculum opportunities are further enhanced through off-site trips, and although there is a range of visits aimed at giving pupils a broader view of cultural experience, not all pupils take advantage of these opportunities. Literacy across the curriculum is well developed, and pupils for whom English is an additional language and those who have learning difficulties or disabilities are making good progress. Numeracy across the curriculum has been identified correctly by the school as an area in need of further development. The use of information and communication technology (ICT) across the curriculum is well developed.

Care, guidance and support

Grade: 1

Care guidance and support of pupils is outstanding. The school has very high ambitions for pupils and clearly identifies all the areas where support can be helpful. Initiatives for care, support and guidance are undertaken with rigour and commitment and are well evaluated to ensure that they are effective.

Liaison with partner primary schools and induction of pupils are very good. Through close work with agencies such as Connexions, a rich programme of guidance lessons and many opportunities for visits, girls are given excellent advice for decisions about the choice of courses in Year 10 and when they leave school.

Very good use is made of responsible pupils to support peers through a well-developed system of prefects, ICT and library helpers, and pupil mediators. Good deployment and training of teaching assistants makes a valuable contribution to pupil support across the school. The school understands the community it serves, and there is excellent communication with parents through weekly newsletters and frequent meetings that are conducted in community languages. The school is innovative and resourceful in helping to raise pupils' and parents' aspirations for study beyond Key Stage 4. Mothers' involvement in their children's education is very well promoted by a women's group programme held daily in school. These sessions include, for example, trips to sites visited by their children to foster a greater understanding of their educational needs. The school works extensively with other schools and colleges in a local collegiate arrangement to provide broader experience and opportunities for pupils. Good links with external agencies, including health and social services and the police, help promote healthy living, safety and welfare.

Pupils at risk and with special needs are identified very early on and supported by a team of committed staff. The school has in place checks on staff appointed to the school and good child protection arrangements. Learning activities are assessed for any risk to pupils.

Leadership and management

Grade: 2

Leadership and management are good overall. The headteacher provides outstanding leadership and a clear sense of direction for the school and is well supported by an effective leadership team. The school development plan is clear and correctly focused on improving the quality of teaching and learning and in providing a curriculum which meets the needs and aspirations of all its learners. The leadership team pays good attention to reviewing the appropriateness of the curriculum on offer to pupils. There is scope for better targeted planning and teaching to challenge and stretch more able pupils. Systems in place for monitoring and evaluating progress are effective and well documented. The school's self-evaluation accurately identifies strengths and areas for development. There is a clear sense of collective purpose amongst the staff, and leaders at all levels feel suitably challenged.

Performance management is well linked to whole-school improvement and an appropriate programme of continuing professional development is in place. There is good access to a range of data, including the views of parents and pupils; these are used well to influence whole-school policies.

Pupils contribute well to leadership and management through the school council and through a well-organised system of giving support to their peers. They are a considerable force in the day-to-day smooth running of the school.

School leaders are particularly effective in promoting equal opportunities and the personal development and well-being of all pupils. The governing body is a strength of the school. Fully involved, committed and supportive, it plays a key role in holding the school accountable for all its actions and challenging the leadership team appropriately. Financial management is efficient. This school serves its community well.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

Thank you for your warm welcome during our visit on 28 and 29 June 2006 and for your help in finding our way around the school, giving us your views and answering our questions. We really enjoyed visiting your school. Here are some of the things we found out about your school:

Your teachers are dedicated to helping you develop into well-educated and responsible young women, and you are ambitious to do well in school and beyond.

We think the school gives you excellent care, support and guidance. You told us that your teachers know you well, and are good at helping you with any problems you have in school.

We were impressed by your positive attitudes and good behaviour, and by your willingness to work hard in class and on homework. You help each other very well in school, and the school has listened to you and acted on your suggestions for improvements.

Many of you take part in lunchtime and after-school activities. You like sport, including swimming, and you are very keen to adopt healthy lifestyles and healthy eating habits.

Your school is well managed and you have good teachers. You take a good range of subjects, which helps you prepare well for further study or work.

We have asked the school to make sure that all of you who are more able fulfil your full potential by providing greater challenge in lessons. We have also asked the school to make sure that you cover numeracy in all your subjects, and that the teaching of music becomes more secure. Once again, many thanks for your welcome. You all seem to enjoy school very much, and we enjoyed being in the school with you!

Yours sincerely,

Peter Jones Her Majesty's Inspector