

# Bordesley Green Girls' Specialist Business and Enterprise School

## Inspection report

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<b>Unique Reference Number</b>	103493
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	323842
<b>Inspection date</b>	1 July 2009
<b>Reporting inspector</b>	Mark Sims HMI

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

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Girls
<b>Number on roll</b>	
School (total)	613
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Zafar Iqbal
<b>Headteacher</b>	Clare Considine
<b>Date of previous school inspection</b>	28 June 2006
<b>School address</b>	Bordesley Green Road Birmingham B9 4TR
<b>Telephone number</b>	01214 641881
<b>Fax number</b>	01214 643311

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors. The inspection evaluated the overall effectiveness of the school and investigated the following issues: the progress of students in mathematics, especially from Key Stage 3 to 4; the quality of teaching and learning in mathematics and science; provision for higher attaining students; the quality of leadership and management of middle leaders; and the opportunities for students to have a wider range of experiences. The inspector met with the headteacher, senior staff, other staff, students, and the chair of the governing body. A paired observation of parts of four lessons was carried out with the headteacher in addition to other lesson observations. One hundred and four parents responded to the questionnaire seeking their views about the school. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Bordesley Green is a smaller-than-average school situated close to the centre of Birmingham. The level of socio-economic disadvantage is very high and the proportion of students eligible for free school meals is well above the national average. The percentage of students with learning difficulties and/or disabilities including those with a statement of special educational needs is well above the national average. Almost all students are from minority ethnic groups and very few speak English as their first language. The school was awarded an additional specialism in Applied Learning in 2007 and has approval to open a sixth form centre in 2010.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school, which has an outstanding capacity to improve further. It has made significant improvements since the last inspection. No wonder one parent said, 'The school offers a lot of educational opportunities to girls and allows them to reach their full potential.' When students join Bordesley Green at the start of Year 7, their level of attainment is below the national average in English, mathematics and science. By the time they leave school five years later, they have achieved standards that are above the national average. The proportion of students achieving five good grades at GCSE including English and mathematics has continued to rise and in the most recent examinations was above the national average. Students with learning difficulties and/or disabilities also make exceptional progress.

Students make very rapid progress from Key Stage 2 to 4, but their progress in mathematics is much better in Key Stage 3 than Key Stage 4. The overall outstanding progress that students make has been achieved by a combination of the very high expectations to succeed set by the senior leadership, outstanding care, guidance and support, very extensive curriculum and extra-curricular opportunities, and consistently good teaching and learning.

Students' personal development and well-being are outstanding. Their standards of behaviour are very high and no student was excluded last year. Students' relationships with each other are very good and they report an absence of bullying or racist behaviour. The overwhelming majority of parents agree, although a very small minority have concerns about behaviour. Provision for students' spiritual, moral, social and cultural development is excellent. Students have a wide range of opportunities to meet with other students of different backgrounds, where they form positive relationships. The school's subject specialism in business and enterprise is preparing students very well for the world of work as young entrepreneurs and enabling them to take an active part as citizens of the United Kingdom. Healthy living is promoted through the extensive range of sporting opportunities on offer during and after school including the junior sports leadership award. Bordesley Green holds the Healthy Schools Award. Students' many responsibilities include acting as reading mentors, prefects and representing their forms on the school council where they inform school improvement planning, make decisions about budgets and choose which charities to support.

Lessons are well planned through a common lesson-planning format and typically are characterised by high expectations for students to do well. Relationships between teachers and students are very good. At their best, for example in English and humanities, teaching and learning give students the opportunity to assess their own work and that of their peers. Lessons proceed at a cracking pace and give students the chance to work collaboratively in pairs and in groups. Feedback to students from teachers is generally positive. The best marking informs students precisely how to reach the next level or grade but this is not always the case and on other occasions, targets are not specific enough.

Students benefit from an outstanding curriculum and an extensive range of extra-curricular and enrichment activities, which are much appreciated by students and parents. One Year 11 student said, 'I wish I wasn't leaving. There are far more opportunities now than when I first joined the school.' The school has successfully increased the opportunities for students to take vocational courses and, through the excellent partnerships with other local providers, has brought students into contact with a wider range of learners, for example through a dental

course taught at a local college. The needs of both higher and lower attaining students are met by a more diverse range of science courses suitable for different needs.

The enrichment opportunities have widened students' horizons regarding the world of work through experience of the army, police force and fire service and through trips to universities. They have had experiences of residential trips, camping and outward-bound activities that have engaged students with people from backgrounds other than their own. This has been achieved through gaining the trust and support of parents and members of the local community.

Students receive outstanding care, guidance and support. They and their parents report they are safe and well looked after. Safeguarding procedures are robust and meet all requirements. Students are challenged to do well through the targets they are set and the goals they set for themselves. Pastoral care, which includes mentoring, is very strong and meets students' individual needs. Provision for students with learning difficulties and/or disabilities is outstanding.

The headteacher and her strong senior leadership team lead by example in a relentless drive to raise standards and to ensure students are given every opportunity to make choices about their future. The school receives excellent support and challenge from a very active governing body. The very positive ethos of the school engages students in a culture of doing their very best. Leaders know their school very well and recognise its strengths and areas for development. Teaching is rigorously monitored and, where the school had concerns about the achievement of higher attaining students and the need to widen students' experiences, leaders have successfully addressed these. Assessment data are being increasingly used by subject leaders to track students' progress. The school promotes inclusion and equality of opportunity very well and provides excellent value for money.

Community cohesion is a significant strength of the school. Students have a strong sense of their own identity and the diversity in the local community and wider world. Students have been involved in presentations and debates with local schools and links have been established with a school in a rural setting. By engaging with others, students are helping to break down barriers and remove any potential stereotyped views of Muslim girls. There is a very high regard for the culture, religion and language of its students, as seen in the arrangements for collective worship, prayer room facilities and the opportunity to take GCSEs in Islamic studies and a wide range of languages. At the same time, students know about other faiths and cultures through its curriculum and enrichment programme. The school draws on former students and members of the local community as role models to inspire students to raise their aspirations further and make informed choices about their future.

### **What the school should do to improve further**

- Ensure the rapid progress students make in mathematics at Key Stage 3 is matched at Key Stage 4.
- Increase the proportion of outstanding teaching by ensuring greater consistency in the use of assessment, including marking to inform students how they can progress to the next level.

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**Annex A**

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

**Achievement and standards**

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

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

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



**Annex B****Text from letter to pupils explaining the findings of the inspection**

2 July 2009

Dear Students

Inspection of Bordesley Green Girls' School, Birmingham, B9 4TR

You will know that I recently spent a day visiting your school. Thank you very much to those of you who took time to speak to me about the school and to help me find my way around the building. I thought you might like to know what I have said in the report.

Bordesley Green is an outstanding school, which gives you a fantastic range of experiences through the subjects you study, and the many other activities provided during and after school. All the staff really want you to do as well as you possibly can and ensure that by the time you leave you are in a very good position to make choices about your future. You make excellent progress during your time at the school and can be proud of examination results that are above the national average. Nearly all of you know what you are aiming for and ways to achieve it. You are very well supported and looked after in school and you have told me that there is an absence of any unpleasant behaviour. You all get on very well together and with others.

You and your parents were particularly appreciative of the way your staff make sure you have opportunities for trips and visits and the chance to meet various people from the world of work. This is preparing you very well for life as you make the next move in your future.

- There are a couple of things I have suggested to the school that can help it go on to improve further.
- Make sure that those of you in Years 10 and 11 continue to make the rapid progress in mathematics that you make between Years 7 and 9.
- When you are given targets to improve your work, ensure you always know exactly how to reach the next level or grade.

I hope you continue to enjoy your time in school and may I wish you every success in your future.

Yours faithfully

Mark Sims Her Majesty's Inspector