



Further information about our School

Please visit our website: <http://www.bordgrng.bham.sch.uk>

Our motto, “*Bringing Girls Greater Success,*” reflects our unwavering commitment to empowering young women. This is underpinned by a clear focus on raising aspirations, securing consistently high-quality teaching, embedding digital innovation and preparing students for successful futures in education, employment and training.

Academic outcomes remain strong. At Key Stage 4, progress has been in the top 20% nationally for three consecutive years, with 2025 attainment exceeding national averages. At Level 3, vocational outcomes significantly outperform national benchmarks. Student destinations are a continued strength, with 98% of students progressing post-16 and 67% moving into higher or further education beyond Key Stage 5.

Outcomes for disadvantaged pupils are a particular strength and reflect the impact of the school’s inclusive approach. Gaps between disadvantaged and non-disadvantaged pupils are minimal, with disadvantaged pupils achieving outcomes in line with, and in some cases exceeding, their peers. This demonstrates the effectiveness of targeted provision, high-quality teaching and a relentless focus on equity across the curriculum

Bordesley Green Girls’ School is an 11-18 multicultural, inclusive comprehensive school situated on the eastern side of the City of Birmingham. We are an enterprising school at the heart of the community, providing an outstanding education, enabling all staff and students to reach their potential. The school was accredited with the UNICEF UK Rights Respecting Schools Award at Silver: Rights Aware in September 2025, with the assessor’s report recognising the strength of its rights-based culture and the school’s commitment to embedding the UN Convention on the Rights of the Child (CRC) across policies, practice and daily interactions.

We have 968 students on roll, including 324 in the Sixth Form, 62.9 full time equivalent (FTE) teaching staff and 45.8 FTE support staff. We have a specialist provision: Deaf Resource Base for 12 EHCP pupils, commissioned by the local authority, with 3 qualified Teachers of the Deaf, known as the HRB. The school has very high levels of EAL (93.6%), Pupil Premium (over 60%) and increasing SEND and SEMH need. BGGGS is oversubscribed, inclusive and stable, with a broadly experienced staff body.

Visions and Values

Our school will:

- Be a safe place to learn, to enable our pupils to fulfil their potential and to develop a passion for learning. The school will encourage participation and encourage pupils to express their views.
- Provide a learning environment that fosters innovation, critical thinking, progressive learning, and self-reflection.
- Deliver a rich curriculum through outstanding teaching and learning to enable pupils to identify and attain their individual long-term goals.
- Offer an enrichment programme with extracurricular activities that enable our pupils to succeed and take up their place in a wider society and to become global citizens.



- Develop partnerships with business and other educational establishments to provide opportunities that will support pupils in determining their future.
- Offer a whole-school experience that encourages a love of learning to enable pupils to become ambassadors of the school.

We will be a learning community founded on:

- **Respect:** equality of opportunity for all; valuing diversity; integrity in our procedures and practices; engagement with our diverse communities.
- **Collaboration:** working together within the school and beyond to improve our pupils' outcomes. We will be a progressive, innovative school to which pupils and staff develop a strong attachment.
- **Ambition:** strive for excellence in everything we do.

Our students demonstrate our core values by being:

- **Resilient**
- **Enterprising**
- **Student Leaders**
- **Polite and respectful**
- **Engaged in learning**
- **Confident communicators**
- **Team players**

Teaching and Learning

At Bordesley Green Girls' School and Sixth Form, we believe that excellent teaching is the most significant in-school factor in improving outcomes for young people.

Our approach to teaching and learning is rooted in evidence-informed practice and underpinned by a shared understanding of how pupils learn. We have established a clear framework for effective teaching that promotes high expectations, strong subject knowledge, adaptive teaching and inclusive practice.

Our teaching principles emphasise:

- securing prior knowledge and building learning in carefully sequenced steps;
- effective modelling and guided practice;
- purposeful questioning and responsive assessment;
- literacy and oracy across the curriculum;
- adaptive teaching to meet the needs of all learners, including those with SEND;
- opportunities for independent practice and deep thinking.

Whilst there are common expectations across the school, we recognise the importance of subject-specific pedagogy and professional autonomy. Teachers are encouraged to innovate, collaborate and refine their practice in ways that best support learning within their disciplines.

Curriculum

Our curriculum is ambitious, broad and inclusive. It is designed to provide students with the knowledge, skills and cultural capital they need to succeed in further education, employment and life beyond school.



We aim to:

- secure academic excellence and foster a lifelong love of learning;
- develop confident, articulate and resilient young women;
- promote leadership, independence and personal responsibility;
- provide rich opportunities for enrichment and wider experiences;
- ensure all students access meaningful pathways to future success.

Our curriculum model reflects the needs of our community whilst maintaining high levels of academic challenge. Through a carefully planned and sequenced curriculum, students develop secure knowledge, disciplinary understanding and the confidence to apply their learning in a range of contexts.

A particular strength of the school is our commitment to inclusion. We are proud that disadvantaged pupils, students with SEND and those with English as an additional language achieve exceptionally well. Curriculum planning, adaptive teaching and targeted intervention work together to ensure that all learners are supported and challenged to achieve their full potential.

The Curriculum at Key Stage 3

Our three-year KS3 programme of study ensures that there is no narrowing of the curriculum. Students secure depth of knowledge and skills and are prepared for an inspirational and challenging KS4. Students are taught in five teaching groups per year in most subjects: one class of high prior attainers and four mixed ability classes

The Key Stage 3 Core curriculum: All students study English, Mathematics, Science, PE, RE and PSHE. In addition, in Year 7 all students are taught Design Technology, Art, Computing, French, Geography, History, PE, RE, Drama, Music and one of Arabic, Spanish or Urdu, as their additional language. From Year 8 onwards, students study one language, selected from the two they take in Year 7.

The Curriculum at Key Stage 4

In our Key Stage 4 Core curriculum, all students study English, Mathematics, Science (Separate or Combined Science), PE, RE and PSHE. At Bordesley Green we encourage our students to study a diverse option and the full range of English Baccalaureate subjects: our EBacc entry rate is consistently over 85%.

In addition to the core curriculum all students will choose up to four option subjects:

One language (Arabic, French, Spanish or Urdu),

A humanities subject (either Geography or History) and

Any combination of further two subjects from Art, Business, Computer Science, Design Technology, Health and Social Care, Hospitality and Catering, Music and Sport studies.

A small number of students (including some HRB students) follow a reduced curriculum which includes the core curriculum plus supported study and two or three option subjects, without a language and / or without a humanity subject (Geography or History). This supported pathway is selected for students based on need. A combination of appropriate alternative qualifications (for example ASDAN Personal Development Programmes) or additional tuition (for example literacy and reading support) are provided to meet the individual needs of students.

The Curriculum in the Sixth Form

We currently offer a wide range of courses at Bordesley Green Girls' and are confident that students can choose combinations of courses on which they are most able to succeed.



Students can enrol on 3 different pathways:

- Academic pathway programme of study over two years consisting of either:
 - Three A-Levels (In some cases students will study 4 A Levels)
 - Two A-Levels + one Alternative Academic Qualification (AAQ) or
 - One A-Levels + two Alternative Academic Qualification (AAQ)
- Vocational programme of study over two years consisting of either BTEC Extended Diploma or T Level
- Level 2 BTEC study over one year alongside retaking GCSE Mathematics and English.

Part of KS5 curriculum is Enrichment. Some students participate in a rotation of a range of activities including sports, arts and design technology. Other students opt for a longer-term project, for example Engineering, STEM or Debating. Students are encouraged to do something to support the community, whether it be supporting the local community, volunteering in hospitals, working in local charity shops or mentoring within t

Assessment

Assessment is used to support learning, inform teaching and secure long-term retention of knowledge.

Teachers use a range of formative and summative approaches to identify strengths, address misconceptions and adapt teaching to meet students' needs. Assessment is purposeful, proportionate and focused on helping students understand how they can improve.

Students are encouraged to become reflective learners who take increasing ownership of their progress and development.

Outcomes

Bordesley Green Girls' School & Sixth Form has enjoyed success in its Key Stage 4 and Key Stage 5 examinations. Across most of the headline measures our outcomes have continued to improve year on year. There has been a significant increase in the number of students achieving grades 4+ in Maths & English and 5+ in Maths and English in the past 3 years. The Progress 8 scores have continued to improve and put us in the significantly above average category.

Outcomes at Key Stage 4

- Students consistently make excellent progress at BGGGS: Overall Progress 8 +0.6 in 2024 was significantly above the national average.
- The percentage of girls attaining the strong pass, grades 9-5 in Maths and English in 2025 was 44% and the percentage attaining a standard pass in English and Maths was 64.2%
- There is no gap between disadvantaged and non-disadvantaged girls. P8 for disadvantaged students was +0.52 in 2024. BGGGS disadvantaged A8 in 2025 was 49.6, Birmingham disadvantaged A8 was 40.1 and National was 34.9.
- Progress 8 for English was significantly above average in 2024 (0.94) and in the highest 5% of all schools

Outcomes at Key Stage 5

- The A Level average grade in 2025 was C-
- Level 3 vocational average grade was Distinction -, significantly above the national average for both Tech Levels and Applied General.



Senior Leadership Team

The roles and responsibilities of our SLT are detailed on our website:

<http://www.bordgrng.bham.sch.uk/Senior-Leadership-Team/>

The Hearing Resource Base (HRB)

The school has a SEND resource base for the hearing-impaired students named the HRB with a staff of: 1 full time and 2 part time Teachers of the Deaf and 2 full time Teaching Assistants. HRB students receive in class support from both Teachers of the Deaf and Teaching Assistants. Students may be withdrawn to the HRB for specialist pre/post tutoring, subject based interventions and speech and language developmental work

We currently have 12 deaf students from year 7-12. All students have a severe to profound hearing loss and the majority have cochlear implant processors. All students use radio aid systems in class to communicate with mainstream staff and use speech or a combination of speech and BSL (British Sign Language).

For further information please look at our HRB page on the school website, which will give you further details about our provision.