

# Bournemouth School for Girls Profile

---



## **Bournemouth School for Girls**

Castle Gate Close, Castle Lane West  
Bournemouth, Dorset, BH8 9UJ  
Telephone: 01202 526289  
<http://www.bsg.bournemouth.sch.uk>

Local Authority:	Bournemouth
Age range:	11-18
Number of pupils:	1086
Head teacher:	Mr Alistair Brien
Chair of governors:	Mr Noel Spreadbury MBE

---

## **What have been our successes this year?**

The school year began well with news of outstanding examination performances at Key Stage 3, GCSE and A level, which reflect our national position as a top-performing grammar school.

Humanities Specialist School status has continued to make a real impact both in resources and the contribution it makes to the life of the school, for example in the World Book Week celebrations and our links with St. Anne's School, Kenya.

Our move to a House System has strengthened pastoral care in the school, provided for some friendly house rivalry and also provided opportunities for closer links between the Sixth Form and the rest of the school.

---

## What are we trying to improve?

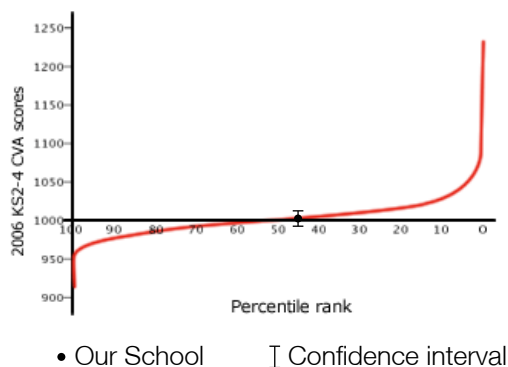
OFSTED inspectors in their last inspection noted that 'accommodation and resources are unsatisfactory in several areas'. We have made important steps forward to improve accommodation. Governors made the decision to go ahead with the building of an ambitious £1.3 million project to provide a Performing Arts Centre which provides excellent facilities for music and drama and has also enabled a reorganisation of other school accommodation, including the removal of poor 'temporary' classrooms, and provision of a new Sixth Form Centre and two new English classrooms.

We have also sought to develop the provision of ICT facilities, including the number of computers available to pupils and the number of interactive whiteboards in classrooms.

We continue to strive to ensure that every pupil reaches her true academic and social potential through a robust academic tracking system and effective pastoral care.

---

## How much progress do pupils make between 11 and 16?

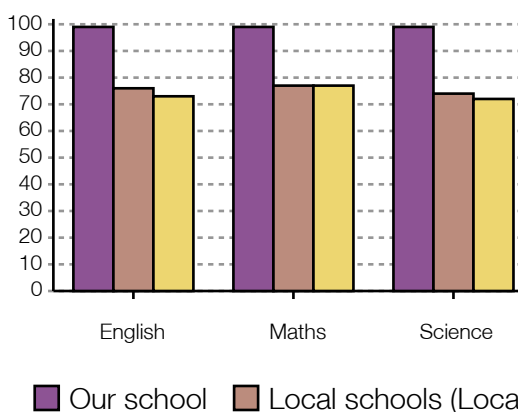


The chart shows our school's contextual value added (CVA) score relative to that of other secondary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

This score shows how well pupils progress between 11 and 16, taking account of their different starting points. Our score of 1025.2 means that on average, our pupils achieve 1 grade higher in 4 of their GCSE subjects compared to pupils with similar attainment at age 11.

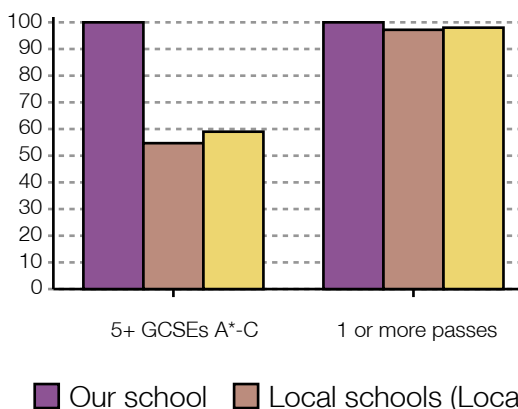
---

## How well do our pupils achieve at age 14?



This shows Key Stage 3 results for 2006. It shows the percentage of pupils eligible for KS3 tests (usually 14 year olds) who achieved or exceeded level 5.

## How well do our pupils achieve at age 16?



This shows the percentage of pupils (who were at the end of Key Stage 4) who in 2006 achieved 5 or more GCSEs (and equivalent) at grades A\*- C, 5 or more GCSEs (and equivalent) at grades A\*-C including English and mathematics GCSE, and one or more GCSEs (and equivalent) at grades A\*-G.

---

## How have our results changed over time?

Results at GCSE continue to improve, whether at the national 5 A\*-C indicator or the even more demanding A/A\* indicator.

In 2007 we had another outstanding set of results at GCSE with 100% pass rate at grades A\*-C. 55% of all passes were at grades A/A\*. 28 girls gained straight As and A\*s and girls were recognised by examination boards as being amongst the best nationally in Religious Studies and French.

---

## How are we making sure that every child gets teaching to meet their individual needs?

We consider all our pupils to have individual needs and seek through our pastoral system to give support to them so that they may all fulfil their potential. Every pupil's progress and attainment are carefully tracked and targets set. Where a pupil experiences particular difficulties, all teaching staff are alerted at the beginning of the school year, the pupils progress is monitored carefully and a programme of support is arranged in conjunction with parents and the pupil. We also work closely with our feeder primary schools to ensure continuity of provision where difficulties have already been identified. As well as expertise within school, we are also able to draw on the support of other professionals, including our School Counsellor, the School Nurse, the School Doctor, the Educational Welfare Service and the Educational Psychologist.

For pupils who are sick or in danger of disaffection we have special learning programmes based in our Learning Centre.

There are also programmes in place to support our most gifted and talented pupils, both within school and in association with the National Academy for Gifted and Talented Youth.

## **How do we make sure all pupils attend their lessons and behave well?**

We actively seek to recognise good behaviour, school work and contributions to the life of the school through a clear system of rewards. There is also a clear system of sanctions for those girls unable to follow the school's Code of Conduct.

Attendance is closely monitored by Heads of House and our Educational Welfare Officer and parents are asked to phone in on the first day of absence.

For pupils who have been unwell or are having difficulty with their studies we have our Learning Centre which is able to give support on an individual basis.

---

## **What have pupils told us about the school, and what have we done as a result?**

Pupils have a variety of means of telling us their opinions about school. We have lower, middle and Sixth Form School Councils which meet regularly. Pupils are involved wherever possible in working parties looking at whole school issues. Pupil contributions have included the review of school uniform and Year 11 and Sixth Form Dress Codes, reviews of rewards and sanctions and the school code of conduct.

The Headteacher has an open door policy to hear pupil's views and also meets with groups of pupils to find out their views on topics such as homework and bullying. There is an annual pupil survey. Pupils were instrumental in the decisions to move to a House System and the setting up of a Peer Mentoring Scheme.

---

## **How are we working with parents and the community?**

All parents of pupils at the school are automatically members of the Parent-School Association and are encouraged to take an active interest in it.

It gives valuable support to the school in many ways. Recent projects have included a PSA donation of £20,000 towards the new Performing Arts Centre and a new minibus for the school.

Parents are kept in regular touch with a half termly newsletter and the school website. The Headteacher holds a 'daily surgery' for urgent parental concerns in addition to the regular academic review programme. An annual parents' survey is also undertaken. Parents are also involved in working parties on a variety of issues to help move the school forward.

We are also seeking to develop stronger links with our partner schools and local businesses as part of our Specialist School Status.

## What activities and options are available to pupils?

All girls are encouraged to take advantage of the 50 extra-curricular activities available.

There is a strong tradition of music-making and drama in the school.

Many opportunities are available for pupils with particular sporting interests. The main school activities include hockey, netball, tennis, rounders and athletics and school teams are maintained at all levels.

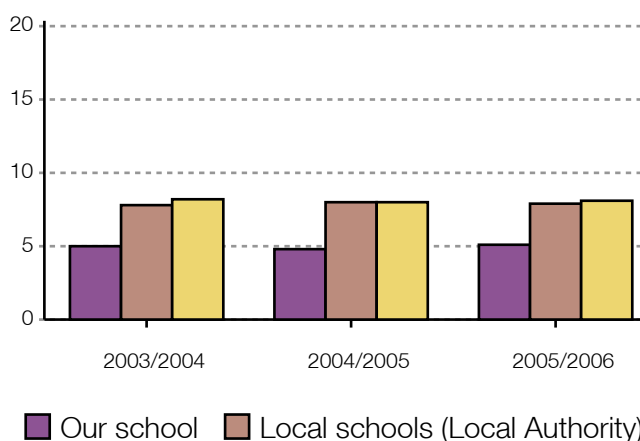
Girls from Year 9 upwards may choose to join Bournemouth School's Combined Cadet Force.

Girls also have opportunities to take responsibility within the life of the school, for example as prefects, as school council representatives, in the running of the Library, in the organisation of assemblies and in the care of the school environment.

---

---

## How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

---

---

## How do we make sure our pupils are healthy, safe and well-supported?

Our PSHE programme enables pupils to cover a variety of health and safety related issues and we involve outside experts wherever possible, including the police.

To support individual pupils, we work closely with the school nurse and school counsellor, who have weekly drop in sessions, and other health experts.

There is an extensive programme of PE, both in lessons and in extra-curricular activities, to enable pupils to develop healthy lifestyles. There is always a healthy range of food choices available in the dining room. In 2007 the school gained the Healthy Schools Award.

Every pupil has a Form Tutor and Head of House who are able to provide academic and pastoral support.

Every form also has a Sixth Form Mentor. There are clear procedures in place for dealing with bullying. We also have a Peer Mentoring Scheme.

There are clear procedures in place to deal with child protection issues.

## **What do our pupils do after year 11?**

Almost all pupils proceed on to further education at Sixth Form level. The vast majority stay on into our own Sixth Form to complete their A levels. These were the destinations of our Year 11 pupils in 2007:

Stayed on into the Sixth Form - 66.5%

Other Further Education - 30%

Employment - 0.5%

Other - 3%

---

---

## **What have we done in response to Ofsted?**

We have increased the number of computers in school and started a programme of installing interactive whiteboards in every classroom.

We commenced the building of the Performing Arts Centre to provide proper facilities for music and drama. The additional large hall space has also helped enable us to meet the requirement to have a daily act of collective worship. It has also enabled us to remove our 'temporary' classrooms and to provide two new English classrooms and new Sixth Form study and social facilities.

Governors are now planning how they can further improve the school's facilities and will be embarking on an ambitious new building programme in 2008.

We have reviewed how we manage cross-curricular areas and how we report pupil progress to parents. Our provision for Business Education was inspected this year by HMI and was judged to be 'good with very good features'.

---

---

# Information about our sixth form

## Our results this year

A levels results 2007 - another outstanding set of results as we continue to beat our own records in examination success!

We had a 100% pass rate at A level with a 69.6% pass rate at grades A and B. 30 girls achieved 3 or more A grades. Our 5 students holding offers of Oxford places were successful in gaining the necessary grades. Students were placed in the top 5 students nationally in English, Religious Studies, German and Geography.

---

## How have our results changed over time?

Recent government statistics show a continuing upward trend in:

the number of students taking A levels (2004: 124; 2005: 141; 2006: 138; 2007: 144)

an increase in the average point score per student (2004: 308.8; 2005: 342.45; 2006: 367.68; 2007: 374.58).

---

## What have been the successes of the sixth form this year?

We continue to attract an increasing number of students from other local 11-16 schools in the area who want a school based sixth form education (2004: 24; 2005: 37; 2006: 26; 2007: 27).

Our retention rate for students is high: 85.4% of Year 12 students who started AS level courses continued on to complete their A levels.

Our broad based Sixth Form programme includes careers and social education, sport, General Studies and the opportunity to take part in community service projects and work experience placements as well as showing leadership within the wider school community.

---

## **What are we trying to improve in our sixth form?**

We want to continue to develop the range of courses available for our students. In 2004-05 we added English Language A level and Media Studies AS level in September 2006.

We have sought to increase the opportunities for responsibility and leadership for Sixth Formers, for example with the creation of a House System in September 2006. This will also help us to further integrate the Sixth Form into the wider life of the school.

We want to continue to build strong links with Bournemouth School to provide the broadest range possible of Sixth Form courses and opportunities.

---

## **What do our students do after leaving the sixth form?**

Approximately 91.5% of girls who leave the Sixth Form eventually proceed to universities (including Oxford and Cambridge) and other colleges. An increasing number are taking a gap year prior to Higher Education. The remainder commence other forms of training or enter employment.

In 2007 these were the destinations of our Year 13 leavers:

Higher Education - 64.5%

Gap year followed by Higher Education - 25%

Further Education - 2%

Employment - 3.5%

Other - 5%

---

## **More Information**

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01202 526289

Our website <http://www.bsg.bournemouth.sch.uk>

---