

# CHOOSING A GIRLS' SCHOOL



**BRENTFORD  
SCHOOL FOR  
GIRLS**

**IMAGINE THE  
FUTURE BRENTFORD GIRL**



# ***IMAGINE THE FUTURE BRENTFORD GIRL...***

***SHE THRIVES ON CHALLENGE AND HAS A DESIRE TO FULFIL HER LEARNING POTENTIAL.  
SHE IS ABLE TO THINK INDEPENDENTLY AND IS CONFIDENT IN HER SOCIAL AND  
ACADEMIC CAPABILITY.***

***SHE IS EMOTIONALLY AWARE AND EMOTIONALLY INTELLIGENT.***

***SHE IS CAPABLE AND DEPENDABLE.***

***SHE IS RESOURCEFUL AND INQUISITIVE.***

***SHE EMBRACES THE TECHNOLOGICAL WORLD AS A GLOBAL VILLAGE AND IS READY TO  
INTERACT WITH OTHERS IN THE LOCAL AND WORLDWIDE COMMUNITY.***

***SHE ACCEPTS THE WELFARE OF OTHERS AS HER RESPONSIBILITY.***

***SHE UNDERSTANDS THE NEED FOR SUSTAINABLE LIVING BOTH LOCALLY AND GLOBALLY.***

***SHE IS READY FOR LIFE IN THE FUTURE - WHATEVER THAT MAY BE.***

***SHE IS THE CENTRE OF OUR VISION***


***AND WILL REMAIN THE VERY CORE OF  
OUR BEING AND PURPOSE.***

# ACADEMIC ACHIEVEMENT

In 2016 Brentford School for Girls was ranked in the top 100 schools for the progress our girls make. Our examination results at GCSE place us consistently in the top 10% of schools nationally. Our students attain well at A level and move onto some of the very best universities in the country.

One of our school values is ambition. Girls can benefit hugely from being in a school like Brentford School for Girls. Learning is uniquely tailored to their individual needs and girls from all academic abilities achieve incredibly well. Girls' schools provide an environment where girls can really flourish in their learning. Free from social distractions, and where they can feel comfortable to display their intelligence and curiosity. Staff who teach in girls' schools tailor the learning to meet the needs of all of the students: they know how girls learn and have significant experience in this area. National performance data relating to schools consistently places girls' schools amongst the highest achieving schools in the country.

Research published by, education data analysts, School Dash in January 2016, showed that, in single-sex state schools, the proportion of girls getting five good GCSEs was 75%, dropping to 55% in mixed schools. Even when skewing factors (single-sex schools tend to be grammars; co-ed schools have a greater proportion of pupils from poorer backgrounds) are taken into account, the results convincingly show that students at all-girls schools have a clear advantage. Girls in girls' schools are also more likely to study traditionally male-dominated subjects including maths and science.



"Single sex pupils even from poorer backgrounds outperformed those at mixed schools, with 61% of disadvantaged students at all girls schools achieving 5 good GCSEs compared with 55% in similar mixed schools"

Guardian 2016



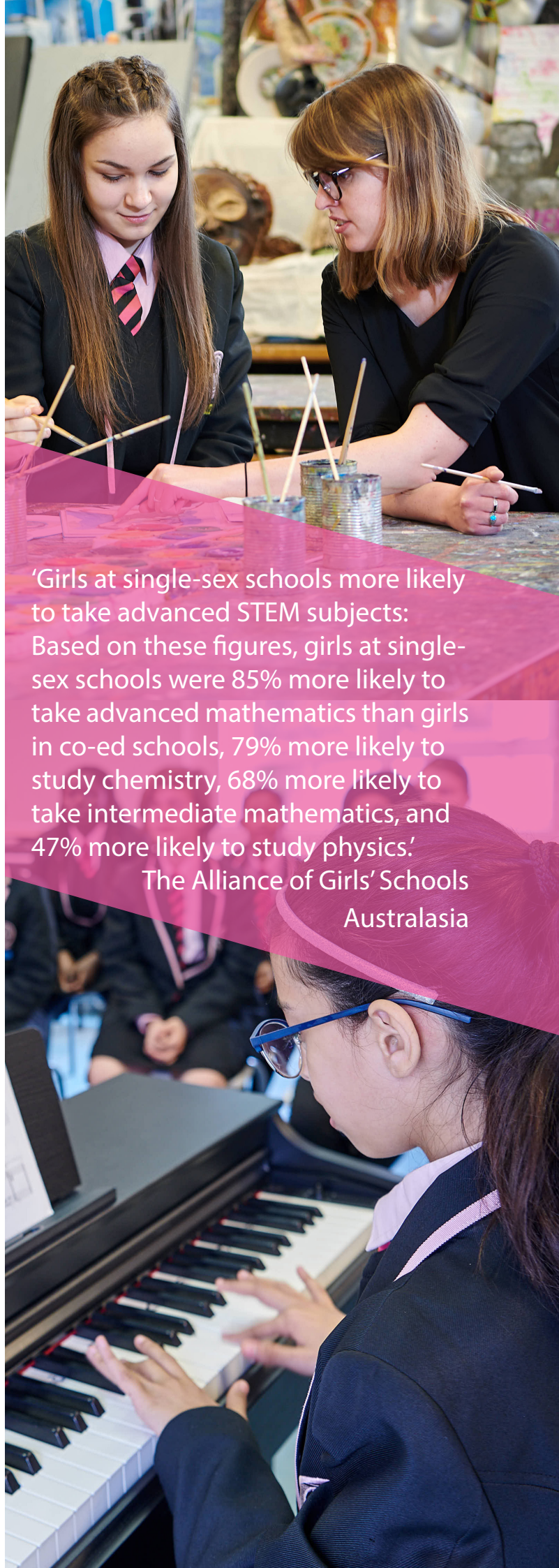
The bottom image shows a close-up of a girl in a school uniform and glasses, smiling as she works on a geometry diagram. The diagram is on a piece of paper and includes a circle with a central angle and several triangles. The text 'Angle of the centre angle' is visible on the paper.



# CONFIDENCE AND GRIT

“Girls’ schools help girls to find their voices and to learn how to use them at a young age. At girls’ schools, students are encouraged and expected to speak their minds, without interruption. A recent national survey found that nearly 87% of girls’ school students feel they are able to share their voices and their opinions are respected, compared to 58% of girls at coed schools. (National coalition of Girls’ schools)”

Girls’ schools support girls in building resilience and grit. Girls develop higher self-esteem and greater self-confidence studying at an all-girls’ school. One of our school values is confidence, and it is important to us that girls who come to Brentford, develop this to the very highest of levels. Ensuring that girls feel positive about themselves, have faith in their ability, and can overcome challenges, is central to our school philosophy. Girls have the space in which their intellect, physicality, and confidence can blossom. Our girls have the freedom to be who they want to be in school and are encouraged to choose whatever educational opportunities they wish to. Girls are encouraged to have a voice in a girls’ school setting and are not restricted by traditional gender stereotypes when choosing subjects and getting involved in extracurricular activities. No opportunity is ever off limits, just because they are girls!



‘Girls at single-sex schools more likely to take advanced STEM subjects: Based on these figures, girls at single-sex schools were 85% more likely to take advanced mathematics than girls in co-ed schools, 79% more likely to study chemistry, 68% more likely to take intermediate mathematics, and 47% more likely to study physics.’

The Alliance of Girls’ Schools  
Australasia



# PASTORAL CARE

Girls' schools can offer a specialist level of pastoral care specifically designed to address the needs of girls at all levels of their development. The pastoral care at Brentford School for Girls is outstanding. Teaching and support staff understand the challenges that girls may face as they are growing up, and a support package is tailored to meet these needs. Be these medical, social or emotional needs, provision is tailored so that we are able to create a safe, caring and nurturing environment where our girls can flourish, develop and achieve. Being reflective is another of our school values and we encourage our girls to do exactly this when faced with a problem or challenge. We want to support our girls' but we also want to develop resilience in them, so that they can be ready to face life's future challenges, whatever they may be!

# GREATER OPPORTUNITIES

In single-sex schools, girls are able to escape gender stereotyping and enjoy a range of opportunities. Male dominated subjects such as sports, geography, maths, science and technology are extremely popular among our students. Our sport and STEM (science, technology, engineering and maths) subjects are incredibly popular right up to A level, with many of our girls choosing to move into these fields beyond the Sixth Form. These subjects, along with the arts and humanities, are well supported by the school and provide students with a host of opportunities. Our alumni, ex-Brentford students, many of whom have moved into STEM careers, regularly visit the school to run workshops, and present to students on their career paths and experiences to date.

In sport, our girls have access to a huge array of different activities from football, to tag rugby as well as trampolining, boxing and self-defence. We have been borough champions in netball and athletics.



"Pupils across the school unanimously told inspectors that they felt safe and supported by school staff. They know who to turn to should they have a problem and feel confident that any concerns will be dealt with quickly."

BSFG OFSTED 2016



# LEADERSHIP OPPORTUNITIES

Girls are taught and strive to become strong female leaders at Brentford School for girls. There are so many leadership opportunities. Students can be involved in the school and year councils, take on responsibilities such as prefects, HUB ambassadors, house captains as well as participate in the hugely successful 'debate mate', the schools debating society. The school works closely with the British Council and students have demonstrated their leadership qualities both in school, nationally and globally, by participating in various conferences and projects related to gender and the international dimension. Building leadership skills and providing girls with strong female role models, be these ex-students, older girls, teachers or girls within the peer group, is an important vehicle for inspiring our young women. International Women's Day is a focus for us each year. We celebrate by inviting speakers to present assemblies and also encourage our own students to share their stories.

Being inquisitive is the last but certainly not least of our school values. Seeking out the highest standards of education, and encouraging our girls to 'think' and 'ask questions' continually is a critical part of what will help to develop their independence and leadership qualities. At BSFG we are proud of our achievements and we know that the same would, and could not be achieved, if it was not for a single sex environment.

She is ready for life in the future - whatever that may be!



"An all-girl environment allows them to escape gender stereotyping, by, for example, encouraging more girls to pursue science subjects."

Caroline Jordan, President of The Girls' School Association





"No country can ever truly flourish if it stifles the potential of its women."

Michelle Obama



"She is ready for life in the future, whatever that may be."

BSFG Vision



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