

Hallmoor School

Hallmoor Road, Kitts Green, Birmingham, B33 9QY

Inspection dates

29–30 January 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Sixth form provision		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Safeguarding requirements are not met. The school's record of the checks they have made on adults working in the school is not good enough.
- Child protection records are not detailed enough. Sometimes referrals to child protection agencies are not made quickly enough or at all.
- The school does not record incidents of physical intervention well enough or analyse them to see why issues are occurring. Younger pupils are too often physically led from one place to another unnecessarily.
- The curriculum for sex and relationships education is not good enough to help pupils to know how to keep themselves safe.
- Too many pupils have low attendance.
- Too few pupils make the progress they should, including in reading, writing and mathematics. In particular, pupils with more complex needs make inadequate progress. This is because teaching is not planned properly to help them to make progress over time.
- Teachers' expectations of the progress that pupils should make are often too low. They do not use assessment information well enough to set challenging targets or plan lessons.
- Teaching assistants sometimes do not support learning well and resources are not always appropriate.
- The sixth form is inadequate because too many courses are pitched at too low a level to allow students to make progress.
- Senior leaders do not have an accurate understanding of the progress that pupils make or the weaknesses in teaching. They are not analytical enough about the school's work and have not been self-critical.
- Senior leaders have not been held to account for the impact of their work.
- Governors are not aware of the weaknesses in the school. They have not challenged decisions made about teachers' pay rises.

The school has the following strengths

- The new headteacher has very quickly recognised all the main weaknesses in the school and has rapidly started to tackle them.
- Pupils work hard and get on well with each other and with staff.
- Sixth form students have mature attitudes and are supportive of each other.
- Staff have positive views about working in the school.

Information about this inspection

- The headteacher had been in post for three weeks at the time of this inspection.
- The inspection was carried out under Section 8 of the Education Act 2005. It was then deemed a Section 5 inspection under the same act.
- The inspection team visited classrooms in all current key stages to observe teaching and learning. At the time of the inspection there was no early years class. Several visits were carried out alongside members of the senior leadership team. Inspectors also observed pupils and spoke to them at informal times of the school day, including when they arrived in the morning and at lunchtime.
- Inspectors met with the headteacher and members of the senior leadership team to discuss important aspects of the school's work. They also met with the Chair and two members of the Governing Body, and held a discussion with three representatives of the local authority.
- The inspection team looked at a number of documents, in particular those relating to protecting children and keeping them safe. The team looked at the school's records of attendance, exclusions and behaviour. Inspectors also looked information about pupils' achievement.
- Inspectors considered the responses from 57 staff to the Ofsted questionnaire. There were no responses from parents to Ofsted's Parent View survey.

Inspection team

Sue Morris-King, Lead inspector

Her Majesty's Inspector

Linda McGill

Her Majesty's Inspector

James McNeillie

Her Majesty's Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- Since the last inspection, one of the school's sites has closed and all pupils are taught in one building. A new school is under construction and is due for completion in July 2015.
- Although the school admits pupils of all ages, there are usually very few in the early years. Almost all pupils stay on in the sixth form.
- All pupils have a statement of special educational needs. Pupils' needs include moderate and severe learning difficulties, autism, and behavioural, emotional and social difficulties. Some pupils have additional medical needs, including mental health needs.
- The school receives additional funding from the government, known as the pupil premium, to support the education of disadvantaged pupils. Around half of the pupils are supported in this way; this is a much greater proportion than is typical nationally.
- About a quarter of the pupils are of White British heritage. The other three quarters come from a wide range of minority ethnic backgrounds, reflecting the diverse population of Birmingham.
- Around a quarter of sixth form students attend a course at South Birmingham College, accompanied by a member of staff from the school, for one day a week. The school also employs specialist tutors to teach a range of vocational courses in-house.

What does the school need to do to improve further?

- Take urgent and effective action to:
 - complete the single central record
 - ensure that all necessary checks of all staff and relevant adults have been completed and recorded to the required standard
 - remedy the weaknesses in child protection procedures and ensure that actions taken are fully recorded
 - fully record all incidents of physical intervention and analyse these to see if there are any patterns and trends in order to take any necessary action
 - develop pupils' independence in moving around the school, ensuring that they are not moved by adults unless this is strictly necessary
 - reduce the number of pupils who are persistently absent for reasons other than genuine medical conditions.
- Improve leadership and management by:
 - improving leaders' and governors' knowledge and understanding of safeguarding requirements and good practice in keeping children safe
 - clarifying each leader's roles and responsibilities, and holding them to account for the impact of their work
 - ensuring that leaders gain an accurate understanding of all aspects of the school's work, and raising their expectations of themselves and others
 - developing a system to accurately assess pupils' progress in all key stages, particularly in Key Stages 4 and 5 and the complex needs classes
 - using this assessment information alongside pupils' work and direct observations of learning to evaluate the quality of teaching over time
 - urgently reviewing all aspects of provision and outcomes in the complex needs classes
 - planning a coherent curriculum in all subjects, prioritising reading, writing and mathematics, for all key

stages

- putting in place a suitable sex and relationships education curriculum
- ensuring that the sixth form curriculum and accreditation allow pupils to progress from Key Stage 4 and to demonstrate this progress
- ensuring that governors gain an accurate understanding of the school's work and provide an appropriate level of challenge.

■ Improve the quality of teaching and learning, and thereby pupils' achievement, by:

- ensuring that assessment in lessons and over time is accurate
- using this assessment information to plan tasks in each lesson that are suitable for pupils' needs and build on their skills, knowledge and understanding
- maximising the role of teaching assistants to promote pupils' independence and help them to make progress
- ensuring that resources are suitable for pupils' ages and needs.

An external review of governance, including a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The leadership and management are inadequate

- The school's arrangements for safeguarding pupils do not meet statutory requirements. The school's record of checks they have made of adults working in the school is not good enough. Records are kept in more than one place and are not always completed properly. Leaders do not have up-to-date knowledge of some requirements, such as the prohibition checks for teachers.
- Until recently, the school has not kept proper records of what action staff have taken if they thought that pupils were at risk. This process was improved last term but is still inadequate. Referrals are not always made urgently enough. Where they are made, there is often no record of what happened next or what action the school has taken in response.
- There are two safeguarding policies, which is confusing for staff. Although these are wide-ranging and contain some useful information, procedures for staff to follow in different situations are not clear enough. In addition, not enough attention is paid to the specific needs of pupils in the school.
- Senior leaders do not have an accurate view of the school's overall effectiveness, including the progress that pupils make. Judgements about the quality of teaching rely too much on lesson observations rather than the progress that pupils make over time.
- Teachers have historically been awarded pay rises which do not always relate to the quality of their performance.
- The curriculum is not properly planned to allow pupils to make progress from one term to the next. Younger pupils too often work their way through photocopied worksheets. This does not allow skills and knowledge to be built up over time in a logical way. Older pupils study some interesting subjects but these are not always at a high enough level to build on their prior learning or give them accreditation at a level that reflects their capabilities.
- The impact of the pupil premium, primary physical education and sport funding, and Year 7 catch-up funding is not evaluated well enough for the school to know whether funding has been allocated effectively.
- All Year 11 pupils and sixth form students have work experience. There are good enterprise opportunities in Key Stage 4 and the sixth form. Students receive relevant advice to help them make choices about their next steps and almost all go on to education, employment or training as a result.
- Leaders at other levels are keen to be as effective as they can, but have not been given enough useful guidance about how to ensure that pupils make good progress.
- The school is generally calm and pupils from different backgrounds and cultures learn, co-operate and play well together. They are taught to follow rules, and to respect each other's needs and differences, in preparation for life in modern Britain.
- The new headteacher has been highly analytical about the school's needs and has instantly begun to tackle a range of issues. With the help of staff, he has radically improved the tidiness and safety of the school environment. He has arranged a review of safeguarding, organised for the information communication technology systems to be modernised, introduced new expectations for marking and analysed the effectiveness of teaching assistants. He is determined that improvement will take place at an appropriately urgent pace.
- The local authority has had little involvement in the school since its last inspection. In December, a review of recruitment procedures by the local authority's human resources team revealed a number of weaknesses but the findings were not passed on to the school improvement team. During the inspection

the local authority responded very swiftly to the issues raised and immediately began a full review of safeguarding.

- The school may appoint up to two newly qualified teachers.

■ The governance of the school:

- Governance is ineffective. Governors have not ensured that safeguarding procedures meet current government requirements or that they are good enough to keep children safe. Governors have not been given all the information they need about the progress that pupils are making, particularly in Key Stage 4, and some of the information they are given is not accurate. This makes it difficult for them to challenge leaders effectively.
- Governors receive information about teachers' performance but do not challenge recommendations about their progression through the pay spine. They know how the pupil premium funding is spent but not whether it is having a positive impact on the outcomes for pupils. Some aspects of finances are not efficient, for example supply teachers are retained on daily rates for over a year.

The behaviour and safety of pupils

are inadequate

Behaviour

- The behaviour of pupils requires improvement.
- Younger pupils do not have enough opportunities to develop their independence. Too often, they are physically led from one place in the school to another, rather than walking alongside an adult or peer.
- Sometimes older pupils become bored in their lessons so do not engage in their learning, or become silly when moving around the classroom.
- The rate of fixed-term exclusion has been very high in the recent past. This picture improved in 2013–14, though too many days were still lost to exclusion and several pupils were excluded more than once.
- Attendance has been below the national average for several years and still is. However, it rose slightly in 2013–14 and again in the autumn term 2014. Some pupils' attendance is affected by their medical needs but there are too many others who do not attend as well as they should, including some whose attendance is very low. In contrast, many pupils of all ages attend very well; last year almost half had attendance of 95% or over.
- Generally, pupils' attitudes to learning are positive. Pupils often work hard and show enthusiasm for learning new skills. In a science lesson, for example, pupils clearly enjoyed their success when they built a simple circuit to make a bulb light up and were keen to try something harder.
- Older pupils often tackle their lessons, particularly practical lessons, with enthusiasm and work well together to produce an end result. Good teamwork was shown by sixth form students who were working together to produce cottage pies for 21 people within three hours.
- Pupils respond well to clear routines, which help them to know what to expect. Lunchtimes are pleasant and pupils enjoy eating together.

Safety

- The school's work to keep pupils safe and secure is inadequate.
- Records of checks on adults who work in the school are not kept well enough. The school does not involve child protection agencies quickly enough when they have a concern.

- The school does not record incidents of physical intervention well enough or analyse them to see why issues are occurring. Bullying incidents or those that may be bullying behaviour are also not recorded thoroughly or analysed well.
- The curriculum for sex and relationships education is weak. Pupils do not study or discuss important topics early enough in their education, nor do they revisit them often enough as they get older. This limits the extent to which they can keep themselves safe.
- Supervision at break and lunchtimes is reasonable; pupils play sensibly or chat together. They say they are happy at school and feel safe when they are there.

The quality of teaching

is inadequate

- Teachers are hampered in their work by the lack of a coherent curriculum. They are not always clear about what pupils should be learning next. Too much planning of the content of lessons is based on a commercial assessment system rather on the logical next steps for the pupils.
- Pupils in the complex needs groups who are at the early stages of writing do not receive the structured teaching they need to enable them to make progress. The work in some older pupils' books showed their enthusiastic efforts, but the outcomes of these efforts were limited by the lack of appropriate teaching they are receiving. Younger pupils were being asked to write words that were way beyond their literacy levels. Similar issues were evident in mathematics, where work consisted largely of worksheets.
- There is often a mismatch in lessons between the level of pupils' development and what they are being asked to do. Tasks sometimes suit around two thirds of the class but not the other third. Tasks are sometimes too abstract.
- In some lessons, too much learning time is wasted while pupils wait for an activity to start, listen to lengthy explanations that they do not understand, or have to take turns unnecessarily.
- Some classroom environments are untidy and do not support pupils' learning and independence. Others are bright and neat with good learning prompts. The new corridor displays are well presented and celebrate pupils' achievements.
- Teaching assistants are not always clear about what is expected of them and how they should support pupils to learn. Sometimes, teaching assistants are asked to help pupils with tasks that make little sense. Conversely, where lessons are well planned and suitable for the pupils, teaching assistants are sometimes very effective in engaging and supporting pupils.
- Resources, such as those to support the teaching of phonics (the sounds that letters make), are not always suitable for pupils' levels of development or the concepts being taught.
- In some lessons, there is a good match of task to pupils' different needs and a high level of challenge. For example, in a Year 11 mathematics lesson pupils were confidently working on addition, subtraction and averages. More-able pupils were appropriately working towards a GCSE examination. Pupils could assess their own learning and explain what they needed to do next in order to improve.

The achievement of pupils

is inadequate

- There is widespread underachievement across the school. Pupils are not set sufficiently challenging targets for what they should be able to achieve in English and mathematics, with the appropriate teaching, given their starting points.
- Published data show that in 2013 and 2014, no Year 11 pupils made nationally expected rates of progress

from their starting points in English or in mathematics. The school does not routinely assess the progress of pupils in Key Stage 4. The assessment information that leaders produced during the inspection indicates that few pupils made enough progress between the end of Key Stage 3 and Key Stage 4 in English and mathematics. No information was available about the progress that pupils had made in other subjects.

- Key Stage 4 pupils are often entered for qualifications in English and mathematics at too low a level for their abilities so they are not able to demonstrate their achievements. Not enough pupils take GCSE examinations. When pupils enter the sixth form they often continue to study courses at the same level as they have done at Key Stage 4.
- The progress of younger pupils is also inadequate. The school's assessment information suggests that younger pupils make expected progress with their reading, writing and mathematics skills. However, this is at odds with the work in their books and folders and in lessons. This shows that too many pupils make little progress as they are not taught these crucial skills systematically or in a way that meets their needs.
- The progress of pupils with more complex needs in reading, writing and mathematics is particularly weak.
- Pupils of different ages and needs who are eligible for the pupil premium also make inadequate progress.
- Older pupils gain useful and relevant skills in some of their vocational lessons. However, as for English and mathematics, the accreditation they are entered for does not always allow them to demonstrate their achievements or to progress to the right course at college.

The sixth form provision

is inadequate

- The sixth form is inadequate because students do not achieve as well as they could. This is because the courses are not selected carefully to ensure progression and challenge. Assessment information is not used properly to decide the courses which, as well as developing employability skills, would provide the most appropriate accreditation to lead to the next steps.
- Leaders have an unrealistic view of the quality of teaching. Too little attention is paid to what students are actually learning, both in lessons and over time.
- The school is not supporting specialist tutors to ensure that students' progress on some courses, for example bricklaying, is assessed and tracked in a systematic way. In other work-related courses, tutors are provided with only very basic information about students' needs and abilities.
- Attendance in the sixth form has been very low in the recent past but improved considerably in the autumn term 2014 to around 90%.
- The school provides students with advice about the opportunities for them when they leave school. This helps students to choose destinations, for example college courses. Last year, all but one student went on to education, training or employment. However, because the courses they have taken in school are not always challenging enough, this limits their options at college.
- Students continue to study English and mathematics in the sixth form and participate in work-related learning.
- Students generally have positive attitudes to learning, support and respect each other in lessons, and often work hard.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103610
Local authority	Birmingham
Inspection number	462728

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Special
School category	Community special
Age range of pupils	5–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	229
Of which, number on roll in sixth form	56
Appropriate authority	The governing body
Chair	Marcus Brain
Headteacher	Stuart Cameron
Date of previous school inspection	7 November 2012
Telephone number	0121 783 3972
Fax number	0121 783 3481
Email address	enquiry@hallmoor.bham.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

