

Inspection of a good school: Hall Green School

Southam Road, Hall Green, Birmingham, West Midlands B28 0AA

Inspection dates: 9–10 October 2019

Outcome

Hall Green School continues to be a good school.

What is it like to attend this school?

Hall Green is a welcoming and inclusive school. Pupils are happy, and they achieve well. The positive relationships between pupils and staff are a hallmark of the school. Teachers know their pupils very well.

Leaders are committed to pupils achieving their best and becoming responsible and considerate citizens. By the time they leave, pupils are well prepared for their next steps. Staff consistently work hard to enrich school life. This is reflected in the wide range of clubs and activities that are provided for pupils to take part in. Pupils enjoy these activities, and many speak highly of them.

Pupils learn how to stay safe. All pupils spoken to said that there is an adult they can approach if they have any concerns. Pupils feel safe and are safe. Pupils say that bullying does happen, but it is very rare. When it does occur, staff deal with it quickly and appropriately. Parents are complimentary about the school. One parent said: 'This is a school where teachers have rapport with and show genuine care for pupils. Teachers want pupils to achieve their best.'

Most pupils behave very well. They are personable and polite. Pupils of all ages socialise well together. They listen carefully to each other and to their teachers.

What does the school do well and what does it need to do better?

The school continues to provide a good quality of education. Leaders think carefully about the learning experiences pupils get. They encourage pupils to learn more, remember more and to gain employability skills. Leaders have planned a curriculum for all pupils that sets out what they should learn. This helps teachers to teach the skills and knowledge pupils need to be successful and achieve.

Teachers use subject plans to inform their teaching. They use resources effectively to support the development of pupils' knowledge, skills and understanding. In some

subjects, GCSE work is introduced too quickly. As a result, pupils do not cover all aspects of the key stage 3 national curriculum. Leaders have a strong track record of improving the school and these issues are being addressed.

Teachers have good subject knowledge and use this well to plan lessons. They regularly adapt their plans to meet the needs of all pupils, including pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Teachers identify if a pupil falls behind and intervene quickly to help them catch up. Pupils with SEND and disadvantaged pupils are well cared for and play a full part in school life. As a result, they achieve well.

Leaders want pupils to succeed academically and socially. They expect all pupils to give their best and to involve themselves in the wider life of the school. There are many opportunities for personal development such as gaining leadership skills. These include the sport leadership programme and the Duke of Edinburgh's Award. The English department works well with the Royal Shakespeare Company. Pupils have had the opportunity to perform in Stratford-upon-Avon. These experiences are designed to help pupils develop confidence and resilience. Furthermore, leaders have created a truly inclusive school. For example, a few pupils join the school at varying times of the academic year. Some of these pupils might otherwise have been at risk of missing out on their education.

The overwhelming majority of pupils follow school rules. While leaders say that a small number of pupils display less-positive behaviour, inspectors saw no instances of poor behaviour in lessons or at social times. Lessons are generally free from disruptions.

Attendance is improving but it is still below the national average. The attendance of disadvantaged pupils is below that of their peers. Additionally, some parents choose to take their children out of school during term time. This contributes further to lower than average attendance figures.

Staff and governors are fully supportive of leaders. Teachers say that professional training helps them to improve their practice. Leaders take staff well-being into consideration when making decisions. Staff feel supported and the majority are proud to work here.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' safeguarding is given the highest priority. Staff are passionate advocates for pupils and want to improve their life chances. The designated safeguarding lead is knowledgeable and vigilant. She works effectively with the safeguarding team and external agencies. Training equips all staff to help pupils if required. Staff know who to refer any concerns on to, regardless of how minor. Leaders complete appropriate employment checks and keep accurate records.

Pupils are made aware of potential dangers in their area and how to keep safe from these, for example by lessons on the dangers of drug misuse and gang culture.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders choose to follow the national curriculum. All pupils make their choices for GCSE courses in Year 9. They do not, however, study the full content of the key stage 3 national curriculum. This is because Year 9 is a 'transition year' and GCSE content is introduced too quickly in some subjects. Leaders need to ensure that pupils have access to the full range of key stage 3 subjects and subject content.
- The attendance of disadvantaged pupils is below that of their peers. Moreover, too many parents take their children out of school during term time. Leaders need to refine the systems they have in place to help and encourage high attendance for all pupils.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	137858
Local authority	Birmingham
Inspection number	10111734
Type of school	Secondary
School category	Academy
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	900
Appropriate authority	Board of trustees
Chair of governing body	Tarlochan Kambo
Headteacher	David Adams
Website	www.hallgreen.bham.sch.uk
Date of previous inspection	23 February 2016

Information about this school

- Hall Green became an academy in 2012.
- The school has a virtual resource base for 14 physically disabled children.
- The school uses alternative provision at The Reach School.

Information about this inspection

- Inspectors held several meetings with the headteacher, senior leaders and curriculum leaders as well as the special educational needs coordinator. There were formal and informal discussions with teaching and support staff. The lead inspector met with five governors. This included the chair of governors who had been in post for a week.
- Inspectors met with the designated leader for safeguarding and the member of staff responsible for pre-employment checks. Inspectors talked to pupils, support staff and teachers about how effectively the school keeps pupils safe.
- Inspectors visited assemblies and form periods. They also spoke to pupils during the school day. This included in lessons and at social times.
- Inspectors focused deeply on English, modern foreign languages, science and mathematics. Inspectors met with curriculum leaders, visited lessons, talked to pupils,

scrutinised work and held discussions with subject teachers. All other subjects were considered during the inspection.

Inspection team

Nigel Griffiths, lead inspector

Ofsted Inspector

Tim Bassett

Ofsted Inspector

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