

Inspection of a good school: Hall Green Primary School

Westminster Road, West Bromwich, West Midlands B71 2JQ

Inspection dates:

22 and 23 March 2023

Outcome

Hall Green Primary School continues to be a good school.

What is it like to attend this school?

Leaders want the best for all pupils at Hall Green Primary School. Pupils are happy and safe. They live the school's ethos of 'chance to shine'. Pupils learn to read well. They enjoy coming to school.

Leaders set high expectations for pupils' behaviour and pupils frequently meet these. As a result, the school is calm and orderly. Pupils behave well. They know that they can share any concerns or worries with trusted adults. Leaders make sure that any incidents of bullying are taken seriously and are resolved, so they do not happen again.

Pupils have a range of opportunities to develop their talents and interests. For instance, they can attend a range of clubs, including sewing club, science club and sports clubs. All pupils learn to play a musical instrument and take part in a residential trip. Pupils relish the challenge of taking part in reading and sports competitions.

Parents are extremely positive about the school and the quality of education their children receive.

Some pupils do not attend school as regularly as they could, particularly some disadvantaged pupils. This means that they miss out on important learning, which impacts on how well they achieve in school.

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

Leaders have designed an ambitious curriculum for all pupils. Teachers receive training and support to teach the curriculum effectively. They make regular checks on pupils' learning in lessons. 'Know more, remember more' tasks help pupils to recall prior learning. Teachers identify any misconceptions and support pupils to correct errors. In a few subjects, the sequence of learning is not clear. This means that, at times, pupils do not learn the curriculum in the right order.

Leaders have put a strong early reading curriculum in place. Staff have been well trained to deliver this curriculum. This is helping more pupils to read with confidence and fluency. Pupils enjoy practising their phonics skills when reading books that match the sounds that they are learning. Opportunities, such as 'read a book at bedtime', help pupils to develop a love of reading. Leaders make sure that pupils who fall behind in their reading are identified and supported to catch up. However, a few pupils with special educational needs and/or disabilities (SEND) have not received the speech and language support they need. This means that they do not always read with fluency and confidence.

Children in the early years are well settled into the school routine. They form positive relationships with adults and their peers. Leaders make sure that they meet the needs of three- and four-year-olds. Staff are well trained and skilled. Therefore, children learn the curriculum well and enjoy learning new skills and knowledge. For example, they enjoy using their fingers to count in whole-group activities led by the teacher. Staff make sure that children have plenty of opportunities to develop gross and fine motor skills. This helps them to improve their writing skills. Children achieve well and can read and write simple sentences. They are well prepared for the next stage of their learning.

Leaders make sure that pupils with SEND are well supported in school. They swiftly identify these pupils' needs and plan carefully to ensure that they meet these needs. Pupils with SEND learn alongside their peers, supported by highly skilled adults. Leaders make sure that any additional resources are provided for those pupils who need them. As a result of this work, pupils with SEND are successful and achieve well.

The school's values of 'resilience, honesty, ownership and respect' are at the heart of the school. Pupils learn to treat each other with respect. They learn to persevere on learning tasks and know that it is 'OK to get it wrong'. Through activities like Bhangra dancing and Samba dancing workshops, pupils experience different cultures. They know about festivals such as Passover, Diwali and Chinese New Year. This helps pupils to appreciate and respect difference. Pupils develop leadership and teamwork skills by taking on responsibilities, such as being a school councillor, class ambassador or school buddy. They learn about Parliament and democracy and take part in debates. All this ensures that pupils are well prepared for life in modern Britain.

Leaders, including governors, set clear priorities for improvement. Governors hold leaders to account for the performance of the school. Subject leaders check how well pupils are learning the curriculum. Staff value the support from leaders to manage their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that all staff receive regular training, so that they can identify and act on any welfare concerns. Training includes child criminal exploitation and domestic abuse. Leaders swiftly respond to any concerns staff raise. They make sure that pupils in need of help get the support they need, including support from external agencies as necessary.

Leaders ensure that all staff undertake appropriate vetting checks before starting work at the school.

Pupils learn about how to stay safe online and when out and about in the community. They develop an age-appropriate understanding of healthy and safe relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils, including some disadvantaged pupils, do not attend school regularly. This means that gaps in pupils' learning emerge, and they do not learn the curriculum as well as they could. Leaders should ensure that they identify key barriers to pupils not attending and work effectively with affected families to ensure pupils attend school regularly.
- In a few subjects, pupils do not learn the curriculum in the right order. Pupils' learning in these subjects, therefore, does not build on what they already know and pupils do not learn as well as they could. Leaders should ensure that the order in which pupils learn the curriculum is clear.
- A few pupils with SEND have fallen behind in their reading. This is because they have not received timely speech and language support to help them pronounce sounds in words clearly. Where this is the case, it impacts negatively on the progress pupils make in their reading. Leaders should ensure that pupils receive timely support, so they are able to read with confidence and fluency.

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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in May 2018.

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 information from Ofsted Parent View 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.

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	103977
Local authority	Sandwell
Inspection number	10278836
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	458
Appropriate authority	The governing body
Chair of governing body	Wendy Lamb
Headteacher	Alison Gilbert
Website	hallgreenprimary.co.uk
Date of previous inspection	1 February 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use alternative provision.
- The school provides a breakfast club.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and science. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils reading to a familiar adult. The inspector reviewed reading resources.

- The inspector scrutinised the school’s safeguarding arrangements. This included examining the record of employment checks on school staff.
- The inspector observed pupils’ behaviour in lessons and at other times during the day.
- The inspector held meetings with the interim headteacher (substantive deputy headteacher), the interim deputy headteacher (substantive assistant headteacher), the SEND coordinator, the designated safeguarding leader, curriculum leaders, representatives of the governing body and a local authority representative.
- The inspector took account of responses to Ofsted Parent View, and the pupil and staff surveys.

Inspection team

Lorraine Lord, lead inspector

Ofsted Inspector

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