

Inspection of Hall Green School

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

Inspection dates:	21 and 22 January 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Good

The headteacher of this school is Karen Slater. This school is part of the West Midlands Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Nicola Raggett, and overseen by a board of trustees, chaired by Philip Thickett.

What is it like to attend this school?

Pupils enjoy their learning at Hall Green and feel safe. There is always an adult on hand whom they feel they can talk to and who will listen to them. Pupils live up to the school's values of 'learning with compassion, ambition, responsibility and excellence'. Pupils behave well and have positive attitudes to their work.

The school sets high expectations for pupils to do well. Outcomes are improving, especially for boys. As part of the school's 60 years anniversary, it is collecting profiles to display of former pupils to raise pupils' aspirations further for their future careers.

Pupils excel in sports, for example the Year 8 boys' football team progressed to the final of a local football tournament. All pupils have the chance to be included in the wide array of academic and sporting clubs, including wheelchair basketball.

Pupils thrive on the leadership roles the school offers, for example as year group ambassadors or as part of the senior pupil leadership team. The school is highly responsive and considerate of pupils' well-being. For example, it received national recognition on television for its work supporting pupils to take part in physical education during Ramadhan.

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

The school has put in place an ambitious and diverse curriculum. For example, pupils can study three Shakespeare texts rather than the required two. It offers French and Spanish from Year 7. Art and business are particularly popular with pupils. Consequently, there is a strong take-up at GCSE in these subjects. The school's plans are designed successfully to challenge pupils in the wide range of subjects on offer. They are delivered in a way that allows pupils to accumulate further knowledge over time. The curriculum also takes full account of the changing demographics of the school. It is tailored to reflect the diverse backgrounds and faiths of pupils.

Pupils receive effective additional support in reading to catch up and become fluent and confident readers. The school carefully identifies pupils with special educational needs and/or disabilities (SEND). The curriculum is skilfully adapted and sequenced for pupils with SEND to enable them to achieve the lesson objectives set for the whole class. Effective systems are also in place to identify and provide support for pupils who speak English as an additional language.

Teachers understand the needs of pupils who are disadvantaged. These pupils are supported through a range of strategies, including targeted and skilled questioning, to help them develop their knowledge of the curriculum. Teachers quickly pick up and address any mistakes, gaps or misconceptions pupils have in their learning. This helps pupils to achieve well.

Teachers check how well pupils are doing either in lessons or summary checks at the end of units. However, where this is not practised consistently, pupils do not build learning on

secure prior knowledge.

There is generally a calm and orderly environment around the school and in lessons. Pupils are respectful and friendly. Attendance has improved over time, and persistent absence is falling. However, some pupils arrive late in the morning, and there is a lack of urgency in moving to lessons on time. This means these pupils miss some essential learning.

The school has planned its personal development programme well to give pupils a wide and rich experience beyond lessons. There are numerous clubs and activities across the school. These include the Duke of Edinburgh's Award scheme, journalism and debate club, chess and kickboxing. These add to and extend pupils' interests and talents.

The school's personal, social, health and economic programme makes a positive contribution to pupils' wider development. For example, pupils understand the importance of making informed lifestyle choices. However, on occasion, there is variability in the delivery of this content by staff. Additionally, some staff do not consistently follow the school's policy and procedures for managing pupils' behaviour in these sessions and when pupils are moving around the school.

The school takes full account of staff workload and welfare. Trustees are also mindful of these aspects. They have streamlined the roles and responsibilities of leaders and shared training and staff knowledge across their three schools to maximise resources. Trustees know the school well and offer a range of expertise to support and challenge leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The assessment of learning is not consistent across the school, especially in key stage 3. This means that some errors and gaps in learning are missed by teachers. The school should ensure that the quality of assessment is consistently high across the school.
- In some instances, the delivery of content to support pupils' personal development and the management of behaviour is not in line with the school's policies and procedures. This leads to lost learning for some pupils. The school should ensure that all staff consistently apply the policies and procedures.
- A number of pupils arrive late to school and to the start of lessons. This means they miss essential learning. The school should work with pupils who arrive late to instil the importance of punctuality so they consistently arrive on time at school and for lessons.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137858
Local authority	Birmingham
Inspection number	10343966
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	920
Appropriate authority	Board of trustees
Chair of trust	Philip Thickett
CEO of the trust	Nicola Raggett
Headteacher	Karen Slater
Website	www.hallgreen.bham.sch.uk
Dates of previous inspection	9 and 10 October 2019, under section 8 of the Education Act 2005.

Information about this school

- The school became a trust on 1 January 2025. A board of trustees was established and the previous governing body became a school board with the same chair as before.
- The headteacher was appointed after the previous inspection.
- The school currently makes use of three registered alternative provisions.
- The school currently has a specially resourced provision for pupils with (SEND), specifically physical disabilities.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, the deputy headteachers, other leaders and staff.
- Inspectors spoke to groups of pupils to learn their views of the school.
- The lead inspector met with members of the trust, including the chair and the CEO, and members of the school board, including the chair.
- Inspectors considered responses to the online survey, Ofsted Parent View. This included free-text comments. Inspectors reviewed responses to Ofsted’s online surveys for staff and pupils.
- Inspectors considered information on pupils’ behaviour, attendance and personal development.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, art modern foreign languages and religious education. For each deep dive, they held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils’ work.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.

Inspection team

Mark Sims, lead inspector	Ofsted Inspector
Simon Smith	Ofsted Inspector
Mark Grady	Ofsted Inspector
Tim Bassett	Ofsted Inspector

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