

Hallmoor School

Hallmoor Road, Kitts Green, Birmingham, B33 9QY

Inspection dates 7–8 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The majority of pupils make good progress from low starting points and learn well in a wide range of subjects.
- Teaching and learning are nearly always good. Outstanding teaching was also observed.
- Teachers convey high expectations to pupils so that they behave well and do their best. Marking helps pupils to see what they can do better.
- Pupils behave well because they see staff behave with courtesy and respect to one another and to them. They feel safe and have trust in staff to take action if pupils have concerns.
- The headteacher and senior managers set a clear vision for the school including plans for soon moving to a single site.
- Governors use their wide array of skills well to hold the school to account and, consequently, the school is improving.

It is not yet an outstanding school because

- Occasionally, activities are not made relevant to pupils' daily life and the level at which work is pitched for different groups of pupils is not exact enough.
- Sixth form students' progress requires improvement because teaching is not always thoroughly planned and assessment information is not used enough to make sure progress improves.

Information about this inspection

- The inspectors observed 14 lessons taught by 12 teachers on two sites. Four of these lessons were observed with a senior member of staff. Additionally, a breakfast club, lunchtime and an assembly were observed and inspectors looked at pupils' work.
- Meetings were held with staff, the Chair of the Governing body, and three groups of pupils, and a telephone discussion was held with a local authority representative.
- Inspectors observed the school's work and looked at documents including data on pupils' progress, documents relating to safeguarding, minutes of governing body meetings, and records of behaviour and attendance.
- Inspectors heard individual pupils read aloud.
- There were no responses to the on line questionnaire (Parent View) but inspectors took account of paper responses to the Ofsted questionnaire and had informal discussions with parents collecting their children after school.
- Two serious incidents that occurred at the school since the previous education inspection have been investigated by the appropriate authorities and are now closed. Ofsted does not have the power to investigate incidents of this kind. The welfare provision in the school was evaluated against the regulations that are in place and inspection judgements are based on evidence available at the time of the inspection.

Inspection team

Michael Farrell, Lead inspector

Additional Inspector

Philippa Holiday

Additional Inspector

Mary Geddes

Additional Inspector

Full report

Information about this school

- The school occupies two sites: Hallmoor Road mainly educates pupils from reception age to end of Key Stage 3 and Mirfield educates students in Key Stage 4 and the sixth form. Pupils' needs include moderate and severe learning difficulties, autism, and behavioural and emotional difficulties.
- Since the previous inspection, the number of pupils with behavioural and emotional difficulties, medical conditions and mental health needs has increased considerably.
- All pupils have a statement of special educational need.
- There are plans to relocate the school onto a single site within a few months.
- A high proportion of pupils, over half, are from minority ethnic groups, and about 4 in 10 pupils speak English as an additional language which is well above average.
- An above average proportion of pupils are eligible for the pupil premium, which is extra government funding given to the school based on the number of pupils in the school who are in local authority care, eligible for free school meals or whose parents are serving in the armed forces.
- In the Early Years Foundation Stage, there are often very small numbers of children indeed and they are taught with Key Stage 1 pupils.

What does the school need to do to improve further?

- Improve teaching by ensuring that:
 - learning is always relevant to pupils' daily experience to ensure their interest and motivation
 - tasks are always precisely pitched at the right level for different pupils to aid progress.
- Improve sixth form students' progress by ensuring that:
 - teaching is planned so students know exactly what they should be learning
 - information on students' progress is used better to indicate where support is needed.

Inspection judgements

The achievement of pupils is good

- Pupils enter the school with low attainment and often have very complex needs.
- Children make good progress in the Early Years Foundation Stage because teaching ensures they know what they should learn and they behave excellently and try their best. Language skills develop especially well because of many opportunities pupils have for using their communication skills.
- Pupils in Key Stages 1 to 4 make good progress because lessons ensure learning moves along at a good pace and skills in reading, writing, communication and mathematics are encouraged in many subjects. In Key Stages 1 and 2, half of pupils make outstanding progress in English because of extensive opportunities for writing.
- The sixth form requires improvement. A variety of well-chosen courses lead to sixth form pupils gaining useful qualifications but progress is adequate as opposed to good because planning is not precise enough and information on students' progress is not used sufficiently well to enable pupils to make consistently good progress.
- Pupils gain knowledge securely in a range of subjects including food technology, information and communications technology and enjoy and achieve well in cooking, sports, music and art.
- Younger pupils achieved well in a lesson about counting and using mathematical words such as 'take away' because the range of stimulating activities kept them very interested. Older students achieved well in a social studies lesson because the teacher used effective questioning to help them begin to grasp human rights. 'It's about how people treat you' volunteered one student during the lesson and others extended the idea.
- Observations of lessons and looking at pupils' work showed that they made good progress over time. Different groups of pupils including those from different ethnic backgrounds and pupils who speak English as an additional language all make good progress.
- Pupils receiving pupil premium make good progress because they receive targeted individual and small group support related to their needs.
- Effective care, guidance and help for pupils with medical or mental health needs and behavioural difficulties mean they can focus on their learning and, consequently, they achieve well. Similarly, good understanding of the learning needs of those on the autism spectrum and pupils with severe learning difficulties means they receive the right kind of teaching and make good progress.
- Pupils progress well in reading because they enjoy reading and it is taught in a structured way that helps to build their confidence.

The quality of teaching is good

- The great majority of teaching is good. Some excellent teaching was seen. Younger pupils learned well in a lesson using computers finding information and transferring images to documents because the lesson was effectively planned, well-structured and interesting. Pupils in

Key Stage 3 achieved well creating poems about winter because the teacher skilfully encouraged them to share ideas before doing their own writing.

- Reading, writing, communication and mathematics are taught effectively. Skills to help thinking are well developed. Pupils enjoy reading and try hard using letter sounds and other clues with increasing confidence and success to read new words.
- Good teaching for children in the Early Years Foundation Stage ensures children are engaged in their activities. Staff ensure children make the best use of the limited outdoor space. Teaching assistants effectively encourage children to focus well on their work. Staff are already confidently using newly introduced assessments.
- Skilled questioning by teachers checks what pupils know and where they need help to understand better. Work is carefully marked to show pupils what to improve especially in Key Stages 1 and 2 where marking is particularly detailed. Pupils with moderate learning difficulties respond well to the clear structure of lessons and searching questioning which helps to check their understanding.
- In some lessons, the activities are not relevant enough to pupils' daily life so that they do not understand fully. Work sheets are sometimes used instead of a better practical activity. Also, in a few lessons, work is not set at the right level for all pupils in the class so that progress is slowed.
- In the sixth form, good teaching and teaching that requires improvement were seen and the range of courses that lead to qualifications is appropriate to students' needs. However, students' work shows that teaching over time requires improvement. Planning does not always show exactly what students should be learning. Assessment information on students' progress is not always used to show where students need to improve their work or need more help.

The behaviour and safety of pupils are good

- Relationships are very positive and expectations of good behaviour are high so that pupils behave well. Pupils become increasingly aware of the needs of others. This is because teachers encourage good social skills and activities, such as talking in pairs and small groups, are encouraged.
 - There was no information on Parent View. Paper questionnaires and informal discussions with parents and carers collecting their children after school indicate largely positive views on behaviour.
 - The behaviour of children in the Early Years Foundation Stage is excellent because of high expectations and good activities. Older students' courtesy and sensitivity to others is impressive because staff set very good examples.
 - Pupils enjoy their lessons and can readily give examples of activities they especially enjoy. An older student especially enjoyed work on 'The parent I want to be'. Behaviour is good at the well-attended breakfast club. At lunch pupils at the Hallmoor Road site enjoy choosing who to sit with and behave well.
 - Pupils say they feel safe in all areas of the school and at all times. They know about bullying and different types of bullying but say it is rare. When something troubles them, pupils recognise
-

they can go to a staff member to discuss it. The views of parents and carers about safety were very positive.

- The school is adapting with determination to increased numbers of pupils with behavioural, emotional and social difficulties. Fixed term exclusions are higher than average but rapidly reducing each year. The brief exclusions enable pupils to recognise the consequences of unacceptable behaviour while support and encouragement help them to behave better as time goes on. Pupils from different ethnic backgrounds get on well together.
- Attendance, when account is taken of the increased number of pupils with medical needs including mental health needs, is average. It is improving because the school does all that can be reasonably expected including effectively using home-school liaison workers.

The leadership and management are good

- The Mirfield Road site described in the previous report as 'semi-derelict' remains so. Because leaders and managers set a clear direction for the school staff morale is high. Parents and carers hold positive views.
- The school accurately evaluates its strengths and weaknesses, as a basis for future priorities. It knows the quality of its teaching and makes improvements through training and support. The local authority has a clear overview of the school's progress and effectively watches over the productive links the school has with other schools.
- In sustaining standards in a period of change, the school demonstrates its capacity to improve further. Pupil premium money is targeted well to provide extra small group or individual support including in literacy and numeracy to accelerate progress. The use of the funding, and its effectiveness, are checked rigorously.
- The school promotes equal opportunities well, checking progress and ensuring no groups slip behind. It tackles any discrimination effectively so that the school has a harmonious climate.
- Safeguarding arrangements meet requirements.
- New leadership and management in the sixth form recognise what needs to be improved and is making a start but students' progress is not yet improving.
- The senior staff are aware of what is needed for the school as a whole and what individual staff need to develop further. Training and support for staff take account of both of these factors. Staff performance is rigorously checked. Clear targets are set for teachers to help them improve their work. Pay increases are based on how well these targets are met.
- A variety of interesting activities encourages strong pupil progress and where occasionally activities for pupils with complex needs are narrower the school is improving this. The school works effectively with other agencies to enhance provision for mental health needs.
- **The governance of the school:**
 - The governing body uses its wide range of skills and experience to hold the school to account well. The Chair of Governors meets regularly with the headteacher to discuss

how well the school is doing. This together with effectively run meetings give governors a clear picture of the quality of teaching and how well pupils are progressing, including how well they are performing compared to similar pupils nationally. The governing body has a clear view of the way the school spends its money. They ensure that pay increases are linked to staff performance and that the pupil premium is spent in a way that makes a positive difference to the achievement of the pupils it is spent on.

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	400633

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Special
School category	Community Special School
Age range of pupils	4–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	217
Of which, number on roll in sixth form	31
Appropriate authority	The governing body
Chair	Marcus Brain
Headteacher	Sue Charvis
Date of previous school inspection	28 April 2010
Telephone number	0121 7833972
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 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 2012

