

Hall Green Junior School

Address: Stratford Road, Hall Green, Birmingham, West Midlands, B28 9AJ

Unique reference number (URN): 103209

Inspection report: 13 January 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders have made attendance a priority. They have a deep understanding of attendance patterns and act swiftly to remove barriers. All staff set high expectations for attendance and say that 'attendance is everybody's responsibility'. This can be seen when staff greet pupils at the start of the school day. Leaders understand the barriers to attendance and use a range of strategies, such as daily triage with the family support worker, home visits and formal action, to tackle barriers successfully. These actions have secured rapid improvement in the attendance of individuals and groups of pupils, including those who are disadvantaged or pupils with special educational needs and/or disabilities (SEND).

Leaders have created a culture where behaviour routines are embedded throughout the school. The school is a calm and purposeful place. Staff teach and reinforce expectations through a consistent approach across all aspects of the school day by ensuring pupils 'Be kind, Be respectful, Be safe'. All staff are well trained in the school's behaviour approach. As a result, staff apply the policy consistently. Leaders make reasonable adjustments and target support for pupils who may need extra help, including disadvantaged pupils and those with SEND. Pupils take pride in roles of responsibility such as lunchtime leaders and show highly positive attitudes to learning. As a result, behaviour and attitudes are consistently positive.

Personal development and wellbeing

Strong standard ●

Personal development and support for pupils' wellbeing are extremely effective. Leaders run a clear, age-appropriate programme through lessons, assemblies, visits and clubs. It builds character, resilience and a sense of responsibility. Pupils arrive calmly and on time to school. They feel they belong. Staff know them well and check on wellbeing. As a result, pupils are confident and polite. They take pride in roles such as pupil leaders and reading zone monitors. Pupils show perseverance when faced with challenges in their learning and have a range of skills to overcome these.

The personal, social and health education (PSHE) curriculum gives pupils secure knowledge. They talk about healthy friendships with maturity. Older pupils clearly explain fundamental British values of democracy, liberty, mutual respect and tolerance. Pupils respect different faiths. They are knowledgeable about religious festivals and places of worship across a range of religions.

Safety education is comprehensive. Pupils explain what bullying is and what it is not. They know trusted adults and external helplines through their 'personal support network hand', which helps them to stay safe. Pupils know how to keep safe online and in the wider world. They understand how to block and report any online concerns and show a growing awareness of information made by artificial intelligence. Healthy living is taught well in PSHE and science. Pupils stay active through swimming and other clubs. Trips to learn about the Romans, visits to museums to find out more about fossils and residential trips broaden pupils' experiences. Leaders offer many clubs to develop pupils' talents and interests. They track attendance to these and adapt the provision where needed so that pupils benefit from the school's offer.

Pastoral systems are inclusive and quick to support. Staff understand pupils' needs and remove barriers, including for disadvantaged pupils. Targeted training helps staff give timely support. Pupil premium funding focuses on vocabulary, reading fluency and attendance. This strengthens support and access to wider experiences. Leaders check who takes part in enrichment activities and the difference it makes. Pupils are confident, resilient and ready for their next steps.

Expected standard

Achievement

Expected standard 

Pupils achieve well and are ready for the next stage of their education. They demonstrate secure knowledge of their current learning and can make meaningful links between subjects. Pupils securely develop and build on foundations in reading, writing and mathematics. Teachers use clear routines and a 'keep up, not catch up' approach, which helps pupils to achieve well. Pupils who need additional support typically receive this in a timely manner. Pupils' quality of work, reading fluency and engagement in lessons show secure progress through the curriculum from their starting points. While work in core subjects is of a consistently high quality, leaders recognise that this is not the same across all subjects in the curriculum and are currently developing this.

Outcomes for pupils achieving the expected standard in national tests are above national averages. The number of pupils achieving the higher standard in national tests is close to average. Outcomes for disadvantaged pupils is high compared to the national average for disadvantaged pupils.

Curriculum and teaching

Expected standard 

Leaders know the quality of the curriculum and teaching well. They have developed a well-considered curriculum that meets the needs of the pupils at the school. Since the previous inspection, leaders have reviewed the wider curriculum so that teachers can help pupils to build knowledge gradually over time. Teachers typically present ideas clearly, promote discussion, check what pupils understand and address any gaps in their knowledge effectively.

Pupils build their knowledge effectively in reading, writing and mathematics as they move through key stage 2. Pupils have a firm foundation in this essential knowledge. In mathematics, for example, they have a secure knowledge of concepts such as measuring to successfully solve problems in perimeter. However, pupils do not have sufficient opportunities to apply their mathematical knowledge in a range of contexts to deepen their knowledge and understanding.

Leaders understand the school's teaching priorities. They use this information to inform ongoing improvements. In particular, the school-wide focus on vocabulary helps pupils as they progress through the curriculum to express ideas with confidence and precision. Staff

have secure subject knowledge and adapt their teaching to meet the needs of pupils with special educational needs and/or disabilities. As a result, staff deliver the curriculum well.

Inclusion

Expected standard 

Leaders and staff understand pupils' needs well. This enables them to identify the barriers faced by some pupils that may affect their learning. Leaders support and train staff to adapt their teaching accordingly. There are effective systems in place for staff to share information about pupils' achievement, attendance and wellbeing. Additional adults promote independence, not reliance, following evidence-based approaches to support. As a result, pupils eligible for the pupil premium support, those with special educational needs and/or disabilities and pupils known to children's social care typically learn with their peers effectively.

Staff engage with parents and external professionals well. This helps leaders to identify needs clearly, set goals and check the difference support makes. Where there is a need for intervention, typically this is effective and impacts positively on pupils' learning. However, leaders recognise that some interventions need to have a sharper focus to meet the specific needs of pupils.

The school uses its pupil premium funding effectively. Leaders ensure that disadvantaged pupils enjoy the same experiences as other pupils. As a result, pupils feel valued and included in all aspects of school life.

Leadership and governance

Expected standard 

School leaders understand the school's context and know its community thoroughly. As a result, they have an insightful and rigorous understanding of the school's challenges. Leaders set a clear vision of 'we all belong', and act in pupils' best interests. There is a coherent improvement plan, which drives the right work across the school at the right time. Through clear communication of whole-school priorities, everyone knows and takes action to make the school successful. Leaders model high expectations and carefully consider staff's workload and wellbeing.

Governors work with school leaders to form a cohesive team. They have an effective oversight of the strengths and areas for improvement. Governors support and challenge leaders in equal measure, with a firm focus on safeguarding, inclusion and outcomes for all pupils. They carry out their statutory duties effectively.

Leaders have created a well-structured and sustained programme of professional learning. It links to the school development plan. Staff receive statutory training, targeted coaching and effective early career teacher mentoring. Leaders protect time to put training into practice. They monitor, review the impact and refine the provision. As a result, this builds shared expertise and improves classroom practice.

Leaders engage parents thoughtfully. Staff are visible and easy to talk to at the start and end of the school day. Staff are overwhelmingly positive about working at the school. They are appreciative of the work that leaders do, with many commenting that 'leaders lead by

example'. As a result, staff feel that they can make a difference to the quality of pupils' learning.

What it's like to be a pupil at this school

Pupils are passionate about attending this welcoming school. They are greeted at the door by staff with a warm smile, and asked about how they are feeling and about their evening or weekend. The school's mission statement of 'Learning to be the best we can be' is reflected by pupils arriving at school ready and eager to learn. They have highly positive attitudes to learning and are proud to share their work with visitors.

From the outset, leaders prioritise reading, writing and mathematics. Well-designed activities and the effective delivery of the curriculum support pupils to become confident readers, writers and mathematicians. Leaders and staff want all pupils to succeed. As a result, teaching and activities are adapted to enable those pupils who are disadvantaged, those known to social care and those with special educational needs and/or disabilities (SEND) to be fully included in every aspect of school life.

Pupils follow the established routines across all aspects of the school day. This leads to a calm and purposeful environment. Pupils model effective behaviours within the classroom and engage purposefully with one another during social times. They model tolerance and respect and celebrate diversity. Rare incidents of bullying would be addressed swiftly. Staff know pupils well through their highly positive relationships. As a result, pupils trust staff to deal quickly with any worries or concerns they may have.

Attendance is a focus of everyone in the school. Leaders have created positive relationships with families to ensure regular attendance and provide timely support where needed. As a result, attendance is increasing for pupils, including for disadvantaged pupils and those with SEND.

Pupils enjoy the range of trips, clubs and experiences that the school offers. They have opportunities to develop their leadership skills through the various roles available to them. Pupils take pride in these opportunities, with many pupils eager to share the impact they have on the school. Pupils said, 'We all belong and feel like a family.' These experiences at Hall Green Junior help to prepare pupils for life in modern Britain.

Next steps

- Leaders should ensure that all pupils are given opportunities to apply their mathematical skills at length and in a timely manner to enhance and deepen their learning.
 - Leaders should ensure that where interventions are being delivered to pupils, these are consistently aligned to the needs and targets of pupils so that any gaps close rapidly.
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About this inspection

The chair of the board of governors in this school is Susan Hammond.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders, including the headteacher, the deputy headteacher and other senior and curriculum leaders. The lead inspector spoke with a representative of the local authority, the chair of governors and other members of the governing board during the inspection.

The inspectors confirmed the following information about the school:

The school does not make use of any alternative provision.

Headteacher: Ms Maxine Charles

Lead inspector:

James Dean, His Majesty's Inspector

Team inspectors:

Sarah Steer, Ofsted Inspector

Rebecca Cox, Ofsted Inspector

Amarjit Cheema, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 13 January 2026

School and pupil context

Total pupils

479

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

480

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

38.00%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.67%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

11.48%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	61%	Above
2024/25 (revised)	75%	62%	Above
2023/24 (final)	77%	61%	Above
2022/23 (final)	81%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	74%	Above
2024/25 (revised)	86%	75%	Above
2023/24 (final)	83%	74%	Above
2022/23 (final)	91%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	72%	Above
2024/25 (revised)	81%	72%	Above
2023/24 (final)	82%	72%	Above
2022/23 (final)	83%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	73%	Above
2024/25 (revised)	88%	74%	Above
2023/24 (final)	88%	73%	Above
2022/23 (final)	87%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	46%	Above
2024/25 (revised)	71%	47%	Above
2023/24 (final)	63%	46%	Above
2022/23 (final)	63%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	62%	Above
2024/25 (revised)	86%	63%	Above
2023/24 (final)	73%	62%	Close to average
2022/23 (final)	87%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	59%	Above
2024/25 (revised)	74%	59%	Above
2023/24 (final)	73%	58%	Above
2022/23 (final)	66%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	60%	Above
2024/25 (revised)	88%	61%	Above
2023/24 (final)	78%	59%	Above
2022/23 (final)	71%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	66%	68%	-2 pp
2024/25 (revised)	71%	69%	2 pp
2023/24 (final)	63%	67%	-4 pp
2022/23 (final)	63%	66%	-3 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	82%	80%	2 pp
2024/25 (revised)	86%	81%	5 pp
2023/24 (final)	73%	80%	-7 pp
2022/23 (final)	87%	78%	9 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	71%	78%	-7 pp
2024/25 (revised)	74%	78%	-4 pp
2023/24 (final)	73%	78%	-4 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	66%	77%	-12 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	79%	80%	0 pp
2024/25 (revised)	88%	81%	8 pp
2023/24 (final)	78%	79%	-1 pp
2022/23 (final)	71%	79%	-8 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.5%	5.2%	Close to average
2023/24 (3 term)	6.7%	5.5%	Above
2022/23 (3 term)	6.5%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	13.9%	13.3%	Close to average
2023/24 (3 term)	16.7%	14.6%	Close to average
2022/23 (3 term)	16.1%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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