

Park Hall Junior Academy

Address: Park Hall Road, Walsall, West Midlands, WS5 3HF

Unique reference number (URN): 137797

Inspection report: 28 April 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.

Expected standard

Attendance and behaviour

Expected standard 

Pupils' attendance is a high priority for leaders. They have positive relationships with families. Leaders communicate the importance of regular attendance effectively. As a result, pupils attend school well. Leaders know the barriers that a small number of pupils face and take action to support them, so attendance improves. Their work with external agencies is purposeful and timely. Leaders analyse attendance patterns in detail and use this information to target support where it is most needed. This work is highly effective.

Pupils' behaviour in lessons is calm and allows them to learn. Around school and at playtimes, pupils typically behave well. They generally follow the rules and routines expected of them. Pupils treat each other with respect and courtesy. They help each other willingly, for example helping younger pupils to open packets at lunchtime. Pupils feel safe. They are confident that staff deal with any incidents of bullying, derogatory language or discriminatory behaviours quickly. These incidents are rare.

Leaders analyse behaviour incidents regularly. This analysis informs policy and training needs. Staff build warm and trusting relationships with pupils. They respond well to those who struggle to make positive choices. Staff make suitable adaptations to behaviour policies for these pupils.

Inclusion

Expected standard 

Leaders and staff share high expectations for all pupils. They know pupils and their families well. Leaders are passionate about removing barriers to learning and wellbeing. They use their robust processes skilfully to swiftly identify individual needs and ensure these are assessed appropriately. Regular staff training helps teachers to understand how to support pupils to learn alongside their friends. As a result, disadvantaged pupils and pupils with special educational needs and/or disabilities progress well from their starting points. Leaders work closely with parents and carers to develop support carefully. They ensure regular communication happens to support pupils' progress. Leaders also engage a range of external agencies and specialists. This ensures that the right support is in place, at the right time. Support for pupils' wellbeing is also effective and adds to their sense of belonging.

Leaders use additional funding effectively. They ensure that disadvantaged pupils and those who are known (or previously known) to social care can fully access enrichment opportunities. For example, funding is used to provide 'friendship circle' interventions. These are effective in supporting pupils' development of healthy relationships with their peers.

Personal development and wellbeing

Expected standard 

Leaders prioritise pupils' personal development. Pupils follow a broad personal, social and health education (PSHE) curriculum. All pupils receive age-appropriate relationships and sex education. The school's wider personal development programme is well planned. Pupils speak confidently about what makes a good friend, what healthy relationships look like and how to stay mentally healthy and safe online. Links with local partners, such as the police

and river safety groups, provide further opportunities to learn about community risks such as water, fire and road safety. Pupils in Year 6 benefit further from 'street teams' sessions to help prepare them for secondary school.

Pupils have a secure understanding of different beliefs and cultures. They treat each other with respect and courtesy. They celebrate differences. Pupils have a clear sense of right and wrong. Their understanding of fundamental British values is developing, for example through opportunities to vote in school and class elections.

Leaders are committed to providing pupils with a range of experiences beyond the curriculum. Pupils enjoy the wider opportunities the school offers, for example music and sports clubs, theatre workshops, choral events and a residential. All pupils take part in school productions. This develops their confidence and resilience. Leaders encourage disadvantaged pupils to take part in all opportunities, including clubs and trips. Leaders remove barriers to participation effectively. For example, some sports clubs happen at lunchtime to enable more pupils to attend.

A highly effective pastoral programme provides the right support at the right time. This provides support for pupils' mental health and wellbeing and is a successful feature of the school. In PSHE, pupils learn how to recognise and talk about different emotions. This supports pupils' self-esteem, social skills and emotional wellbeing effectively.

Needs attention

Achievement

Needs attention 

Pupils have gaps in their foundational knowledge, particularly in reading, spelling and writing. This includes letter formation and handwriting. While teachers identify some of these gaps, they are not closing quickly enough. Leaders are taking appropriate steps to improve this. So far leaders' work is having a positive impact on pupils' basic mathematical knowledge and fluency.

Generally, pupils have the knowledge and skills they need for the next stage of their education. Pupils, including those who are disadvantaged or have special educational needs and/or disabilities, typically achieve well in national tests taken at the end of key stage 2. However, the overall quality of work seen during the inspection does not reflect these outcomes. Pupils' knowledge across wider curriculum subjects is inconsistent. Some pupils in the younger years struggle to talk about their learning, and their written work is not of a high quality.

Curriculum and teaching

Needs attention 

Staff do not consistently check pupils' understanding effectively. As a result, some pupils, particularly those in the younger years, do not develop the skills they need to write or spell fluently. This limits their ability to build secure knowledge and skills over time. In mathematics, however, pupils are typically secure in their understanding of basic number facts and fluency.

Leaders implement a well-sequenced curriculum that sets out the knowledge and skills pupils need to know. Pupils enjoy learning across a wide range of subjects. In some of these subjects, teaching is effective. For example, in geography, clear teaching enables pupils to speak confidently about deforestation and its impact on the world. However, leaders understand that teaching is variable across year groups and subjects.

Teachers have secure subject knowledge and use this to explain new ideas clearly. Pupils with special educational needs and/or disabilities are typically well supported. However, when learning is not adapted effectively these pupils do not learn as well as they should. Leaders prioritise reading and provide appropriate help for pupils who need further support to develop their phonics knowledge.

Leadership and governance

Needs attention 

Recently, leaders have acted swiftly and identified appropriate priorities to improve the school. However, leaders' actions are in the early stages of roll out. Those responsible for governance are supportive and proud of the school. They attend school events and provide a link between parents, carers and the school. However, while trustees meet their statutory duties well and appropriately challenge leaders, local governance is less effective. This limits the level of challenge they provide and how well they hold leaders to account. Leaders and trustees are aware of this. They are taking steps to strengthen the impact of local governors. Leaders welcome constructive challenge. This is because they know it will help improve the school for its pupils.

Leaders show commitment and dedication to their school. They know the community well and want the very best for their pupils. They are ambitious for all pupils to learn and achieve well. Leaders make sure that pupils are safe and well cared for.

Leaders ensure that staff, including those in the earlier stages of their career, benefit from a programme of professional learning. This enables them to gain the knowledge they need to carry out their roles. Leaders are considerate of staff's wellbeing and workload. Staff appreciate this and are proud and happy to work in the school. Leaders recognise the importance of establishing positive relationships within and beyond the school. Parents are generally positive about the school. External partnerships with other professionals and the local community support both school improvement and pupils' wider experiences.

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

Park Hall Junior Academy is an inclusive school where all pupils feel welcome and valued. Pupils offer a warm welcome to visitors and embody the school's 'PROUD' values. They also celebrate the range of cultural and diverse backgrounds in their school community. Pupils enjoy their lessons and therefore they attend well. They are proud to be part of the school. Pupils typically achieve well at the end of key stage 2. However, there are inconsistencies in how well staff identify and address gaps in pupils' essential knowledge throughout the school. This limits the progress that some pupils make across the curriculum.

Staff greet pupils warmly at the start of the day. Staff and pupils alike demonstrate positive relationships. This creates a calm and friendly environment where pupils feel safe and cared for. The school's pastoral programme is a strength. As a result, pupils are well looked after by skilled staff. This enables all pupils to be fully included in school life. Pupils generally behave well and incidents of bullying or discrimination are rare. If they do occur, pupils know staff will deal with them quickly.

Pupils enjoy a range of activities beyond the curriculum. Enrichment days provide opportunities to try new things, for example pottery and musical theatre. Visits from local professionals highlight future career options. These help to raise pupils' aspirations and see the wider opportunities available to them. All pupils have opportunities to hold leadership roles. These include class monitors, librarians and 'star sheriffs'. These roles support pupils to build confidence and independence. By the time they reach Year 6, most pupils are articulate, confident and ready for secondary school.

Next steps

- Leaders should ensure that the school's curriculum is delivered consistently well by all staff, taking account of pupils' starting points, so that pupils learn as well as they can.
 - Leaders should ensure that all pupils secure essential knowledge by strengthening teaching, so gaps are identified and addressed promptly, enabling pupils to achieve fluency and accuracy, particularly in reading, spelling and handwriting.
 - Those responsible for governance should ensure that all involved have an accurate view of the standard of education in the school and challenge leaders more effectively in achieving their priorities.
 - Leaders should ensure staff hold consistently high expectations of pupils' behaviour and what they can achieve, so that pupils develop high levels of resilience and self-discipline.
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About this inspection

The head of school is Lynsey Amos.

This school is part of the Loriners Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Kelly Bracebridge, and overseen by a board of trustees, chaired by Sabeera Ali.

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, trustees, local governors, school staff, pupils and parents during the inspection.

The school currently uses no alternative provision.

Executive headteacher: Kelly Bracebridge

Lead inspector:

Laura Hopley, His Majesty's Inspector

Team inspectors:

Christopher Wright, Ofsted Inspector

Donna OToole, Ofsted Inspector

Rachel Henrick, His Majesty's 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 28 April 2026

School and pupil context

Total pupils

410

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

408

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)

14.15%

Below 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

3.41%

Close to 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

11.22%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Below 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	71%	61%	Above
2024/25 (final)	68%	62%	Close to average
2023/24 (final)	74%	61%	Above
2022/23 (final)	70%	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	88%	74%	Above
2024/25 (final)	89%	75%	Above
2023/24 (final)	89%	74%	Above
2022/23 (final)	86%	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	77%	72%	Close to average
2024/25 (final)	73%	72%	Close to average
2023/24 (final)	79%	72%	Above
2022/23 (final)	80%	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	85%	73%	Above
2024/25 (final)	82%	74%	Above
2023/24 (final)	86%	73%	Above
2022/23 (final)	86%	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	54%	46%	Above
2024/25 (final)	52%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	64%	46%	Above
2022/23 (final)	46%	44%	Close to average

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	85%	62%	Above
2024/25 (final)	90%	63%	Above
2023/24 (final)	86%	62%	Above
2022/23 (final)	77%	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	65%	59%	Close to average
2024/25 (final)	62%	59%	Close to average
2023/24 (final)	71%	58%	Above
2022/23 (final)	62%	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	73%	60%	Above
2024/25 (final)	76%	61%	Above
2023/24 (final)	64%	59%	Close to average
2022/23 (final)	77%	59%	Above

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	54%	68%	-13 pp
2024/25 (final)	52%	69%	-17 pp
2023/24 (final)	64%	67%	-3 pp
2022/23 (final)	46%	66%	-20 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	85%	80%	6 pp
2024/25 (final)	90%	81%	10 pp
2023/24 (final)	86%	80%	6 pp
2022/23 (final)	77%	78%	-1 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	65%	78%	-13 pp
2024/25 (final)	62%	78%	-16 pp
2023/24 (final)	71%	78%	-6 pp
2022/23 (final)	62%	77%	-16 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	73%	80%	-7 pp
2024/25 (final)	76%	81%	-4 pp
2023/24 (final)	64%	79%	-15 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	77%	79%	-2 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 (3 term)	4.4%	5.2%	Below
2023/24 (3 term)	4.9%	5.5%	Close to average
2022/23 (3 term)	5.5%	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 (3 term)	6.3%	13.0%	Below
2023/24 (3 term)	11.3%	14.6%	Close to average
2022/23 (3 term)	13.6%	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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