

Hodge Hill Girls' School

Address: Bromford Road, Hodge Hill, Birmingham, West Midlands, B36 8EY

Unique reference number (URN): 103483

Inspection report: 16 June 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 ●

Achievement

Strong standard ●

Pupils in key stage 3 develop the knowledge and skills they need in reading, handwriting, spelling and mathematics to succeed in key stage 4. Pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), produce work that demonstrates a secure understanding of what they have learned.

Over time, pupils in key stage 4 achieve highly in national examinations across a range of subjects. Moreover, disadvantaged pupils in key stage 4 achieve well above their peers nationally. In some subjects, they achieve above the national average compared to all pupils. Pupils with SEND achieve very well from their starting points.

Leaders carefully check pupils' progress in key stage 4 and adapt support so that any gaps are closed quickly. As a result of this work, pupils in key stage 4 make excellent progress. Pupils are well prepared for their next steps. They go on to appropriate and ambitious destinations.

Personal development and wellbeing

Strong standard ●

Leaders have developed a highly effective programme for pupils' personal development. It is precisely tailored to the pupils' needs, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Pupils learn about and develop their understanding of fundamental British values and equality. The school provides meaningful opportunities for pupils to learn about different cultures and religions. They know how to stay safe online. They develop an age-appropriate understanding of relationships. The school ensures that pupils develop their communication and teamwork skills through well-thought-out additional support programmes. Pupils understand the importance of keeping physically active. The school uses its values well to develop pupils' character.

The school's 'drop down days' are extremely well planned to enrich the curriculum and give pupils experiences that prepare them well for life beyond school. For example, in the 'aspiration day', pupils learn about different careers and meet with and visit a range of employers, colleges and universities. During 'wellbeing days', pupils learn how to look after their own mental health and the importance of a healthy diet.

Pupils develop their understanding of how they can contribute positively to society. Pupils raise money for charities. Many are proud to take on leadership roles in school, such as form reps, sports leaders, wellbeing ambassadors and event leaders.

The school's careers provision is a strength. It is carefully tailored to pupils' needs and helps to raise their aspirations. Pupils have many meaningful opportunities to learn about different careers and routes into further and higher education. For example, they hear from women role models and former pupils about their career choices. Pupils get independent careers advice and guidance. Leaders ensure that disadvantaged pupils and those with SEND benefit fully from this work. Pupils are very well-prepared for their next steps.

Expected standard

Attendance and behaviour

Expected standard 

Leaders have high expectations for pupils' attendance. They understand the barriers that some pupils have to regular attendance. Leaders work well with parents and carers to ensure that pupils get the support they need to attend school regularly. Their work has had a notable impact on the attendance of all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Disadvantaged pupils have high attendance, as do those with SEND. Leaders are working to improve pupils' punctuality to school. This has yet to have a notable impact. Too many pupils are late to school.

The school has high expectations for pupils' behaviour. They have ensured that there are clear routines that pupils understand. Most pupils behave well and have positive attitudes to learning. However, a minority of pupils do not demonstrate self-discipline and need to be reminded of the school's expectations. Bullying is rare. Staff deal with any issues effectively. Leaders have created an environment where any form of discrimination is not tolerated. As a result, pupils are respectful to others and to staff. Staff ensure that pupils who need support to meet the school's expectations get it. The behaviour of these pupils is improving as a result of this work.

Curriculum and teaching

Expected standard 

The school has developed a broad and ambitious curriculum that meets pupils' needs and aspirations. It is logically sequenced so that pupils build on prior learning. Teachers have the subject knowledge they need. Generally, they deliver the curriculum effectively. They explain new learning clearly and use appropriate activities to support pupils in learning the curriculum. Teachers provide opportunities in lessons to review prior learning. Most teachers check pupils' understanding so that gaps in learning and misconceptions can be resolved. Typically, teaching is adapted so that pupils with special educational needs and/or disabilities can access the curriculum. However, this is not done consistently well across all subjects and key stages.

Most teaching ensures that pupils develop their understanding of important vocabulary. Pupils in key stage 4 receive extra support lessons to help them remember what they have been taught. As a result, they can use their knowledge fluently across a range of subjects. Leaders have ensured that pupils with gaps in key knowledge and skills they need to access the curriculum receive the support they require. For example, pupils at the early stages of reading receive support to improve their reading fluency. Some pupils receive effective support to improve their handwriting and literacy.

Inclusion

Expected standard 

Leaders have created an inclusive school where staff know pupils well. Leaders ensure that pupils with special educational needs and/or disabilities (SEND) have their needs swiftly identified. They work well with parents and external agencies to get an accurate assessment of their needs. Teachers are provided with clear information about these needs and how they can address them. Furthermore, the school has provided teachers with training in

strategies to address barriers to learning. Generally, they use these effectively in lessons, although there are some minor inconsistencies across subjects and key stages. The school ensures that pupils with SEND get the extra support they need in reading and numeracy so they can access the curriculum. Pupils who need additional help in how they communicate and work with others receive well-thought-out support.

Leaders use the extra funding they receive for pupil premium pupils effectively. For example, the school provides disadvantaged pupils in Year 11 with extra lessons to support their learning. This supports these pupils in achieving highly and attending school regularly. Furthermore, they use this funding to subsidise educational visits and offer these pupils opportunities they would otherwise not have.

The school uses alternative provision for a small number of pupils. Leaders ensure that it supports pupils' needs and aspirations.

Leadership and governance

Expected standard 

The school is well-led and managed. Leaders are guided by a strong moral purpose to 'educate tomorrow's women today'. They have developed an inclusive school where staff understand pupils' needs. They have shaped the school's provision through an understanding of the local community. They always strive to provide pupils with the best possible school experience. They understand the school's strengths and what needs to improve. They have taken effective action in many areas, for example, they ensure that disadvantaged pupils attend and achieve well, and they continue to build on other school improvements. They are aware that more needs to be done to ensure that pupils' punctuality to school continues to improve.

Governors know the school well. They have the skills and knowledge they need to provide appropriate support and challenge to school leaders. They fulfil their statutory duties effectively. Staff are proud to work at the school. They are treated respectfully and fairly. They receive effective professional learning opportunities that help to improve how they carry out their roles. Staff feel heard by senior leaders, and they appreciate how their workload and well-being are considered. Teachers in the early stages of their career get effective support and guidance.

Leaders ensure that they engage well with parents and carers. For example, they have coffee mornings for parents to discuss the provision for pupils with special educational needs and/or disabilities. Furthermore, leaders conduct regular parent surveys to gauge how parents feel about the school.

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

Most pupils enjoy learning at this caring and inclusive school. Pupils understand the school's 'PRIDE' values of partnerships, respect, inspiration, determination and excellence. They say these help them understand how to behave and learn. The curriculum is typically taught well. Pupils achieve very well in national examinations, particularly disadvantaged pupils. They are well prepared for their next steps. Staff understand the barriers to learning that

pupils with special educational needs and/or disabilities (SEND) have. Teaching is generally well adapted to address these barriers. As a result, pupils with SEND make secure progress from their starting points.

Most pupils behave well, show respect to others and have positive attitudes to learning. They socialise well together at break and lunch times. Pupils feel safe in school and know they have supportive staff they can talk to if they have any worries. Bullying is rare. If it does happen, staff deal with it effectively. Pupils, including those who are disadvantaged and pupils with SEND, have high attendance.

Pupils benefit from an excellent range of extra-curricular activities that broaden their experiences and develop their talents and interests. Pupils make very good use of these. For example, pupils enjoy attending a range of sports clubs, the STEM club and the photography club. Pupils also enjoy 'drop down' days, where they take part in activities that enrich the curriculum, develop their understanding of cultures and help them learn about careers. For example, pupils enjoy the annual culture day where they celebrate and learn about the different cultures in the school and community. During science, technology, engineering, arts and mathematics (STEAM) days, pupils learn about exotic animals, coding, engineering, healthy eating and teamwork. The school also provides pupils with a range of trips and visits. Pupils enjoy going to museums, local colleges, universities and art exhibitions.

Next steps

- Leaders need to ensure that all pupils develop their self-discipline so they consistently show high levels of respect and rarely need to be reminded about how to behave.
- Leaders need to ensure consistency in how well teaching is adapted to meet the needs of all pupils, including those with special educational needs and/or disabilities.
- Leaders need to ensure that the systems in place to improve punctuality lead to sustained and notable improvements in pupils' punctuality.

About this inspection

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

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.

Inspection activities:

Inspectors spoke with the headteacher, other senior leaders, governors and a local authority representative during the inspection.

Inspectors confirmed the following information about the school:

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The school currently makes use of 2 registered alternative provisions.

Headteacher: Sonia Adu

Lead inspector:

Paul Halcro, His Majesty's Inspector

Team inspectors:


Lois Kelly, Ofsted Inspector

Philip Hamilton, Ofsted Inspector

Peter Bassett, 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 16 June 2026

School and pupil context

Total pupils

749

Below 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: 1,067

School capacity

750

Well below 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: 1,154

Pupils eligible for free school meals (FSM)

53.54%

Well 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: 28.9%

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

0.80%

Well 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: 3.09%

Pupils with special educational needs (SEN) support

10.01%

Below average

What does this mean?

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

National average: 13.4%

Location deprivation

Well 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

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	45.9%	45.4%	Close to average
2023/24 (final)	57.1%	45.9%	Above
2022/23 (final)	49.3%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	48.7	46.1	Close to average
2023/24 (final)	48.9	45.9	Close to average
2022/23 (final)	50.3	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.32	-0.03	Above
2022/23 (final)	0.66	-0.03	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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	39.7%	25.8%	Above
2023/24 (final)	43.4%	25.8%	Above
2022/23 (final)	41.4%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	46.2	34.9	Above
2023/24 (final)	42.2	34.6	Above
2022/23 (final)	48.8	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.37	-0.57	Above
2022/23 (final)	0.72	-0.57	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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	39.7%	53.1%	-13.4 pp
2023/24 (final)	43.4%	53.1%	-9.7 pp
2022/23 (final)	41.4%	52.4%	-11.1 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	46.2	50.4	-4.2
2023/24 (final)	42.2	50.0	-7.8

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	48.8	50.3	-1.5

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	0.37	0.16	0.21
2022/23 (final)	0.72	0.17	0.56

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	92%	92%	Average
2022 leavers (revised)	95%	93%	Average
2021 leavers (revised)	98%	94%	Above

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)	8.0%	8.4%	Close to average
2023/24 (3 term)	9.3%	8.9%	Close to average
2022/23 (3 term)	9.3%	9.0%	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)	26.1%	23.4%	Close to average
2023/24 (3 term)	33.3%	25.6%	Above
2022/23 (3 term)	34.2%	26.5%	Above

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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