

Inspection of Hempshill Hall Primary School

Armstrong Road, Hempshill Vale Estate, Bulwell, Nottingham, Nottinghamshire NG6 7AT

Inspection dates: 14 and 15 January 2025

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils flourish at this welcoming school. They enjoy learning in an atmosphere of 'happiness, harmony and success'. Pupils like coming to school and they build strong friendships with each other. Relationships between pupils and staff are based on trust. Pupils are confident that if they have any concerns, staff will listen and help them. This helps pupils to feel safe.

The school has high expectations of all pupils. Pupils enjoy a broad and ambitious curriculum. They behave well. They are familiar with the routines and consistent expectations shared by staff and typically show positive attitudes to their learning. Pupils achieve well.

Pupils value and celebrate the diversity of the school population and the many languages that are spoken. They understand and appreciate difference. Through their 'helping hands', pupils make valuable contributions to the school and local community. The pupil parliament plays an active role in making the school playground a happy place to be. Pupils develop their sense of responsibility and knowledge of road safety when walking the school dog, Pretzel. They demonstrate lovely manners during 'family service' at lunchtimes. These occasions nurture pupils' social skills towards each other and adults and help everyone to feel like they belong.

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

Pupils learn an engaging curriculum that covers a broad range of subjects. In most subjects, lessons follow a clear sequence of learning that is set out logically from the early years to Year 6. In these subjects, the school has identified the important knowledge that pupils need to know. In a small minority of subjects, the school has not outlined precisely what pupils need to learn. In addition, in these subjects, the chosen learning activities do not help pupils develop their knowledge as well as they could. As a result, some pupils are not able to retrieve and recall what they have learned securely. In a small number of subjects, the school's checks on what pupils know and can do are not used well enough to identify and resolve gaps in pupils' learning.

Reading is at the heart of the curriculum. In Nursery, children begin to develop a love of reading. They encounter stories, rhymes and letter sounds in planned activities. Staff model communication well when working with children in the early years. Children begin to learn to read as soon as they start in the Reception Year. There is a well-planned phonics curriculum. Staff deliver the programme well, and pupils read books that match the sounds taught in class. The school identifies pupils who need extra support with their reading. It provides these pupils with appropriate help so that they catch up quickly and read fluently. Across the school, pupils are enthused by the rewards they receive for reading often.

The school's processes to identify pupils with special educational needs and/or disabilities (SEND) are effective. In 'The Hub', pupils with SEND receive bespoke support to cater for

their needs. The care and support for pupils with SEND ensure that these pupils thrive and achieve well.

The school's well-promoted values, such as 'hardworking' and 'push ourselves', ensure that pupils understand why it is important to try their best. Pupils demonstrate resilience and determination as they study. They focus closely on their learning in class and are respectful to each other. Children in the early years learn to regulate their emotions and play with each other cooperatively. In Reception, children build up their concentration and communication skills so that they can listen to, and learn from, others. This considered approach continues through the school. As a result, pupils become confident, curious and independent learners, who are well prepared for their next stages of education.

The school places pupils' wider development at the core of what it does. Pupils explain the importance of keeping themselves safe, including when they are online. They value the range of extra-curricular activities on offer. From music and area band to scooters and art clubs, there are ample opportunities to develop pupils' talents and interests. The pastoral support for pupils is a strength of the school. There is a strong focus on teaching pupils to be mentally and physically healthy. Staff care about pupils' well-being. Warm nurturing relationships are established as soon as children join the school in the early years, and they continue through to Year 6.

Governors understand their roles and carry them out well. Staff appreciate the consideration given to their workload and well-being. They are proud to work at the school and they hold leaders in high regard.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small minority of subjects, the school has not precisely identified the key disciplinary knowledge and skills that pupils must learn. In addition, it has not determined the best way to deliver the curriculum content so that pupils retain important information. As a result, in these subjects, pupils do not develop a secure understanding of the important knowledge. The school should ensure that teachers know exactly what they need to teach in each subject, and how to convey this information effectively, so that pupils remember the key knowledge and achieve well.
- Checks of what pupils know and understand are not consistent in some subjects. In these subjects, occasionally, staff do not identify pupils' knowledge gaps or misconceptions. Consequently, some pupils' learning is not secure. The school should ensure that teachers check pupils' knowledge and understanding closely and resolve any misunderstandings swiftly, so that pupils can move on to the next stage.

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	122493
Local authority	Nottingham
Inspection number	10347463
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	406
Appropriate authority	The governing body
Chair of governing body	John Wilson
Headteacher	Sally Dakin
Website	www.hempshillhallprimary.com
Dates of previous inspection	5 and 6 November 2019, under section 5 of the Education Act 2005

Information about this school

- The school uses one registered alternative provision.
- The school runs a before- and after-school club.
- The school has a class specifically for pupils with SEND called 'The Hub'.
- At the time of the previous inspection, the school had two co-headteachers. There is now one headteacher in post, who was previously one of the co-headteachers.

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 met with the headteacher, the deputy headteachers, other members of staff and the governors of the school, including the chair of governors.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, design and technology, and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- The lead inspector listened to pupils read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons and around the school site. In addition, they met with pupils informally and formally to hear their views.
- 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.
- Inspectors considered the views of parents and carers through their responses to Ofsted's online survey for parents, Ofsted Parent View. Inspectors also considered responses to Ofsted's survey for staff. An inspector spoke to parents at the start of the school day.

Inspection team

Kirsty Norbury, lead inspector	His Majesty's Inspector
Caroline Evans	Ofsted Inspector
Ged Philbin	Ofsted Inspector

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