



# Hempshill Hall Primary School

## Inspection Report

**Unique Reference Number** 122493  
**LEA** CITY OF NOTTINGHAM LEA  
**Inspection number** 281279  
**Inspection dates** 16 May 2006 to 17 May 2006  
**Reporting inspector** Ms. Susan Aldridge LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Armstrong Road
<b>School category</b>	Community		NG6 7AT
<b>Age range of pupils</b>	3 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0115 915 3275
<b>Number on roll</b>	401	<b>Fax number</b>	0115 915 3276
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs. Barbara Williams
<b>Date of previous inspection</b>	22 November 1999	<b>Headteacher</b>	Mrs. Helen Ridge

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 16 May 2006 - 17 May 2006	<b>Inspection number</b> 281279
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Hempshill Hall is a large primary school in the Bulwell area of Nottingham. The majority of pupils are of White British background. About two thirds of pupils come from outside the school's catchment area. Pupils' socio-economic circumstances are unfavourable. The school has lower than average numbers of pupils who have learning difficulties or disabilities or are from homes where English is an additional language. Attainment on entry to the school is below average. Through links with local universities, the school contributes to initial teacher training (ITT). Since 2002, it has been part of a Networked Learning Project, which has enabled it to benefit from research. It is also part of a Creative Partnership. A long-serving headteacher retired in August 2005 and the deputy headteacher took over as the head in September that year.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Hempshill Hall is a good school with some outstanding features. The inspectors agree broadly with the school's self-evaluation, which is accurate. The school's motto, 'Happiness, Harmony and Success' describes it well. The school works exceedingly well with various support agencies to meet the needs of all pupils. Staff are keen to do imaginative things to improve the provision for pupils. Pupils enter the Nursery with below average attainment. Quality and standards in the Foundation Stage are good and children make good progress. Although achievement and standards are satisfactory in Years 1 and 2, girls make better progress than boys. In Years 3 to 6, achievement is good, and by the time pupils leave they generally reach above average standards. Pupils reach high standards in art and design, and Spanish across the school. Pupils' personal development is outstanding. Teaching is good. Assessment is good, although there is some room for improvement in assessing progress against individual targets set for pupils with learning difficulties or disabilities. The curriculum is outstanding. It is particularly broad and rich because the school has productive links with the community, including parents, and gives pupils many extra-curricular opportunities. The quality of care, guidance and support is outstanding. Pupils feel safe and well supported in the school. The school is well led and managed. The senior leadership team provides high quality leadership. Despite a very good report at the last inspection, the school has gone from strength to strength, and capacity to improve is good. Pupils are proud to come to the school, which has the confidence of the vast majority of parents. It provides good value for money.

### What the school should do to improve further

- Improve achievement and standards at Key Stage 1, particularly amongst boys.
- Ensure that evaluation of individual targets set for pupils with learning difficulties or disabilities shows clearly what has been achieved and what needs further work.

## Achievement and standards

### Grade: 2

Children start in the Nursery class with levels of attainment below those expected in most areas of learning, particularly in their communication and language skills, aspects of their knowledge and use of numbers, and their physical development. They make good progress, and this continues through the Reception year. By the end of the Foundation Stage, children achieve standards better than those in most similar schools in the city. Following a dip in results in Year 2 in 2005, action taken to address the weaknesses identified has had the desired effect and standards have improved, particularly in mathematics. Achievement is now satisfactory in Years 1 and 2, but the standards achieved by boys at the end of Year 2 are still well below those of the girls and by a much wider margin than is found nationally. This gap narrows in Years 3 to 6 but is still wider than average at the end of Year 6. The achievement of boys is a priority in the school's development plan. Pupils with learning difficulties and disabilities

make similar progress to their peers. Current standards in English, mathematics and science in Year 6 are generally above those found nationally and this represents excellent progress given pupils' prior attainment. A particular strength is the quality of pupils' speaking and listening and the overall standards in science. The school sets challenging targets for pupils and the current Year 6 are on track to exceed most of them. The very effective provision in Spanish results in achievement that is well ahead of that expected. In art and design, the impact of improvements made since the last inspection has been exceptional and pupils are producing some outstanding 2 and 3 dimensional work throughout the school.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding and pupils are great ambassadors for their school. They have excellent attitudes, are very proud of their school and thoroughly enjoy all it offers them. The very positive ethos and good attendance levels also illustrate this. Behaviour in the classroom is excellent and contributes strongly to learning; almost all pupils work hard and do their best. Behaviour elsewhere is exemplary and there really is harmony in the school community. Pupils feel safe and say there is no bullying or racial tension and feel that the school is 'like a big, happy family'. Pupils' spiritual, moral and social development is outstanding. Even the youngest children are able to reflect on and understand feelings and emotions evoked in their learning. Pupils have a very strong sense of right and wrong. They have excellent social skills and are courteous, kind and considerate to others. They show increasing maturity and growing independence as they move up through the school. Cultural development is excellent and pupils' multicultural awareness is a particular strength. Pupils adopt healthy lifestyles by selecting healthy options at breakfast club and lunchtime and taking part in the wide range of physical activities. Pupils make a good contribution to the community when they raise funds for good causes and support the elderly in the locality. They work well in pairs or teams. The pupils' council is currently busy organising aspects of the 'Summer Fayre', and it makes a small but healthy profit selling fruit at break to older pupils.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Most of the teaching is good overall. Lesson planning and preparation is meticulous and lessons are often grouped together by theme so that their learning has more meaning and pupils do not see boundaries between subjects. Tasks are well matched to pupils' ages and abilities and increasingly teachers also take account of pupils' preferred learning styles. Pupils say that work is sometimes hard, but mostly it is 'just right'. Activities appeal to pupils, and they tackle them with enthusiasm. High quality resources are to hand, and all staff are well briefed in their use. Learning objectives are clear, and are shared with pupils at the start. They are reviewed well, either in

stages as they are achieved, or at the end when pupils share their successes, assess their own learning and celebrate what has been achieved. In this way, pupils are involved well in their learning. They understand why they are taught in certain groups, and older ones know the levels at which they are working. Even the youngest know what their targets are. Good use is made of homework to reinforce learning, and work is marked helpfully. Pupils are very well managed by staff, and well supported by skilled teaching assistants. Clear expectations are set in the Foundation Stage ensure that good learning habits are established early on. All staff have high expectations of both work and behaviour and pupils respond well to these. Assessment is good. The school has complete data on pupils' attainment levels, from entry to exit. Assessment information is used well in planning suitable work. However, the recording of progress against individual targets for pupils with learning difficulties and disabilities is not consistently well done and sometimes it is not clear what has been achieved and what needs further work.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is exceptionally broad and rich. All National Curriculum subjects and religious education are taught, and Spanish is taught to all pupils from the Nursery upwards. A wide range of links with the community greatly enrich the curriculum. For instance, a Spanish language assistant enhances the already good staff expertise in the subject and this supports the high standards reached. Similarly, in art and dance, good staff expertise is supplemented by visiting artists and visits, resulting in a range of experiences that inspires pupils and result in high quality work. Many parents provide much appreciated support in lessons. The planning of the curriculum is outstanding. For instance, in the early years, where there are mixed Reception and Year 1 pupils, and both the areas of learning and National Curriculum subjects need to be covered, detailed collaborative planning ensures that all pupils are included. Careful thought has been given to groupings of pupils into classes so that individual needs are met well, and pupils with learning difficulties and disabilities have access to programmes that they need, such as speech therapy. Links with the local authority's gifted and talented network mean that these pupils participate in a very wide range of stimulating workshops. The curriculum is most successful in promoting personal development. Physical activities are particularly well represented. Pupils greatly enjoy the many extra-curricular experiences, whole school events and residential journeys. There is a high quality personal, social and health education programme, which gives pupils a thorough knowledge and understanding of healthy living, personal safety and good relationships. The curriculum successfully fosters an enjoyment of learning and prepares pupils very well for the next step in their education.

## **Care, guidance and support**

### **Grade: 1**

This aspect of the school's work is outstanding; it ensures that all pupils thrive and succeed. Academic guidance is excellent. In general, the tracking of pupils' progress

is very detailed, and effective in identifying those who achieve well or are not doing as well as they should. This helps in targeting specific support where it is needed. Of particular value are the mid-year discussions about each pupil's progress, held between the headteacher and each class teacher. Through excellent partnerships with external agencies, the school ensures that all who need additional support receive this. Pupils are valued as individuals within a supportive and close knit school community, where relationships are outstanding. Pupils confirm that they would seek help from staff with whom they have close and trusting relationships if they were ever troubled. Arrangements for safeguarding pupils are good. Child protection and health and safety procedures are clear and understood by all staff. Risks are carefully assessed and suitable action is taken to minimise them. More vulnerable pupils are sensitively and carefully monitored and supported, based on excellent external specialist advice. The school provides nutritious and healthy home cooked breakfasts and lunches in a family setting enjoyed by all. Parents are pleased about how happy their children are at school. Pupils and parents' ideas are valued and form an important part of school improvement.

## **Leadership and management**

### **Grade: 2**

Overall, leadership and management are good. The headteacher and senior leadership team lead the school well and provide excellent role models for teachers and managers. In particular, they are highly skilled teachers who reflect on their practice; they embrace national initiatives, lead the way with curricular developments and work effectively in partnership with others to improve the school's provision. The school generally meets the needs of all of its pupils well and is working hard to raise the achievement of boys. The transition to a new headteacher was carried out smoothly and effectively. The changes and improvements made since September, such as work to raise standards in mathematics in Years 1 and 2, clearly show that the school has a good capacity to improve and build further on its previous strengths. Many of these improvements are still too new to have had a significant impact on standards as yet. The school's monitoring and self-evaluation of its performance is outstanding and is reflected in the improving nature of the school. Parents are regularly involved in this process through questionnaires, and pupils play a full part in the decision making process through the recently introduced school council. Subject leaders' roles are well developed. Through a range of activities, including pupil discussions, scrutiny of pupils' work and observations of lessons, teachers are given a very good idea of areas needing development. The teaching assistants are very well managed and are also encouraged to take part in training to extend their skills. Governance is good. Governors are most supportive and have a good awareness of the schools strengths and areas for improvement.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

**Text from letter to pupils explaining the findings of the inspection**

Thank you for making us so welcome in your school, and a special thanks to those of you that talked to us about school life. We really enjoyed our visit. We came to see how well you are all getting on and whether there are any things that could be improved. We think that your school motto describes the school well. Many things are going very well, and we agree with you that your school is very good. Most of you are making good progress, especially in Spanish and art. The way that you grow and develop as people is excellent. We were very impressed with your behaviour and how much you enjoy lessons and learning. The staff are doing a very good job in teaching you, and giving you an excellent number of learning experiences, not just in lessons, but after school, during visits and when visitors come into school to work with you in lessons like dance. The way that staff look after you all is excellent. You all feel safe in school and have someone to turn to if you have a problem. Those that need extra help are given it, because staff work well with other people outside the school. The headteacher and those that lead the school are doing an excellent job. They are always ready to try new things to make your school even better, and they make it possible for others to learn how to teach well. There are a few things that could be done better. Some of the younger children do not do quite as well as the others, and boys do not do as well as girls. Also, teachers need to make sure that they write down clearly on your individual records whether pupils have reached their targets or not.