

# Blue Bell Hill Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	122504
<b>Local Authority</b>	CITY OF NOTTINGHAM LA
<b>Inspection number</b>	314311
<b>Inspection date</b>	23 April 2008
<b>Reporting inspector</b>	Alan Lemon

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	268
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs J Davison
<b>Headteacher</b>	Mrs J Bradley
<b>Date of previous school inspection</b>	15 March 2004
<b>School address</b>	Gordon Road St Anns Nottingham NG3 2LE
<b>Telephone number</b>	0115 9151161
<b>Fax number</b>	0115 9151162

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## Introduction

The inspection was carried out by an Additional Inspector. The following issues were investigated: the pupils' standards and achievement, teaching and learning, and the school's leadership and management. Evidence was gathered from the observation of lessons, the pupils' work, discussions with them, members of the senior leadership team, governors and a scrutiny of school documents and parent questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own evaluations, as given in its self-evaluation form, were not justified.

## Description of the school

The school, which is slightly larger than average, is situated in a socially and economically disadvantaged area of the city. The proportion of pupils from minority ethnic groups is very high, as is that of pupils whose first language is not English. The number of children arriving from Eastern Europe has increased recently and a few children are from the families of refugees or asylum seekers. A well above average number of pupils either join or leave school other than at the usual time. The proportion of pupils with learning difficulties and/or disabilities is very high and over half the pupils are eligible for free school meals. The attainment of children entering the Nursery is very low and in general, attainment on entry is well below average.

The school has partnerships with a number of major businesses in Nottingham. It provides a breakfast club open to all pupils and a lunch club for Foundation Stage children as well as after-school and holiday club activities. The school has Gold Artsmark and Gold Healthy Schools Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Blue Bell Hill School is outstanding. It meets the needs of all of its pupils exceptionally well and provides them with a very high quality of education. It engages pupils in the most exceptional ways. Daily assemblies are amazing affairs that promote pupils' personal qualities through extremely engaging and enjoyable performances. The whole school is a stimulating and visually exciting environment with many excellent displays celebrating the diverse cultures of the St Ann's district community. This is because leaders have developed a school that has considerable success in responding to the challenging circumstances and diverse nature of the community and its pupils. The school serves its community exceptionally well and deserves its high reputation, with parents in particular. They sing its praises; one parent has written, 'The ethos of the school and the commitment of the staff have changed my child enormously.' Another commented, 'It is more than just a school, it is also a fantastic source of education for parents.' School leaders have developed a strong and constructive relationship with parents focused on how they can encourage and support their children's progress. Increasingly, this equips pupils with the right attitudes to school and learning. Workshops on the social and emotional aspects of learning help parents to promote their children's well-being and self-confidence, and encourage a desire to achieve. Such events are well attended and are valued greatly by an increasing number of parents.

The main consequence of being such a successful school is that pupils' achievement is excellent. This is the result of the sharp focus and determination of all staff in providing outstanding educational opportunities for all pupils. The high quality of teaching, curriculum and academic support for pupils has meant nothing is ignored in ensuring pupils make as much progress as possible. From the moment they enter school until they leave they make very rapid and sometimes stunning progress. Before they move on to secondary education, pupils have had an excellent preparation for its demands. Standards are broadly average by the end of Key Stage 1 and this is a substantial improvement achieved over the past few years. In particular, the quality of teaching in Years 1 and 2 has been transformed from what had been judged as unsatisfactory at the time of the last inspection. Standards are rising and currently at the end of Key Stage 2 they are broadly average. Here in 2007, standards were below average although pupils had started out several years earlier with very low standards in English, mathematics and science. They made up an enormous amount of ground in terms of knowledge, understanding and skills. Furthermore, the quality and breadth of the curriculum means pupils achieve highly in a wide range of activities and in the arts in particular. Many enjoy singing, dancing and playing musical instruments. Visiting artists engage pupils in exploring the visual art forms from many cultures.

The school cares for and supports all pupils outstandingly well and all safeguarding requirements are met. As a result, pupils' personal development is excellent and this contributes substantially to their academic achievement. The school offers them a great deal that interests them and they enjoy it thoroughly. Attendance is good as pupils and their parents respond positively to the school's efforts to reduce absence and improve punctuality. Behaviour is excellent and, because staff manage pupils so consistently and effectively, this includes those with behavioural, emotional and social difficulties. Friendships are plentiful and strong. Pupils suffer very little harassment from each other and there is racial harmony. Their own and other's safety is a matter of concern to them. Pupils have a firm attachment to the school's values with the result that their spiritual, moral, social and cultural development is outstanding. They contribute

enthusiastically through helping in school, in representing the school in concerts and sports and by raising money for many good causes. The high priority given to a healthy lifestyle is reflected in the Gold Healthy Schools Award and in how well pupils understand the importance of taking care of all aspects of their health.

Teaching and learning are outstanding as a great deal of the energies of the senior management team and teachers have been invested in improving lessons and ensuring they are all of a high quality. Lessons activities are planned in considerable detail. Learning objectives are clear and work is matched very well to pupils' different capabilities. Assessment is thorough and used to great effect in planning pupils' work and setting them targets. In particular, this means pupils who find learning more difficult and those whose first language is not English are supported and are given appropriate attention. Teaching assistants and support teachers work alongside class teachers very effectively ensuring all pupils are learning as well as possible. The activities teachers organise are lively and challenging and pupils take part enthusiastically. Pupils' engagement in learning has been helped by the introduction of approaches and materials drawn from new national schemes of work for literacy and numeracy. The school has made substantial progress in establishing these new schemes. The broad, well planned curriculum provides an excellent range of work and activities filled with interest and relevance for all pupils.

Outstanding leadership and management is behind the ambitious vision for the school that has produced so much of high quality. The capacity for continued improvement is excellent. The school has a clear mission and the headteacher's high expectations are the driving force behind a very unified staff. Leaders across the school have created a hugely enriched variety of work and activities for pupils. They monitor the work of the school comprehensively and rigorously. The close tracking of pupils' progress at every level of the school informs effective actions which ensure every pupil has the necessary support to make the best possible progress. Target-setting forms an essential part of tracking and targets are made as challenging as possible. The well-established, experienced and committed governing body stays actively involved in the life of the school and provides it with substantial support and encouragement.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Provision in the Foundation Stage is outstanding. Many children arrive with low levels of attainment, particularly in communication, language and literacy, but by the end of Reception, are working mainly at the expected levels in all areas of learning. The thorough assessments of each child's learning show that they make least, but not unsatisfactory, progress in their physical development. In respect of this, outdoor play spaces, while used very well, lack some scope to give children lots of access to a broad mix of physical activities. All of the children's work and play, both indoors and outdoors, are planned thoroughly and children are given many excellent opportunities to make progress in all the areas of learning. Work and activities, especially when adults engage children in conversation, focus sharply on reinforcing and extending their knowledge and skills, especially in literacy, numeracy and personal development. Adults quickly develop a strong rapport with each child, which helps build their confidence to get fully involved in work and play. Their social skills and positive attitudes to learning develop rapidly. They work together happily and purposefully in small groups.

### **What the school should do to improve further**

- In the Foundation Stage, improve children's access to a broad range of physical activities.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

24 April 2008

Dear Pupils

Inspection of Blue Bell Hill Primary and Nursery School, Nottingham NG3 2LE

I greatly appreciated your welcome and friendliness when I visited your school recently. I thoroughly enjoyed spending time with you and I would like to say a special thank you to the members of the School Council for telling me about their work and what they thought about school.

From my visit I found out that your school is outstanding and I have given it top marks. This is because of all you do every day to make the school so successful. It makes all the hard work and dedication of staff and governors very worthwhile. I was very impressed by how friendly you are towards each other and how well you all work together. Your behaviour in school is really good. You have all of the good personal qualities that are important for growing up well such as a healthy lifestyle, knowing how to stay safe and being helpful to others, especially to those less fortunate than yourselves. I was pleased to see that so many of you make the effort to come to school on time and not miss days. You can help make the school even better by never missing a day and always being on time.

All of the work and activities your teachers have planned for you are exceptionally good. The standards you achieve in your work are impressive and your progress is excellent.

Your headteacher and all of the staff know what they have to do to go on improving the school. I have asked that they improve the playground spaces and equipment for the youngest children.

I wish you all every success for the future.

Alan Lemon

Lead inspector