

Hempshill Hall Primary School

Inspection report

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| Unique Reference Number | 122493 |
| Local Authority | City of Nottingham |
| Inspection number | 327740 |
| Inspection date | 14 May 2009 |
| Reporting inspector | Roy Bowers HMI |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 388 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Mrs Barbara Williams |
| Headteacher | Mrs Helen Ridge |
| Date of previous school inspection | 16 May 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Armstrong Road Bulwell Nottingham Nottinghamshire NG6 7AT |
| Telephone number | 0115 915 3275 |
| Fax number | 0115 915 3276 |

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|--------------------------|-------------|
| Age group | 3–11 |
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one additional inspector, who evaluated the overall effectiveness of the school and investigated the following issues:

- the effectiveness of the strategies to improve standards and achievement in mathematics
- the effectiveness of academic guidance received by the pupils
- the effectiveness of the school in promoting community cohesion

Inspectors gathered evidence from:

- lesson observations
- scrutiny of pupils' work, teachers' planning and records
- discussions with pupils, a governor, the headteacher and staff
- scrutiny of school policies and documentation
- an analysis of parents' responses to the inspection questionnaire

Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

The school is larger than average and serves the Bulwell area of Nottingham. Most pupils are from a White British background. Over half the pupils on roll come from outside the school's catchment area. A small number speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average, as is the proportion of pupils with a statement of special educational needs. The school holds the accreditations of Activemark, Healthy Schools Gold and International School Award. The school organises a breakfast club which is managed by the school's governing body.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where pupils are cared for extremely well. The drive and ambition of the headteacher are at the heart of the school's success and provide a clear direction for school improvement. The quality of relationships between all members of the school community is outstanding. Pupils say that they are proud of the school, enjoy coming, and feel safe and secure. Pupils' behaviour in class and around school is excellent. Pupils show a high level of respect and sensitivity towards the feelings of adults and other pupils. They work and play together very well. Most parents hold the school in high regard, praising its warm and friendly 'family' ethos. Purposeful leadership, good teaching and a broad and rich curriculum enable pupils to achieve well.

When they first start, most children settle quickly and happily into the routine of the Nursery. They are well motivated to learn and make good progress because of the wide range of stimulating activities and the good-quality teaching. This continues into the Reception classes and by the time pupils enter into Year 1 their level of attainment is slightly above average. Since the last inspection, the school has successfully implemented many strategies to improve the quality of pupils' learning in Key Stage 1, particularly that of the boys. Standards at the end of Year 2 have improved year-on-year. In the 2008 end of Key Stage 1 teacher assessments, standards were above average in reading, writing and mathematics. The boys achieved exceptionally well and attained higher than the girls. Some of these strategies to raise boys' achievement are being implemented in Key Stage 2 and are beginning to have a positive impact. Pupils continue to make good progress in Key Stage 2, especially in English. Over recent years, standards at the end of Year 6 have been consistently above average in English and science, and average in mathematics. However, the school's data show that the greater emphasis recently placed on mental calculations, problem solving and more rigorous tracking of pupils' progress are beginning to have an impact on raising standards in mathematics.

In all key stages pupils with learning difficulties and/or disabilities make good progress in relation to their starting points. This is mainly because of the good quality support they receive in addressing their individual needs, often through highly skilled teaching assistants. Teachers keep detailed records of the progress made by these pupils and specify clearly targets for further improvement.

Pupils' personal development and well-being are outstanding. Pupils have excellent attitudes to learning, work hard, attend well and do their best. Pupils say that there is no bullying but, should it arise, they would be confident that the teachers would deal with it well. Older pupils are trained as 'buddies' who learn to deal with minor playground conflicts should they occur. Pupils' spiritual, moral, social and cultural development is excellent overall, but pupils' knowledge of some of the major faiths of the world is less well-developed. Pupils are caring and thoughtful to each other and have a keen understanding of what is right and wrong. These responsible attitudes together with good achievement prepare pupils well for their future learning.

Pupils have an excellent understanding of keeping healthy through taking regular exercise and the importance of a balanced diet. The school offers a choice of healthy lunches and provides a nutritious meal to those pupils who attend the breakfast club. Pupils are proud of their involvement in decision making and organising fund raising for charities. The school council is well established and actively engages in improving aspects of the school, such as cloakrooms and toilets. Many pupils contribute positively to the local community, often through links with

the police, the road-safety team, Second World War veterans and the local senior citizens' complex.

Teaching and learning are consistently good. Relationships between adults and pupils are strong and supportive. This gives pupils confidence to ask questions and share ideas. Work set for pupils is usually well matched to their ages and abilities. Consequently, most pupils, including those with learning difficulties and/or disabilities and those more able, are challenged well. Teachers make it clear to pupils what they are required to learn in each lesson and most pupils understand. However, in some lessons, the small steps which help ensure effective learning are not planned carefully enough and the work given to some pupils lacks sufficient challenge, especially in mathematics. The school is aware of this and certain strategies for improvement are beginning to have an impact on pupils' achievement. The skills of the most able pupils are extended well through additional attention in after-school clubs.

The curriculum effectively meets the needs of pupils of all capabilities and is enriched exceptionally well by a very wide range of visits, visitors and links with the community. Spanish is taught throughout the school and effectively supports the strategies used to help pupils gain a good awareness of cultural diversity. Excellent use of specialist artists, musicians and sports coaches inspires and motivates pupils and results in high quality work. Art and new media workshops for pupils on the gifted and talented register are run by external providers. Links with other external providers, such as the local authority speech and language department, help the school very effectively meet the needs of those pupils with specific difficulties. Strong links have been established with schools in parts of the world such as Spain and Mexico, with a residential visit by staff and pupils to a school in Madrid. Joint curriculum projects, such as recycling in Mexico and the United Kingdom, and Language of Art in Madrid, have enabled pupils to gain a deeper understanding of shared cultural values. Information and communication technology is used effectively in many subjects and supports pupils learning very well.

The pastoral care of pupils is excellent and sustained through a strong commitment to the development of pupils' personal, social and health education. The caring attitude of the staff is evident in all aspects of the school's work. Many parents praised the high level of care shown by the teachers and other staff. Well-developed links with local secondary schools help pupils make a smooth transition at the end of Year 6. The school's close cooperation with external agencies helps support those pupils who face challenging circumstances. At the time of the inspection, procedures for ensuring the protection, safety and well-being of pupils were robust. The tracking system for pupils' progress allows the school to identify pupils who are underachieving and to provide additional support where necessary. In most classes the quality of teachers' marking provides clear guidance on how to improve and is often explicitly related to pupils' targets. Most pupils know their targets for improvement and many pupils say that they help them learn well.

Leadership and management are good. The headteacher's thoughtful and perceptive leadership is a major factor in improvements since the last inspection. Teamwork of the staff is a strength. Teachers and teaching assistants work and support each other well. There is a strong sense of common purpose based upon improving achievement and supporting pupils' personal development and well-being. The quality of the school's self-evaluation is good. The school clearly and accurately identifies areas for improvement and establishes plans for development. Targets are challenging, ensuring staff are focused on maintaining and improving pupils' progress. Links with schools in the local area and abroad are strong. The school's provision for community cohesion is good. Although pupils do not have a high level of understanding of different faiths, pupils from a variety of cultural backgrounds integrate exceptionally well and

form very positive relationships. Governors are committed and wholeheartedly support the school. They effectively hold the school to account for the achievements of the pupils. The steady rise in standards at the end of Key Stage 1 and the effectiveness of the strategies put into place to address the issues raised at the last inspection show that the school has good capacity to improve even more.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Nursery with levels of skills close to those expected for their age. Throughout the Early Years Foundation Stage, most children make good progress and a few make very good progress from their starting points. Their achievement in linking letters and sounds is particularly good because of the priority given to this aspect of their development. The clear daily routines and the excellent care children receive in the Nursery help children settle quickly. Parents are welcomed as partners in their child's education and many parents praise the strong relationships they have with the adults in the school. Children develop excellent personal skills, which are reflected in their positive behaviour and eagerness to participate in all the activities offered to them. Most of them respond confidently to adults' questions. They conduct themselves responsibly when working on their own. Planning is of high quality and shows a good balance between tasks led by adults and those that are chosen by children themselves. Children's progress is regularly assessed and tracked, and the data is used to plan the next steps in their learning. Children are supported well in their learning, but opportunities to extend their literacy skills are not always taken. The outdoor provision is used well to extend children's learning in all areas. The leadership and management of the Early Years Foundation Stage are good and all staff work together very effectively.

What the school should do to improve further

- Raise standards and achievement in mathematics at the end of Key Stage 2
- Ensure that, in all lessons, the small steps which help ensure effective learning are planned carefully and the work given to pupils is sufficiently challenging, especially in mathematics

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Annex A

Inspection judgements

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| 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

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| 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 capacity to make any necessary improvements | 2 |

Effectiveness of the Early Years Foundation Stage

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|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 2 |
| How well do children in the EYFS achieve? | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 1 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 1 |
| How effectively is provision in the EYFS led and managed? | 2 |

Achievement and standards

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|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 2 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and/or disabilities make progress | 2 |

¹Grade 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.

Personal development and well-being

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|---|---|
| How good are 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 |
| The extent to which 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 | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

The quality of provision

| | |
|--|---|
| How effective are teaching and learning in meeting the full range of learners' needs? | 2 |
| 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 |

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 |
| How effectively leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination eliminated | 2 |
| How well does the school contribute to community cohesion? | 2 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 |
| 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 |

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

15 May 2009

Dear Children

Inspection of Hempshill Hall Primary School, Nottingham, NG6 7AT

Thank you very much for the warm welcome you gave us when we visited your school. We were very impressed with your behaviour. Well done! We know you are proud of your school and enjoy the many activities your teachers offer you. We were very impressed with some of your art work and thoroughly enjoyed seeing part of an excellent Spanish lesson. We agree with you when you say you go to a good school. These are the main things we found out during our visit.

- You make good progress throughout the school, especially in your English
- The adults look after you and care for you extremely well
- The teachers teach you well and make sure that you do many very exciting activities such as Spanish, art, sport and music
- You work and play together exceptionally well
- The headteacher, senior staff and governors lead the school well

To make your school even better we have asked the headteacher to do two things:

- make sure that you make better progress and reach higher standards in your mathematics in Key Stage 2
- make sure that all teachers plan the small steps in your learning very carefully so that you are all challenged a little more, especially in mathematics.

You can help by continuing to work very hard, especially in your mathematics. We shall take away many good memories of your school and have very much enjoyed the time we have spent with you. Thank you again for being so helpful and friendly.

Yours faithfully

Roy Bowers

Her Majesty's Inspector