

# Hempshill Hall Primary School

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

**Inspection dates** 10–11 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Leaders and managers have secured rapid and wide-ranging improvements to the school since the previous inspection.
- Governors know the school very well. They and have been instrumental in securing improvements to teaching and to raising pupils' standards.
- The school is a friendly and welcoming place where pupils behave exceptionally well. Pupils are attentive in lessons. They are keen and eager to learn.
- Pupils are kept safe in school as well as when out on visits. They feel safe and well cared for. They are confident that any bullying is very rare and would be well handled by staff if it did occur.
- Teachers know their material well and put it across with clarity and imagination. They plan lessons which engage the enthusiasm of both boys and girls and make them want to learn.
- Pupils achieve exceptionally well. They join the school with skills and knowledge which are below those typical for their age. By the end of Year 6 they reach standards in reading, writing and mathematics which are well above the national average.
- The school makes sure that all groups of pupils achieve equally well. The standards reached by disadvantaged pupils are as high as those reached by other pupils.
- The early years provision is outstanding. Children settle in very quickly, enjoy a wide range of vibrant and exciting activities and make exceptionally good progress.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well. Pupils know right from wrong. They have opportunities to reflect. They appreciate fundamental British values such as tolerance and respect for people from all walks of life.
- Pupils take pride in their school. They very willingly take on jobs and responsibilities to serve their school community.
- Pupils enjoy a rich and varied range of subjects. There are many opportunities for out-of-school activities. These are very popular with pupils.
- Pupils make rapid progress. However, a few pupils do not exceed the expected rates of progress in reading, writing and mathematics.

## Information about this inspection

- Inspectors observed teaching in every class. They looked in detail at pupils’ work to assess the quality of teaching and pupils’ progress over time. Inspectors carried out lesson observations jointly with the headteacher. They listened to a sample of pupils reading.
- Inspectors held discussions with pupils, parents, the headteacher and other staff, governors and a representative of the local authority.
- Inspectors looked at documents relating to safeguarding and child protection, attendance, behaviour, pupils’ progress and attainment, the work of the governing body and the school improvement plan. They examined records of the monitoring of teaching quality.
- Inspectors consulted the Parent View website where 69 parents and carers had posted responses to the online questionnaire.
- Inspectors analysed the responses to a questionnaire completed by 46 members of staff.

## Inspection team

Richard Marsden, Lead inspector

Additional Inspector

Michael Onyon

Additional Inspector

Dawn White

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average primary school.
- The large majority of pupils are White British. The proportion from other ethnic groups is below average. A very small minority speak English as an additional language.
- The proportion of disadvantaged pupils is above average. These pupils benefit from the pupil premium which is additional funding for pupils who are known to be eligible for free school meals or in local authority care.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- Children in the Nursery attend part-time, either for mornings or afternoons. Children in Reception attend full-time.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- Since the previous inspection the school has received support from a local leader of education.
- The school is authorised to accredit student teachers who are undergoing initial teacher training.

### What does the school need to do to improve further?

- Increase the level of challenge offered to pupils in all years so that even more of them exceed the expected rates of progress and reach above-average standards in reading, writing and mathematics.

## Inspection judgements

### The leadership and management are outstanding

- The headteacher and staff have worked relentlessly to raise standards and improve the school's effectiveness since the previous inspection. They have a keen insight into the school's effectiveness. All areas for improvement identified in the previous report have been tenaciously and comprehensively tackled. Improvement has been swift and far-reaching.
- Strong and robust management of teaching means that learning can flourish. Leaders keep a close check on the quality of teaching. They do this through regular lesson observations as well as by examining pupils' work in order to check the progress they make over time. All staff have sharply focused targets for further improvement.
- The checking of teaching quality is carried out in a way, which supports and encourages all staff. Staff morale is very high. They are enthusiastic and highly committed to improving further. Some staff have recently completed courses in their own time to develop their skills and expertise. Others are about to embark on similar courses.
- The work of middle leaders is very effective. They keep a close check on teaching and progress in their areas. They are swift to take action if they find any area of concern.
- Leaders and managers benefit from working in partnership with a group of other local schools and with a local leader of education. The local authority has given very effective support. As the school's effectiveness has improved this has now become 'light touch', as is appropriate.
- The local authority has enabled teachers to check that the standards they apply when they grade pupils' work are in line with the standards applied nationally. This is very effective in giving pupils and their parents confidence that the information they receive from teachers regarding pupils' achievement is reliable.
- Pupils learn a rich and varied range of subjects. Strong links between different subject areas play a key role in motivating pupils. For example, in a Key Stage 2 English lesson pupils' written work was based on the 'Oliver Twist' story. These pupils are currently preparing to stage a performance of 'Oliver', so they were highly motivated by their tasks.
- The promotion of pupils' spiritual, moral, social and cultural development is very effective because these aspects are interwoven into pupils' day-to-day experiences in school. In the English lesson mentioned above, moral questions about stealing and pick pocketing were discussed because these arose naturally from the material the pupils were studying. Philosophy lessons give pupils opportunities to ponder some of life's deeper questions.
- The school provides a varied range of out-of-school activities which are well attended by pupils. These include sport and music as well as gardening and streetdance, for example. Outside visitors and events such as Science Fortnight and International Week vividly bring learning to life for pupils. Residential visits for older pupils allow them to experience adventurous activities. These promote resilience and team work.
- The school engages very well with parents. Family homework projects are particularly enjoyed by pupils and their parents. By joining in with events such as the woodland walk for children in the early years, parents who might be reluctant to engage with the school are welcomed in.
- Leaders, including governors, are highly diligent in making sure that the school meets all legal requirements for the safeguarding and protection of pupils.
- The primary school sport funding is used very well. It provides specialist sports teaching, allows pupils to try out a wider range of sports than previously, and has increased opportunities for pupils to take part in

competitive sport. Leaders keep a close check on the impact this is having.

- The school uses the pupil funding exceptionally well to close the gaps in attainment between disadvantaged pupils and others. It also enables pupils to take part in certain out-of-school activities. Leaders are careful to make sure that, whatever their background or need, no pupil is excluded from anything, which the school offers and that discrimination is not tolerated.

#### ■ The governance of the school:

- The governing body has a good balance of highly experienced as well as recently appointed members. Governors have a secure understanding of the school's context and they know how to use pupils' achievement data to monitor how pupils' achievement compares with that of pupils nationally. They ask probing and challenging questions in order to secure the best for pupils in terms of academic achievement and all-round progress. The governing body benefitted greatly from a review of its effectiveness, which the local authority carried out after the previous inspection. Governors have been instrumental in the school's success in raising standards since the previous inspection.
- Governors have a sound knowledge of the quality of teaching. They understand clearly what teachers have to do to progress up the pay scales and how promotions are only given when their impact on pupils' achievement shows that they are fully deserved. They understand very well how the pupil premium funding is used to remove the gaps in achievement between disadvantaged pupils and others.
- Governors are acutely aware of the importance of preparing pupils for their role as citizens in modern Britain. They make sure that fundamental values such as fairness and the acceptance of people from all walks of life are firmly embedded into all aspects of school life.

### The behaviour and safety of pupils are outstanding

#### Behaviour

- The behaviour of pupils is outstanding. From the beginning of the early years, pupils understand very clearly indeed what is expected of them. Their excellent behaviour makes the school a calm, well ordered and welcoming place where learning takes place without disruption. Attendance is above average. Punctuality is excellent.
- Pupils listen politely. In lessons, pupils show curiosity and an eagerness to learn. They cooperate well with one another and become absorbed in their learning. From the early years upwards they take turns and share things appropriately.
- There is mutual respect in the relationships between adults and children. Adults provide good role models of the behaviour they expect. By sitting and eating lunch every day with the younger pupils, for example, they encourage good table manners and social skills.
- Pupils are proud of their school and are keen to talk about the many jobs and responsibilities they undertake. They serve, for example, as playground buddies, sports ambassadors, librarians or school councillors. They regularly help people less fortunate than themselves through charity fund raising. Pupils themselves suggest the charities to support and how to raise the funds.
- Pupils' spiritual, moral, social and cultural development is outstanding. They very clearly know right from wrong. They understand clearly the diverse make-up of modern British society even though the large majority of pupils at this school are White British. Links with schools overseas broaden their horizons. They have many opportunities to reflect and be thoughtful.

#### Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils are kept safe in school. They and their parents say that they feel safe. They are kept safe when out on school on visits. Appropriate checks are carried out on adults who come into the school.
- Safety matters have high priority and procedures are robust. Safety issues feature regularly in lessons and assemblies and are appropriate to the age of the pupils. For example, visitors from the fire service had been at the school with a fire engine on the day before the inspection. They talked to children in the early

years about fire safety.

- All parents and pupils who were spoken to were confident that bullying is very rare. All are confident that if it should occur staff would handle it swiftly and effectively. Pupils know about different types of bullying, such as internet-based bullying, and how to keep themselves safe from it.
- The school gives excellent support to pupils whose circumstances may make them vulnerable. In doing so it works in partnership with a wide range of outside agencies as appropriate. Inspectors saw telling evidence of how this support has enabled such pupils to settle into school, make the most of what it offers, and make progress in their academic work and social skills.

### The quality of teaching

is outstanding

- Teaching promotes outstanding achievement in reading, writing and mathematics. Teachers plan lessons exceptionally well to make sure that they capture pupils' interest. They provide imaginative and creative work, which absorbs pupils so that they become deeply engrossed in what they are doing.
- Teachers have good subject knowledge which gives them confidence in putting their material across. Their explanations are crystal clear and they are quick to spot and correct any misunderstandings which arise in pupils' minds. Even so, there are occasionally times when teachers do not challenge the most able sufficiently.
- Teachers have high expectations of what pupils can achieve. They routinely use technical or specialised vocabulary and expect pupils to do the same. In a Year 2 class, for example, pupils quite spontaneously and naturally used words such as 'nocturnal', 'species' and 'simile'.
- Teachers give high levels of support to disabled pupils and those who have special educational needs. Teaching assistants know pupils' needs very well. They work very purposefully with pupils during lessons to make sure they are not falling behind. They also provide valuable one-to-one or small group 'catch-up' support. Most of this takes place either before or after school or at lunchtimes, so that their pupils do not miss out on what is happening in the main class.
- The quality of teachers' marking is very high. Teachers in all classes use a common system that the pupils understand well. Teachers provide very helpful comments showing pupils how well they are doing and how to improve. Pupils are required to respond to these comments and teachers check carefully that they act on the advice given.

### The achievement of pupils

is outstanding

- Children enter the early years with skill, knowledge and understanding that are below those typical for their age. They make outstanding progress as they move up the school. By the end of Year 6 the standards they reach in reading, writing and mathematics are well-above average.
- Inspectors looked carefully at the progress rates of boys and girls and found that there is no significant difference between them. In this school the girls and boys do equally well.
- Pupil premium funding is used exceptionally well to support disadvantaged pupils. Results in the national tests in 2014 for Year 6 pupils showed that these pupils were almost two terms ahead of pupils nationally in mathematics and roughly a term and a half ahead in reading and writing. Compared with other pupils in this school they were equal in mathematics, roughly one term ahead in writing and up to one term behind in reading. For pupils currently in Year 6 the gap in reading has now also been closed.
- Disabled pupils and those who have special educational needs receive outstanding support. The school employs a speech and language therapist to provide specialist support where needed. As a result these pupils, from their starting points, make progress at the same rates as other pupils. The progress of the small number of pupils who speak English as an additional language is also outstanding.

- Pupils are given work that is well matched to their ability and challenges them well. The most-able pupils, for example, are encouraged to forge ahead to reach very high standards. In a mathematics lesson in Key Stage 2, for example, they were deeply engrossed in an algebra based problem-solving task which captured their interest and motivated them highly because they could see its relevance to real life.
- In 2014, pupils' results in the national check on phonics (the sounds represented by letters) were above average for both boys and girls.
- Pupils develop a love of reading. They talk eagerly about the things they like to read. 'I love all genres, particularly adventure stories', was a typical comment from a Year 6 pupil. The most-able pupils read fluently and with excellent expression. Less-able pupils read more hesitantly and are sometimes inclined to guess words rather than reading them carefully. Nevertheless they can show clearly and confidently what they have been taught to do when they meet an unfamiliar word.
- Pupils make rapid progress in their writing because they have very many opportunities to practise writing across a wide range of subjects, in different contexts and for different purposes. This skill is by no means confined to English lessons. Also, they receive very helpful feedback from teachers pinpointing how they can improve their spelling, punctuation and grammar, whatever subject they are learning.
- Progress in mathematics is rapid because pupils have opportunities to relate this subject to real life and appreciate the relevance of it. They are given problems to tackle which challenge them deeply and make them think hard. They rise well to the challenges presented.
- The proportions of pupils making faster than average progress are above those found nationally. Despite this, the level of challenge offered to pupils has not yet secured above-average rates of progress for the majority of pupils, particularly in mathematics.

### The early years provision

**is outstanding**

- Leaders and managers secure outstanding achievement for children in the early years. Teachers and teaching assistants plan together very carefully in order to provide a vibrant and highly stimulating environment in which children thrive. They keep a close check on children's progress and take rapid and concerted action if any child gives cause for concern.
- High standards of behaviour are instilled into children from the outset. This is in the context of a warm and caring atmosphere in which children are well known as individuals. They receive lots of praise and encouragement and this raises their confidence and self-esteem. They leave their parents very happily when they come into school. The school ensures that they are kept safe at all times.
- The quality of teaching is outstanding. The early years provides a rich variety of learning activities both indoors and out. Adults interact very well with children, constantly seeking ways to extend their observational, language, mathematical and social skills. When teaching early reading they use an impressive array of techniques to capture and hold children's interest and make sure that they want to learn.
- The children achieve very well indeed. From low starting points the majority reach a good level of development by the end of the Reception year. Children are well prepared to move up into Year 1. Staff identify the learning needs of disabled children and those who have special educational needs very well and take steps to make sure these needs are met.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	122493
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	453832

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

<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 of pupils on the school roll</b>	479
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Wilsher
<b>Headteacher</b>	Helen Ridge
<b>Date of previous school inspection</b>	21 May 2013
<b>Telephone number</b>	0115 9153275
<b>Fax number</b>	0115 9153275
<b>Email address</b>	admin@hempshillhall.nottingham.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2015

