

Inspection of Hempshill Hall Primary School

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

Inspection dates: 5–6 November 2019

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this school?

Pupils are polite and well behaved. Many told us that they enjoy school, saying that lessons are interesting and fun. However, not all pupils attend as regularly as they should. Pupils are enthusiastic about the range of outdoor activities available at playtimes and lunchtimes. They were keen to show us the gardening and animal areas. Pupils were proud to explain how they care for the chickens, ducks, rabbits and guinea pigs.

The school's motto is 'happiness, harmony and success'. Staff promote the school's values in all lessons and activities. There is a warm and caring atmosphere throughout the school. Pupils told us that they feel safe and that bullying is not an issue here. They know to 'tell a trusted adult' if they have any worries.

Creativity is highly valued. The quality of pupils' artwork, displayed in all areas, is impressive. The school has links with the Royal Shakespeare Company. Pupils spoke warmly about how these links have helped them in their creative work.

Pupils enjoy mathematics. They achieve well in this subject by the end of Year 6.

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

The teaching of English and mathematics is good. Pupils in all year groups are developing as confident mathematicians. Staff plan work that helps pupils to learn new concepts by building on what they already know. Pupils in many classes told us that they enjoy mathematics and are proud of their achievements.

Leaders have revised their approach to the teaching of reading. This was necessary because pupils' achievement in reading declined in 2018. The teaching of reading now begins as soon as children start Nursery Year. Pupils continue to make good progress in reading throughout key stage 1. Pupils' achievement in phonics improved considerably in 2019. Staff in all year groups help pupils who need to catch up in reading. They provide extra sessions such as 'early bird readers' and one-to-one support. These approaches are working well. Pupils who are able, confident readers are challenged to complete the 'star reader' programme.

Leaders and staff are ambitious for all pupils. They understand that pupils need to achieve well in all subjects. This has resulted in a widespread review of the curriculum. This review has not been finalised in all subjects. Further revisions are planned for computing, music and Spanish throughout this academic year.

Pupils with special educational needs and/or disabilities (SEND) receive well-planned support. This means that they take part in activities alongside their peers. Pupils with SEND achieve well.

The school's work to promote pupils' personal development is a clear strength. There is a strong emphasis on teaching pupils how to stay safe. For example, pupils

take part in class discussions and have visitors from the National Society of the Prevention of Cruelty to Children. Pupils learn how to stay safe outside school, around water and on the roads. There are good community links with the local police. Staff teach about sensitive issues such as safe relationships and substance abuse. Pupils told us that they value these sessions and understand their importance. Open-door sessions are available every playtime, if pupils wish to talk with a trusted adult.

Pupils understand fundamental British values such as respect and tolerance. Staff encourage pupils to be aware of the experiences and cultures of others, beyond their own community. Pupils are well prepared for life in modern Britain.

Behaviour is good. Pupils cooperate well with each other and with staff. Leaders have responded quickly when pupils have shown challenging behaviours related to their additional needs. Occasionally, this has resulted in a fixed-term exclusion. These instances have reduced over time.

Rates of attendance have been too low for the past three years. Leaders and governors have taken action to tackle this issue. As a result, rates of persistent absence have reduced. However, overall absence remains above average.

Children in the early years receive a good quality of education. They are safe and happy. The staff work as an effective team, placing strong emphasis on the development of early reading and mathematics. Staff are quick to provide extra support to those who need to catch up. Children respond well to routines. They play and learn happily together. Children with SEND receive the support they need to make the most of the activities provided.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained. They understand how to raise concerns and are confident that leaders respond promptly. The school's positive ethos promotes a culture of care and concern for all pupils. Governors take their safeguarding duties seriously and check the school's procedures regularly. Employment checks are thorough and are compliant with statutory requirements. Pupils told us that they are taught how to keep themselves safe. They understand why this is important.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently coherently planned and sequenced in some subjects. However, it is clear from the actions that leaders have taken that there is a plan and timescale in place to bring this about. Leaders should ensure that this work is completed in all subjects within two years.

- Leaders should ensure that pupils have consistently high attendance.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	122493
Local authority	Nottingham
Inspection number	10111431
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	442
Appropriate authority	The governing body
Chair of governing body	Zoe Jackson
Headteachers	Karen Gregg and Sally Dakin
Website	www.hempshillhallprimary.com/
Date of previous inspection	10–11 March 2015

Information about this school

- The school has two co-headteachers. Both are full time, dividing their duties across the week between teaching and headship. This is a permanent arrangement that has been introduced since the last inspection.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- Inspectors met with the co-headteachers, the assistant headteachers and a range of other curriculum leaders and staff.
- The lead inspector met with a group of governors, including the chair. She held a telephone conversation with a representative from the local authority.
- Reading, mathematics, history and modern foreign languages were considered in depth during this inspection. This involved speaking with leaders, staff and pupils, visiting lessons, hearing pupils read and looking at samples of their work. A range of other subjects was also considered.
- Inspectors evaluated the effectiveness of safeguarding by speaking with pupils, leaders, staff, governors and parents. The lead inspector scrutinised the school's

records, policies and employment checks.

- Inspectors spoke with leaders and scrutinised planning documents relating to a range of subjects taught at the school.
- Inspectors observed pupils' behaviour in lessons and around school. The lead inspector scrutinised leaders' records relating to behaviour, bullying, exclusions and attendance.

Inspection team

Christine Watkins, lead inspector

Her Majesty's Inspector

Liz Moore

Ofsted Inspector

Jane Moore

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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