

Inspection of a school judged good for overall effectiveness before September 2024: Blue Bell Hill Primary and Nursery School

Gordon Road, St Ann's, Nottingham, Nottinghamshire NG3 2LE

Inspection dates: 29 and 30 April 2025

Outcome

Blue Bell Hill Primary and Nursery School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Rebecca Martin. This school is part of the Flying High Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Chris Wheatley, and overseen by a board of trustees, chaired by Neil Robinson.

What is it like to attend this school?

Expectations of pupils at this school are high. Pupils benefit from the school's clear desire to ensure everyone achieves their full potential regardless of their circumstance. A no-excuses culture built on 'aiming high, respect and care' inspires pupils to work hard and do their very best. This ethos is embraced by parents and carers too. They hold the school in high esteem and say it is at the heart of their community. The pupils are happy and flourishing in all aspects of school life. As a result, they achieve highly in many of the national published assessments at the end of the primary phase.

Pupils benefit from the highly inclusive environment at this culturally rich school. They learn to respect everyone, regardless of background. They know everyone deserves 'equal opportunities'. Pupils enjoy celebrating important events from the many different faiths and cultures at the school.

Pupils behave well. 'Learning-captains', behavioural contracts and personalised behaviour charts constantly remind them about the school's expectations.

Pupils are safe at the school. They know they can talk to a member of the safeguarding team if they have a worry, or they can write their concerns and put them in the worry box. They know the staff care about them.

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

The leaders at the school, alongside members of the trust, continue to drive improvements. A determination to ensure that every pupil achieves is at the heart of every decision.

The curriculum is meticulously designed. From the Nursery to Year 6, every subject has ambition. Knowledge and skills build progressively in all subjects. Teachers know exactly what they need to teach the pupils in every lesson. The curriculum includes opportunities to learn about the local community and to learn about people from different backgrounds. This helps to inspire the pupils.

In the early years, children are very busy. The setting has many inviting activities to engage in, including planting and water play. Staff use curriculum guidance well. This ensures that they know the intended learning of each activity. Children show sustained interest in the activities they choose, and they cooperate and share. Children 'aim high' with 'care' and 'respect'. They are ready for their next stage.

The school has an agreed approach to teaching. Recall activities are designed to help pupils to remember important learning from previous years. Staff ensure that pupils learn and rehearse new vocabulary. Clear explanations and definitions help pupils gain a deeper understanding of these words. Teachers skilfully break down tasks into chunks so pupils can build their knowledge in a logical order. They also help pupils by demonstrating how to be successful. However, sometimes teachers do not check that pupils understand how to be successful before they start their tasks. Similarly, sometimes teachers do not revisit weaker learning before they move pupils on to their next task. As a result, some pupils do not secure the required learning in some subjects.

The school rightly identifies that previous outcomes in the Year 1 phonics checks were not good enough. As a result, a different scheme is now used. Staff are well trained in this scheme and there is a consistency in approach. Pupils benefit from daily sound-recall activities. They practise letter formation and read challenging words. Pupils are making strong progression through the phonics curriculum. Pupils who have fallen behind receive extra support. The support is specific to their needs, and they enjoy taking part in it. It is helping them to catch up.

The school has a clear focus on attendance. A newly forged team is meticulous in its analysis of the data. They know the challenges many families face and work very hard to remove the barriers. As a result, attendance is showing clear signs of improvement.

Pupils with special educational needs and/or disabilities (SEND) are quickly identified and achieve well. In class, staff give careful consideration to how everyone can access the learning. The 'woodland' provision is an exceptional resource for pupils with more significant needs. Highly skilled staff deliver a bespoke curriculum that meets individual needs very well. A high staff to pupil ratio and a clear understanding of pupils' next steps help to create this very effective provision.

The curriculum includes extensive opportunities to support pupils' personal and broader development. Pupils learn about their mental health and they know it is important to talk to someone if they are struggling. Pupils have a deep understanding of the fundamental British values. Their sex and relationships education is also highly effective. They enjoy visits to places that enhance their learning and relish the chances to take part in the many clubs on offer.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, not all teachers check that pupils have a secure understanding before moving them on to their next steps. As a result, some pupils' learning does not build as well as it could. The school should ensure that teachers systematically check pupils' understanding

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in June 2015.

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 information from Ofsted Parent View 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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	140231
Local authority	Nottingham
Inspection number	10347583
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	448
Appropriate authority	Board of trustees
Chair of trust	Neil Robinson
CEO of the trust	Chris Wheatley
Headteacher	Rebecca Martin
Website	www.bluebellhill.org.uk
Date of previous inspection	12 February 2019, under section 8 of the Education Act 2005

Information about this school

- The school is a part of Flying High Partnership, which is a multi-academy trust.
- The school does not use any alternative provision.
- The 'woodlands' provision is a specialist resource created by the school to enable them to better meet the needs of pupils with more significant needs.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- The inspector held discussions the headteacher and other members of the senior leadership team. The inspector also met with a member of the local governing body and spoke with representatives of the Flying High Trust.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the views of parents and carers through Ofsted Parent View, including the free-text comments. He also took account of staff and pupils' views through their responses to Ofsted's surveys.

Inspection team

Andy Lakatos, lead inspector

Ofsted Inspector

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025