

Sir Edmund Hillary Primary and Nursery School

Kingsway, Kilton, Worksop, S81 0AN

Inspection dates 13–14 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress throughout the school in reading, writing and mathematics, and learn well in many other subjects.
- Standards are well above average by the end of Year 6 in reading and writing, and above average in mathematics.
- Teaching and learning are good from Nursery onwards, and in Years 5 and 6 they are often outstanding.
- Work is usually set at the right level of difficulty for pupils of all abilities, and includes interesting opportunities for pupils to learn for themselves.
- Teaching assistants provide good support for any pupils who need additional help.
- Pupils' behaviour is good and their attitudes to learning, the staff and other pupils are respectful.
- They are kept safe, within a caring environment.
- The focused leadership of the headteacher, senior and middle leaders and the efficient governing body is driving improvement in teaching and learning.
- This is supported by the detailed knowledge that year and subject coordinators have of the pupils' needs.

It is not yet an outstanding school because:

- Not enough teaching in most year groups leads to outstanding achievement.
- The features of outstanding teaching are not regularly demonstrated to staff.
- Teaching is not always checked carefully enough to ensure further improvement.

Information about this inspection

- The inspectors observed 23 lessons, of which four were joint observations with the headteacher. They also visited several lessons for shorter periods, listened to children reading and observed four support groups.
- Meetings were held with a group of pupils, the Chair of the Governing Body, and senior and middle leaders.
- The inspectors took account of the 36 responses to the online questionnaire (Parent View) in planning the inspection.
- They observed the school’s work, and looked at a variety of documentation, including data about pupils’ current achievement, improvement planning and monitoring of its impact, and safeguarding documents.

Inspection team

Lynne Blakelock, Lead inspector	Additional inspector
Christopher Crouch	Additional inspector
Sara Storer	Additional inspector

Full report

Information about this school

- This is a large school compared to most others of its type.
- Most pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium is well below average.
- A small minority of pupils are identified as disabled or having special educational needs. The proportions supported through school action, school action plus and with a statement of special educational needs are below average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- It works in partnership with the Worksop Family of Primary Schools to share ideas, training and resources.
- The governors run a breakfast and after-school club for pupils who attend the school.

What does the school need to do to improve further?

- Ensure that throughout the school, all teaching is at least good and much is outstanding, by:
 - sharing the practice of outstanding teachers with other staff
 - implementing and sustaining a very regular and carefully planned programme of formal monitoring of the quality of teaching.

Inspection judgements

The achievement of pupils is good

- Achievement is good for all groups of pupils from the Early Years Foundation Stage onwards. This matches parents and carers' views. An above-average proportion make better than expected progress in reading, writing and mathematics. Pupils learn well in other subjects, including science and Spanish. Achievement is not outstanding because most pupils make good rather than outstanding progress.
- In the Nursery and Reception classes, children make good progress in developing a wide range of knowledge and skills, including good personal and interpersonal skills.
- By the end of Year 1, reading levels are above average. Pupils' reading skills have improved over recent years due to carefully selected reading schemes.
- Many pupils are able to read simple sentences. They decipher words confidently by breaking them down into small units of sound, and enjoy looking at the illustrations and sharing their ideas of the story. Less-able pupils struggle to enunciate the sounds made by letters and are given very regular support.
- Standards in writing in Year 2 are lower than in reading and mathematics, but they are rising due to good teaching and carefully planned strategies to reinforce writing skills. They represent good progress.
- Standards in reading and writing are well above average by Year 6. Many pupils can construct complex sentences which match very accurately the purpose for which they are writing. In mathematics, standards are above average and rising thanks to good continuity of learning through the key stages.
- The different groups of pupils represented in the school achieve equally well. Leaders' close monitoring of achievement ensures that gaps in learning are identified and addressed quickly. This reflects the school's good promotion of equality of opportunity, and freedom from discrimination.
- The well-organised, regular and specific group and individual support for disabled pupils and those who have special educational needs leads to their good progress. Those supported by the pupil premium, such as pupils known to be eligible for free school meals, also achieve well because of the accurate match of support to their learning or social needs.

The quality of teaching is good

- Most teaching is good and some in Years 5 and 6 is outstanding. The outstanding teaching observed, including in science, was characterised by activities that matched very accurately the levels at which pupils are working. Probing questioning extended learning for pupils of all abilities.
- From Nursery onwards, most learning is carefully planned and presented in an interesting way. In decorating a biscuit, the children developed their understanding of a circle and the different combinations of making the number three, as well as their skills in transferring the mixture from a bowl to the biscuit.

- Teaching in all year groups promotes pupils' independent learning well.
- The teaching of letters and sounds is systematic, daily and reinforced throughout the day. Pupils enjoy learning in topics that span different subjects, and literacy in particular is very appropriately incorporated into other learning. Texts suit boys and girls equally and provide meaningful opportunities for all pupils to develop, for example, their cultural knowledge and to reflect on social and moral scenarios.
- Pupils have a very good work ethic and desire to learn. They have individual targets, which they understand and are keen to achieve. Marking tells them clearly what they have achieved and how to move on to the next level. Pupils regularly and critically assess their own and each other's work, and there is some excellent practice in Years 5 & 6.
- Teaching assistants are knowledgeable. Their focused, regular support of individuals and small groups and its continuity results in pupils achieving secure knowledge and understanding of key literacy and numeracy concepts.
- Every parent and carer who responded to the online survey believed that the homework set is appropriate for pupils' ages. It is set and marked regularly, and is relevant to pupils' learning in lessons. As such, it aids pupils' achievement.
- Not enough teaching is outstanding to lead to outstanding achievement through the school.

The behaviour and safety of pupils are good

- Behaviour is good throughout the school, both in lessons and at play. The school's records over time and pupils' comments show that there are few instances of poor behaviour or bullying.
- Behaviour is not outstanding because in the few lessons where the pace of learning is slow, pupils become distracted.
- The school's ethos of respect for all is reinforced in learning and daily routines, with emotional well-being often incorporated into learning and into support for pupils who find behaving well difficult.
- Almost all of the parents and carers who responded to the online survey felt that the staff ensure that pupils are well behaved. This is due to the staff's high expectations and consistently applied procedures.
- Pupils feel safe and trust the staff to help them with any issues, and their parents and carers agree. The curriculum for all age groups informs pupils about a range of dangers and how to avoid or manage them. This includes cyber-bullying, relationships, fire and talking to strangers.
- Attendance remains average. There has been a small increase since the last inspection and holidays taken in term-time continue to be the main contributory factor in preventing attendance from being good. The school has introduced initiatives to encourage better attendance, although they do not include individual pupil targets.

The leadership and management are good

- Leaders and managers at all levels have a very secure knowledge of most aspects of the school's performance through analysing detailed performance data. In particular, pupils'

progress is monitored rigorously. Together with improvement planning, this promotes their good achievement.

- The school continues to move forward because of the resulting initiatives, such as the development of a more interesting and thought-provoking curriculum, and effective reading and writing strategies.
- The staff demonstrate great commitment to making their school the best that it can be for the pupils and work as a team towards this. For example, all of the Nursery and Reception staff meet daily to assess the learning and needs of the children. Year coordinators help ensure continuity of learning between year groups through detailed records. There is joint planning and weekly meetings to discuss the progress and well-being of individual pupils. Subject leaders regularly check teachers' assessments to ensure they are accurate.
- The headteacher holds termly formal discussions with teachers that focus sharply on individual performance, progress towards their targets, and their impact on the progress of the pupils that they teach. The findings inform future goals, training needs and salary progression.
- Historically, prompt support has been provided to tackle underperformance.
- The headteacher's monitoring of teaching, while regular, does not have such good structure and detail. Formal observations are not regular enough. As a result, inconsistencies are not picked up as quickly as they could be and chances to strengthen teaching further are sometimes missed. There is much high-quality teaching practice, but sharing of it is not built in to improvement planning.
- Pupils enjoy the increasingly creative curriculum, which promotes deeper thinking skills and learning across subjects. It equips all groups of pupils well with the personal as well as academic skills needed in secondary school, including how to keep safe.
- Pupils' spiritual, moral, social and cultural understanding is good. It is woven into topics and subjects skilfully.
- **The governance of the school:**
 - is good; governors have a comprehensive knowledge of the school's performance, informed by close links with subject leaders
 - supports and challenges the school's performance in their determination to develop each pupil as fully and broadly as possible
 - demonstrates conscientious financial management, which is evident in the efficient use of staff and other resources and the good progress of pupils
 - ensures that safeguarding procedures meet current statutory requirements, including in the breakfast and after-school club.
- The local authority provides light-touch support for this good school. A range of other partnerships further broaden the curriculum and provide training for staff.
- Partnerships between home and school are very positive. Parents and carers appreciate the comprehensive information about their children's learning and school activities.

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

Unique reference number	122605
Local authority	Nottinghamshire
Inspection number	402107

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The governing body
Chair	Tracey Jervis
Headteacher	Simon Tollervey
Date of previous school inspection	21 January 2010
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