

Inspection of Sir Edmund Hillary Primary and Nursery School

Kingsway, Kilton, Worksop, Nottinghamshire S81 0AN

Inspection dates: 14 and 15 September 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils feel safe and well-supported. They say, 'This is a caring school.' They value the school's 'CLIMB' ethos and can explain how they develop character traits such as courage. They know that it is important to include everyone.

The youngest pupils learn to share and take turns. Older pupils explain how they can learn from each other when they work together. They say that there is very little bullying. Pupils can name staff with whom they would share any worries. They feel certain that adults would sort problems out. Relationships in this school are strong.

Leaders want pupils to be proud of where they live and to learn about their locality. Staff and governors want all pupils to be ready for the next stage in their learning. Pupils get a lively and engaging start to the day at breakfast club. It is well organised and staff know the pupils well.

Pupils enjoy their learning, especially when it takes place outside. Some pupils can explain how what they have learned before helps them with their new topics, but some pupils forget this important knowledge. Pupils like the stories that adults read to them. However, not all pupils become fluent early readers.

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

Leaders have high aspirations for the pupils at Sir Edmund Hillary Primary and Nursery School. They want them to gain all the knowledge that they need to be ready for secondary school. They have designed a curriculum which teaches children about the local area, Great Britain and the wider world.

Staff have thought carefully about what they want children to learn and when. They know, for example, that learning about how to be a good friend and a responsible individual starts in the early years. Pupils learn about different types of families. They are taught about cultures from around the world.

In some subjects, leaders have started to check whether pupils remember what they have been taught. For example, they found that pupils needed more practice of basic concepts in mathematics so that they could recall them more fluently. Leaders have adjusted plans and checked that this is making a difference. Older pupils can explain how what they have learned before helps them with what they are learning now.

In some areas of the curriculum, staff subject knowledge is strong. Teachers help pupils to connect their learning. However, the curriculum in some subjects is at an earlier stage of development. In some subjects, pupils do not get enough chances to practise and recall the important knowledge that teachers want them to master. Sometimes, what teachers have planned is not in the right order because it does not build on what pupils learned before.

Staff want pupils to develop a love of reading. They have made sure that pupils hear high-quality texts. Story times are used well to help children learn new words and think carefully about how characters are feeling. However, some texts that pupils have to read contain sounds that they have not yet mastered. Not all staff help pupils to read unfamiliar words by using the sounds that they know.

Pupils' special educational needs are quickly identified. Staff work together to adapt the curriculum so that all pupils can join in. Leaders check regularly that this is making a difference. Leaders have made sure that all pupils, including those who are vulnerable, have continued to attend school as often as possible.

Pupils value the 'Diamond Rules' and can explain how important it is to respect each other, follow instructions and care for others. Most pupils listen well in class. They value the trips and visits which have started again.

Leaders have planned the early years curriculum so that children build on what they learned before. Staff teach children to speak clearly and choose the right words. The youngest children learn that a container is 'full' of water rather than 'big'. Children learn to speak in longer sentences to explain how long their pretend baking will need to be in the oven. They have lots of opportunities to practise counting. Children remember this knowledge and use it automatically to work out how many cups of water will fill a kettle. Children concentrate well and persevere. They make models by themselves and use equipment carefully.

Governors checked on how staff workload has changed during the pandemic. They meet with staff and listen to them. They share leaders' inclusive vision and look forward to rebuilding links with local organisations and community groups as restrictions ease.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to identify children who need help. Governors check that staff get the right training at the right time to keep this up to date. Leaders check that staff understand how and when to raise concerns.

Leaders act quickly and make sure that children get the help that they need. They have built strong partnerships with other agencies. They work closely with parents to support them.

Teachers make sure that pupils learn how to stay safe, including when they are online. Leaders have made sure that pupils know how they can report something that makes them feel uncomfortable.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not made sure that there is a consistent approach to the teaching of phonics. Not all pupils gain the knowledge that they need to become fluent readers. Leaders should ensure that there is a consistent approach to the teaching of phonics. They should make sure that all staff follow this approach and that the books that pupils read match the sounds that they securely know. Leaders should check that pupils who need to rapidly gain phonics knowledge catch up with their peers.
- The curriculum is not well sequenced in all subjects. In some subjects, pupils cannot remember the key information that they previously encountered to help them with new learning. Leaders should refine the curriculum so that these key concepts are clearly identified. They should make sure that it includes opportunities for pupils to practise and recall important knowledge.

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.

If you are the school and you are 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

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| Unique reference number | 122605 |
| Local authority | Nottinghamshire County Council |
| Inspection number | 10199981 |
| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 2 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 449 |
| Appropriate authority | The governing body |
| Chair of governing body | David Warsop |
| Headteacher | Chris Guest |
| Website | www.siredmundhillary.notts.sch.uk |
| Dates of previous inspection | 1 and 2 November 2017, under section 5 of the Education Act 2005 |

Information about this school

- The school admits two-year-olds to the Nursery class.
- There is a breakfast club, which is managed by the governing body.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with senior leaders, governors and a representative from the local authority.
- Inspectors carried out deep dives into the following subjects: early reading, mathematics, science, history and physical education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers and talked to some pupils about their learning.

- Inspectors also looked at curriculum plans and spoke with leaders about some other subjects. They spoke with the special educational needs and disabilities coordinator and met with groups of pupils.
- Inspectors met with parents. They considered the views expressed on Ofsted Parent View. They also considered the views of staff and pupils recorded in Ofsted's online surveys.
- Inspectors scrutinised the school's safeguarding records, including the single central record. They spoke with leaders, staff, pupils and parents. They considered a range of documents that the school provided.

Inspection team

Hazel Henson, lead inspector

Her Majesty's Inspector

Vondra Mays

Ofsted Inspector

Paul Lowther

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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