

Sir Edmund Hillary Primary School

Inspection report

Unique Reference Number	122605
Local Authority	NOTTINGHAMSHIRE
Inspection number	292459
Inspection dates	21–22 May 2007
Reporting inspector	Keith Edwards

This 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 on roll	
School	409
Appropriate authority	The governing body
Chair	Mrs Nicola Simpson
Headteacher	Mr Simon Tollervey
Date of previous school inspection	4 February 2002
School address	Kingsway Kilton Worksop Nottinghamshire S81 0AN
Telephone number	01909 473982
Fax number	01909 530093

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large primary school serves the former mining community of Kilton in Worksop. Numbers on roll have increased since the last inspection with the influx of children from different neighbourhoods. Attainment on entry to the school is broadly average although the full range of abilities is represented. Almost all of the pupils are of White British background and almost all come from homes where English is the first language. A small but increasing proportion of children have Polish as their first language. Socio-economic circumstances are favourable for most families and the percentage of children entitled to free school meals is below average. The proportion of pupils with learning difficulties or disabilities, including those with a statement of special educational need is above most schools.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Sir Edmund Hillary Primary School is a good school with outstanding features. It has improved significantly since the last inspection and is well set to maintain this momentum. The community recognises the success of the school and, consequently, pupil numbers have increased in recent years, with more and more pupils travelling from beyond Kilton. The attraction is summed up by a parent who comments, 'This is a very good school with many excellent features and community spirit.'

The children make good progress in the Foundation Stage, particularly in their personal and social development and in their communication skills. This is because the school is very successful in enabling the children to settle quickly. Furthermore, it places great emphasis on encouraging the children to work together across a range of activities and on the development of their speaking and listening skills. The enriched curriculum and the effective teaching ensure that the children are well prepared for further learning.

Standards in reading, writing and mathematics in the national assessments for pupils in Year 2 have risen markedly and the school's tracking and assessment data indicate that this trend is set to continue. Standards in Year 6 are above average, not only in the academic subjects, but also in sport. Because the pupils have now a much clearer idea of what they need to do to improve, and their attitudes to learning are so positive, the pupils' achievement is good. Boys and girls achieve equally well. Because they are very well supported, both by the teachers and a team of dedicated teaching assistants, those pupils who find learning difficult make good progress. The more academic pupils are challenged to reach their potential through work that is carefully matched to their ability, particularly in mathematics and science. However, there is scope for improvement in writing in years three to six, where pupils lack accuracy in their use of grammar.

The quality of teaching and learning is good. The teachers work carefully and effectively to promote and maintain the high standards of behaviour which are consistently demonstrated by the pupils. Teachers and the teaching assistants work very effectively together. However, with the exception of science, teachers do not plan sufficiently for the pupils' independent learning and different learning styles. Each member of staff knows each of the pupils by name and the adults are excellent role models. As a result, relationships are excellent and the provision for the care, guidance and support of pupils is outstanding. The ethos and the exciting range of opportunities available to the pupils, strongly supports their personal development and keeps them interested. Consequently, pupils' personal development is outstanding. The pupils are very keen to come to school and attendance rates are good. The school checks the pupils' progress carefully and assessment procedures are constantly being refined to ensure that the pupils achieve their best.

Leadership and management are good. The school's view of itself is broadly accurate and has resulted in a clear strategy for further improvement. This includes the development of the roles of the middle management to ensure greater consistency in the way that the pupils' progress is monitored. The quality of governorship is good as they are closely involved in the strategic development of the school and know how to measure its performance. The school provides good value for money.

What the school should do to improve further

- Raise standards in writing in years three to six by helping the pupils to organise their ideas more effectively and raising their awareness of grammar.
- Develop the quality of teaching and learning by taking greater account of different learning styles.
- Develop the role of the middle managers in monitoring school effectiveness.

Achievement and standards

Grade: 2

The children achieve well in the Foundation Stage and reach standards that are above average. The pupils build successfully on this secure foundation and progress well throughout the school ensuring that achievement is good. Because the teachers make more effective use of assessment data when planning lessons, standards are rising. This is reflected in the improved performance of the pupils in the national assessment tests for Years 2 and 6. In science, the pupils also benefit from the exciting investigative approach to learning and an increasing proportion of pupils achieve the higher levels. Although standards in mathematics and English are above average, achievement has not been as consistent in writing. This is because the pupils have too few opportunities to develop their writing in subjects other than science and have difficulty with grammar. Standards in information and communication technology (ICT) have risen because of enhanced resourcing and training for staff.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. Pupils enjoy school immensely and their behaviour is exceptionally good in and beyond the classroom. Pupils and parents are rightly proud of their school. As one parent commented, 'I feel blessed and privileged that my children attend Sir Edmund Hillary'. Adults present excellent role models which enables pupils to flourish within a totally caring community. Pupils attend effectively and the uptake on an excellent range of out-of-school activities is high. A strong personal, social and health education programme, combined with initiatives such as the Healthy Schools' Gold Award, enable pupils to develop an extremely secure understanding of healthy lifestyles.

Spiritual, moral, social and cultural development is good overall; moral and social education are excellent. Multi-cultural understanding is not quite as strong. The thriving school council has been instrumental in bringing about improvements, such as the 'Wild Life Area'. Pupils relish responsibility and involve themselves in numerous fund raising and community events, such as 'Jeans for Genes'. The learning skills they develop prepare them very well for their future education.

Quality of provision

Teaching and learning

Grade: 2

Standards of teaching are consistently good throughout the school. Teachers have high standards and expectations which encourage good behaviour and contribute to the purposeful atmosphere which pervades the school. Individual lessons are equally well planned throughout the school and are adjusted to take account of pupils' various abilities. As a result, pupils are enthusiastic

about learning and make good progress. Very skilful teaching assistants provide high calibre additional support for pupils who find learning more difficult.

The staff work hard to ensure that classes are well resourced and have bright displays. Teachers involve pupils in assessing their own work and reflecting on their progress. However, there is scope to further enhance independent learning through, for example, developing a range of strategies to support pupils' learning styles. Most teachers assess progress effectively and support learning by identifying misunderstandings and helping pupils to overcome them. However, this approach to the marking of pupils' work is not always consistently applied.

Curriculum and other activities

Grade: 2

The school has an interesting, diverse and good curriculum which engenders in the pupils an enthusiasm for learning from the outset. The curriculum is carefully planned and organised to meet the needs of the mixed-age classes within the school. This is the result of very good team work among staff and gives excellent attention to developing basic skills. In ICT, for example, interactive whiteboards are used effectively to support learning. The outstanding programme of personal and social education is reflected in the pupils' high standards of cooperation and behaviour. The specific needs of pupils are addressed very well, based on the shared philosophy that every child matters. Individual education plans ensure good provision for pupils with learning difficulties or disabilities. Pupils who are identified as gifted and talented are given many opportunities to fulfil their potential.

An excellent range of visits and visitors enhances the curriculum, and a good range of out of school activities encourages pupils to develop their skills, particularly in sport and music.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Very strong relationships permeate every aspect of school life and pupils' welfare is at the heart of all of its work. Parental confidence is high. As one parent said, 'Parents feel that they are part of the school's success.' The very secure procedures for safeguarding pupils fully meet government requirements. Pupils know they can confide in a trusted adult and say that rare incidents of unacceptable behaviour are dealt with swiftly and effectively. A flexible range of advice, guidance and support mechanisms ensures all pupils thrive socially and academically. Pupils with learning difficulties or disabilities receive excellent support. Older pupils enjoy looking after younger ones and initiatives, such as 'Playground Buddies', successfully maintain a happy and harmonious climate.

The school's procedures for assessing progress are good and the teachers use data effectively to help pupils improve. Learners are becoming increasingly involved in assessing their own progress but the picture is not yet consistent. Most pupils are well-informed about their personal targets for development.

Leadership and management

Grade: 2

The headteacher provides good leadership. He maintains a clear view of the relative strengths and weaknesses of the school and has resolutely fashioned the strategy to bring about school

improvement since his appointment in 2004. The cornerstone of his work is the uncompromising approach to equal opportunities which is evident throughout the school. The quality of the relationships and the strength of the teamwork provide confidence in the school's good capacity for further improvement. A notable success is that the new leadership team has both strengthened and sharpened the school's assessment arrangements. Although the newly formed leadership team has yet to become fully involved in monitoring school effectiveness, the staff are growing in confidence in their role as managers. Governors too are committed to the work of the school and provide conscientious support. Their awareness of their responsibility to hold the school to account has grown and they fulfil their role as critical friends well.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

23 May 2007

Dear Pupils

Inspection of Sir Edmund Hillary Primary School, Kingsway, Kilton, Worksop, Nottinghamshire, S81 0AN

We really enjoyed our visit to Sir Edmund Hillary because everybody was so polite, helpful and friendly. We were very pleased to be able to work with you in your classrooms, join in with your assemblies and listen to your comments about your school. We can understand why you enjoy your school so much as there are many things that make your school special. Here are some of them.

- Everybody understands the school rules and your behaviour is excellent.
- Everybody tries to be friendly, thoughtful and helpful. Well done!
- You do so well with your work, particularly in science.
- The staff are very caring and provide a wide range of activities and visits to keep you interested.

But of course, even though yours is a good school, there are still things that can be done to make it even better.

- Firstly we know that you can do even better with your work, particularly with your writing in the junior classes.
- We want more of your teachers to take on the responsibility for checking out what is working well in the school and what needs a bit more work.
- We also want your teachers to give you more chance to develop your own ideas in class.

Although there is work to be done to make your school even better, try to remember that Mr Tollervey and the staff work very hard to help you to learn, and you should remember to thank them. I would like to wish you all the very best for the future.

Yours sincerely

Keith Edwards

Lead Inspector