

Sir Edmund Hillary Primary and Nursery School

Inspection report

Unique Reference Number	122605
Local Authority	Nottinghamshire
Inspection number	340182
Inspection dates	21–22 January 2010
Reporting inspector	Katrina Gueli HMI

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 of pupils on the school roll	420
Appropriate authority	The governing body
Chair	Mr David Kirby
Headteacher	Mr Simon Tollervey
Date of previous school inspection	1 May 2007
School address	Kingsway Worksop Nottinghamshire
Telephone number	01909 473982
Fax number	01909 530093
Email address	head@siredmundhillary.notts.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 15 lessons, observing each teacher at least once, and spent a majority of the time observing learning. They held meetings with groups of pupils, the chair of governors and staff, and conducted telephone calls with representatives of the local authority. They observed the school's work and scrutinised documents including questionnaires from pupils and 128 from parents and carers, current data about pupils' progress, pupils' work, the school's monitoring of the quality of provision, safeguarding policy and procedures, local authority reports, minutes of governing body meetings and school improvement planning.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- How well pupils' achieve especially in English and mathematics
- How effectively teaching and the use of assessment are supporting pupils' learning and progress?
- How well are findings of evaluation being used to raise attainment and improve pupils' learning at both key stages?
- What is the overall effectiveness of the Early Years Foundation Stage?
- How effective are the school's procedures for safeguarding pupils?

Information about the school

Sir Edmund Hillary Primary and Nursery school is a large school serving part of the Kilton area of Worksop. The area is typified by varying, but generally below average levels of deprivation. A new unit for Early Years Foundation Stage children was opened in September 2009. The number of pupils from minority ethnic groups is low and very few of these pupils are at an early stage of English language acquisition. The number of pupils with special educational needs and/or disabilities is also low. The after-school and holiday club based on the school site is separately registered and was not evaluated part of this inspection. The school has gained the Intermediate International School and Healthy School Gold award. The school has also gained Quality in Extended Services accreditation and the Dyslexia Friendly quality mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Sir Edmund Hillary Primary and Nursery School is a place where pupils thoroughly enjoy their learning. The outstanding care, guidance and support that pupils receive and the well-developed curriculum ensure that they make very good progress in improving their personal skills and qualities. Their academic development however, is more varied. Attainment is average but, following the good start that children have during the Early Years Foundation Stage, pupils' progress through Key Stages 1 and 2 is less consistent although satisfactory overall. This variation was reflected in teaching seen during the inspection, which ranged in effectiveness from a significant amount that was good or outstanding to inadequate. Where teaching is weaker, pupils' activities are not precisely matched to their different abilities. In some classes, pupils' abilities are not well enough assessed, or time is not managed well and the pace of learning drops. In addition, pupils are not given enough information about what they are trying to learn; they do not evaluate how well they have done nor always understand how to get better.

Leaders and managers are committed to improving pupil outcomes and ensuring all children are safe. Partnerships with parents and with other institutions and agencies are exceptionally strong. Evidence of the impact of leaders and managers on bringing about improvement is found in the many developments to the curriculum and their success in addressing some identified areas for underperformance. Pupils' progress in English and mathematics over the last three years has been variable but the school's current pupil tracking data and work seen in pupils' books confirms that progress in all core subjects is now at least satisfactory. The school has a satisfactory capacity to improve further. Leaders' and managers' monitoring provides a broad understanding of the schools' current strengths and weaknesses but evaluation has not been sufficiently rigorous to sharply identify where all improvement is needed. The school's action plan includes appropriate areas for development and incorporates the leaders' vision for the direction of the school. However, actions are not always linked to measurable improvements in pupils' attainment and progress so the intended impact is not well defined. Governors are developing their skills in supporting and challenging the school particularly in relation to pastoral issues. However, they have failed to ensure robust resourcing arrangements for Key Stage 1 classes in breach of statutory class size requirements.

What does the school need to do to improve further?

- Increase pupils' rate of progress so it is more consistently good, by
 - ensuring lessons feature good pace with an appropriate balance between teachers' input and pupils' active involvement in their learning

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- making effective use of success criteria so pupils can be more involved in evaluating their own learning
- improving the consistency and quality of day to day assessment and ensuring that all teaching is well matched to pupils' needs
- making consistent use of targets and written feedback so pupils are clear about their next steps in learning and how to improve their work.
- Increase the rigour with which leaders and managers at all levels evaluate the school's work and ensure all actions are targeted at improving outcomes for learners.
- Ensure that the school is fully compliant with statutory requirements regarding infant class size.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils are wonderful ambassadors for the school, talking with enthusiasm about it and the wide range of activities they enjoy. The vast majority are confident, articulate and polite; they consistently show high levels of respect and consideration for each other. In lessons they are keen to do well, working productively both individually and in groups and take great pride in their work. When pupils are given targets in lessons they respond very well, but generally this practice is underdeveloped. Written feedback is not consistently clear about how well pupils are doing or what they need to do to improve.

Pupils are overwhelmingly positive about the care and help that they get from teachers and other staff and feel very safe and secure in their school environment. Their knowledge of how to keep themselves safe in a wide range of everyday situations is extremely well developed. Relationships between pupils and staff are very positive as is pupils' behaviour; these factors make a strong contribution to the harmonious community feeling within the school and confirm pupils' good spiritual, moral, social and cultural development. Pupils of different backgrounds work well together and make similar progress. Those few pupils who speak English as an additional language and those who have special educational needs and/or disabilities achieve as well as their peers.

Pupils have a very strong voice in the school and there are numerous varied opportunities for individuals to take on responsibility. For example, play leaders and playground buddies ensure all pupils feel included. Concerts, sporting competitions and the school's international links provide many pupils with regular opportunities to make a wider positive contribution. Pupils have an excellent understanding of how to keep themselves healthy and the large majority regularly take part in additional sporting and leisure activities. Many pupils attend well but family holidays taken during term time result in overall attendance being broadly average. Pupils' attitudes and personal qualities combined with their secure basic skills ensure they are well prepared for their

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future economic well being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In lessons where teaching is good or better, planning is detailed and carefully matched to the different learning needs of individuals. A range of timed activities and a variety of teaching methods keep pupils focused on their learning. Imaginative resources, including interactive learning technologies, are thoughtfully used to keep pupils highly engaged. Teachers' subject knowledge and open-ended questions are effective in involving learners, extending thinking and developing pupils' vocabulary and understanding. Good on-going assessment is integral to these lessons and contributes effectively to pupils' good progress. In contrast, weaker teaching features long periods of inactivity for pupils with a minority becoming distracted and losing their focus on learning. Teachers' explanations are often too lengthy, with a tendency to 'tell' pupils the answers rather than elicit their ideas and assess their understanding. As a consequence, some activities are not well matched to the pupils' needs.

Trips, visits and visitors including language assistants in residence bring learning to life.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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They provide pupils with a diverse range of engaging experiences that successfully builds their confidence and enhances their speaking and listening skills. Themed days contribute well to pupils' spiritual, moral, social and cultural development and their appreciation of sustainability. Pupils' enjoy the cross-curricular, topic based approach to their subjects because their skills are applied in a range of different contexts. Extra-curricular activities are wide ranging and enthusiastically taken up. Very good use is made of external expertise to ensure high quality experiences.

The school provides a very welcoming, nurturing environment with a strong focus on pastoral care. Pupils are confident that adults will listen to them and help to sort out problems. Pupils who are at risk of underachievement or with additional needs are very well supported by skilled school-based staff, strong parental links and the use of highly effective multi-agency partnerships. Attendance is monitored closely and a consistent approach to attendance across the family of schools is being developed to reduce absence. Transition arrangements are very effective both for induction into the school and in preparing pupils for their move to secondary education.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school's staff have a shared understanding of continuous improvement. This commitment is underpinned by a climate of mutual support and close teamwork. The headteacher's monitoring involves subject leaders, and includes a range of evidence from discussions with pupils, book reviews and lesson observations but overall, it lacks rigour. As a consequence, considerable variation in effectiveness remains in a number of key areas such as the quality of teaching and the use of assessment. There is a good range of skills across the governing body and these are well used to support elements of the school's work. The school's systems for risk assessment and procedures to safeguard pupils' welfare are good.

The school's engagement with parents and carers is exceptionally well developed with regular opportunities for consultation and a good range of quality communication between school and home. Parents are very well supported in helping their child's learning through formal parents' evenings, the school's open door policy and the provision of family learning workshops.

The school undertakes detailed analysis of the performance of different groups and there is evidence of clearly targeted action in response to this monitoring. For example,

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the introduction of single gender mathematics groups in Years 5 and 6 to tackle identified inequalities, has been very well received by pupils. The school has developed an understanding of its context in relation to promoting community cohesion and there are well-established links with the local community and between the 'family' of schools. However, work to extend links beyond the school and local community is less well developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Early Years Foundation Stage typically demonstrating the skills and capabilities expected for their age. They settle in quickly, gain independence and interact well with their peers. They make good progress towards the early learning goals particularly in their personal, social and emotional development. Adults support children's learning well, with good questioning helping to move learning forward. Activities are varied and stimulating, incorporating opportunities for children to move freely between indoor and outdoor learning. There are good relationships between children and their key workers and levels of care in the secure, nurturing environment are high. Planning is regularly reviewed but observation and assessment systems are not refined enough to ensure planning is fully adapted to meet specific learning needs. Leadership and management of the unit are good and there is a strong sense of team work. Practitioners are reflective and are aware of the current strengths, and further developments required. All required policies and procedures are in place and links with parents are good, ensuring good transition into school.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of parents are strongly supportive of the school and happy with their child's overall experience. They are fully confident that the school keeps their child safe and meets their individual needs well. The vast majority of parents feel well informed about their child's progress and effectively supported in helping their child's learning. They feel that their child is well prepared for changing school. Most feel the school takes account of their suggestions.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sir Edmund Hillary Primary and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 128 completed questionnaires by the end of the on-site inspection. In total, there are 420 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	67	39	30	2	2	0	0
The school keeps my child safe	104	81	23	18	0	0	0	0
The school informs me about my child's progress	77	60	46	36	3	2	0	0
My child is making enough progress at this school	77	60	45	35	1	1	1	1
The teaching is good at this school	92	72	33	26	1	1	0	0
The school helps me to support my child's learning	77	60	45	35	2	2	0	0
The school helps my child to have a healthy lifestyle	73	57	50	39	2	2	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	68	53	49	38	0	0	1	1
The school meets my child's particular needs	80	63	44	34	1	1	0	0
The school deals effectively with unacceptable behaviour	72	56	42	33	4	3	1	1
The school takes account of my suggestions and concerns	60	47	56	44	3	2	0	0
The school is led and managed effectively	86	67	38	30	0	0	1	1
Overall, I am happy with my child's experience at this school	94	73	31	24	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 January 2010

Dear Pupils

Inspection of Sir Edmund Hillary Primary and Nursery School, Worksop, S81 0AN

You may remember that I recently visited your school with a team of inspectors. We would like to thank you for talking to us about your work and the things that you like best about your school. We think your school is giving you a satisfactory education, but there are also some really good things about it.

We were very impressed with how confidently you talked to us and shared your views about the school. You told us that all the staff are really kind and will always help you sort out a problem. You feel safe in school and also have a very good understanding of how to keep yourself safe, for example when you are using the internet. You told us that you really enjoy all the extra sport and leisure activities and we know these help you to be healthy and fit. You have fun learning about different subjects together in topics and told us that there are lots of visitors and visits that make your learning more interesting. Many of you show how helpful you are by joining in with the school council and helping other children to have fun at playtimes.

Some of you are making good progress because teachers make sure the work you do is well matched to what you need to learn and they quickly get you involved in a variety of the lesson activities. They also tell you regularly how well you are doing and what you need to do to improve your work. Some teachers need to do these things a bit better and this is one of the things we have asked the school to do so that you can all make the best progress possible. We also want the school to check carefully to find out what it is doing really well and what they can do to help you achieve more. For those of you in Key Stage 1 we have asked the governors to make sure that there are just the right number of you taught in each group so that you can all have the best chance of doing well.

I am sure that with your good attitudes to learning and good behaviour you will work with the teachers to help the school to improve.

Best wishes for the future

Katrina Gueli

Her Majesty's Inspector

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