

Silverdale School

Inspection report

Unique Reference Number	133432
Local Authority	North Tyneside
Inspection number	360511
Inspection dates	29–30 March 2011
Reporting inspector	Ann Muxworthy

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

Type of school	Special
School category	Community special
Age range of pupils	7–16
Gender of pupils	Mixed
Number of pupils on the school roll	40
Appropriate authority	The governing body
Chair	Mrs Dorothy Mitchell
Headteacher	Mr Peter Gannon
Date of previous school inspection	25 March 2008
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Introduction

This inspection was carried out by one additional inspector. The inspector visited 11 lessons each taught by different teaching staff. Discussions were held with staff, governors and pupils of the school. The school's work was observed and policies, curricular guidance, the school improvement plan, minutes from governing body meetings, external reports, and pupils' progress were scrutinised. The inspector took into account the findings from the 10 parental questionnaires and from questionnaires completed by staff and pupils.

The inspection reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The levels of achievement reached by all groups of pupils.
- The quality of teaching and learning and whether it achieves good progress

for pupils.

- The impact of leaders in raising achievement and driving improvements.
- The extent to which the school promotes good behaviour and attendance.

Information about the school

Silverdale School is a Foundation Trust Special school within the North Tyneside Learning Trust. The school provides for pupils with emotional, social and behavioural difficulties from across the borough. Some have additional needs relating to autistic spectrum disorders and specific and global learning needs. The majority of pupils have a statement of special educational needs and there are seven assessment places. A small proportion have experienced significant disruption in their education prior to joining the school. Most pupils are White British. A high proportion of pupils are known to be eligible for free school meals.

The school has successfully gained national awards which include Healthy Schools status and the Activemark for physical education.

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?

2

The school's capacity for sustained improvement

2

Main findings

Silverdale is a good school. It does many important things exceptionally well. The school successfully meets its aim 'to teach and enhance pupil self-esteem and self-responsibility to create an environment where personal and social development is paramount and all-pervasive.'

The inspiring leadership of the headteacher is supported well by other senior leaders who communicate their enthusiasm, sense of purpose and the school's caring ethos extremely well to pupils, parents and carers. This is particularly evident in the effective measures to raise achievement, the improved care and well-being for pupils and in the outstanding partnerships with parents and carers. Senior leaders have high expectations and are driving improvements at a good pace, but the roles of middle leaders, in terms of driving improvements and taking responsibility for school priorities, are relatively underdeveloped. Excellent partnerships effectively promote shared expertise leading to pupils' increased confidence and ability to access their curriculum and participate in a range of social settings. Through careful self-evaluation staff all know the school's strengths and what is needed to secure further improvements. These factors give the school good capacity for continued and sustained improvement.

Outcomes for pupils are good overall. The excellent care, guidance and support together with pupils' outstanding healthy life styles help the majority of pupils to accelerate their progress. Pupils take a very keen interest in their well-being. They make good progress from their individual starting points because teachers and other adults understand their needs, and use assessment well to plan and support their next steps in learning. The well-planned curriculum has some exceptional opportunities for learning based in practical situations, but information and communication technology (ICT) is not providing sufficient opportunities for pupils to gain accreditation and develop skills for their future working lives.

Parents and carers are highly-appreciative of the school's caring ethos and support their children get, with comments such as, Silverdale's improvements are miraculous, we have hopes that our son will leave school with a plethora of GCSEs and go on to higher and further education. Well done Silverdale.'

What does the school need to do to improve further?

- Raise the profile of ICT across the school by:
 - Increasing opportunities for accessing accreditation in ICT
 - Providing a curriculum that gives more opportunities in lessons for pupils to use ICT so they can develop skills to support their future working lives.

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- Secure sustained leadership by developing the skills of middle leaders to drive improvements and share responsibility for school priorities.

Outcomes for individuals and groups of pupils

2

Pupils make consistently good progress in their lessons when measured against their individual starting points. They enjoy their learning and their behaviour in lessons is routinely good. The achievement of pupils in care and those with autistic spectrum disorder is good. It is nearly always better than might be expected, given their learning difficulties or in comparison to similar children with similar needs.

Pupils appreciate the support given by adults and respond well when encouraged to be independent. For instance, pupils in Key Stage 2 worked well using liquidisers to produce their own smoothies to have a greater understanding of healthy lifestyles and in Key Stage 4 pupils enthusiastically made quiches to a very high standard. They do particularly well in developing their social, emotional and behavioural skills. This supports greater engagement in activities and acceptance of challenge to improve their learning. By the time pupils transfer to college or employment they have had good opportunities to apply skills and abilities in a range of situations.

Pupils are happy and friendly towards each other and staff. The rare incidents of challenging behaviour that may interrupt learning are managed very effectively through the school's thoughtful and skilled approach. Consequently, any disruption is minimal. Pupils gain valuable knowledge and skills to help them stay safe. They say they feel safe and are happy, and parents and carers wholly agree.

Pupils have an excellent understanding of what constitutes a healthy lifestyle, through the school's exceptional programme of sports and extra-curricular activities. Pupils across the school have a strong sense of school community and their dynamic 'circle times', when pupils discuss their thoughts and feelings, provides a good understanding of spiritual, moral, social and cultural development. They actively raise funds for charities and engage well with local schools on team sporting activities. The broadly average attendance of the majority of pupils and pupils' high level of interest and involvement in practical and creative experiences prepares them well for the next stage in their education.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
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

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

How effective is the provision?

Teaching and management of pupils' behaviour is consistently effective in ensuring pupils are engaged and motivated to learn. Relationships are excellent. Support staff make consistently strong contributions to teaching and learning, for instance, through teaching life-skills and individualised learning programmes. Teachers and support staff use a broad range of assessment well to access and extend pupils' learning.

In good lessons teachers apply their specialist skills and knowledge to motivate and challenge pupils to achieve their best. Questioning is used well to determine pupils' understanding of what is being taught and what they have remembered. Practical activities and well-prepared classroom resources provide engaging opportunities for learning though ICT is used less well in lessons to develop skills which will support pupils' future working lives.

The curriculum provides real, enriched and exciting experiences that unlock pupils' imaginations. Exciting images can be seen in some of the impressive photographic work. Self-esteem is positively promoted through the curriculum which places a strong emphasis on basic skills and contributes to good development and well-being. Through highly effective partnerships, expertise in life skills and extra-curricular clubs, pupils can share excellent experiences on sports and healthy living.

Care, guidance and support are outstanding. The school has created a supportive and friendly setting that successfully promotes learning and enjoyment equally. Transition to

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other settings is extremely well-supported through excellent partnerships and thoughtful preparation. The school has been proactive in ensuring excellent partnerships with parents and carers and agencies through key worker support and close communication. This highly-effective working together by staff, parents and carers and agencies ensures the well-being of pupils whose circumstances make them vulnerable.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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?

Senior leaders are ambitious in driving school improvement and determined to secure nothing less than excellence for pupils. This has resulted in improvements in provision which has led to more pupils gaining accreditation across a broad range of subjects. Middle leaders are taking on greater responsibilities of leadership and management. However, this is at an early stage and has yet to make an appreciable contribution to school improvement. Staff are proud to be part of the school, have high expectations and understand how they can contribute to developments. The use of subject specialists and partners supports good-quality teaching, informed monitoring and good achievement for most pupils.

Every effort is made to ensure that all pupils are able to succeed, regardless of their particular needs. Governors have a good understanding of the school's priorities and are hugely supportive of the future vision for the school. The governing body includes a good range of skills and expertise and fulfils its duties well in holding the school to account.

School leaders and governors act responsibly with clear policies and procedures that have regard to pupil and staff safety. Careful and effective risk assessments help to keep accidents to a minimum. Child protection is of good quality. The school provides a good range of experiences to promote pupils' equality of opportunity and tackling of discrimination. Outstanding partnerships with services, health professionals, local schools, colleges and the wider community make an excellent contribution to the achievements and well-being of pupils. Excellent engagement with parents and carers and highly-positive relationships ensure effective support for pupils and their families. The school is a very sociable community which provides rich experiences of its local community and a satisfactory level of understanding of its wider community. Staff and resources are well-deployed to support pupils' needs.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	2

Views of parents and carers

A good proportion of parents and carers returned questionnaires. Those who did were extremely positive of the school's provision and the outcomes it achieves. Their children making progress, the school meeting their children's needs and their child being happy, were rated particularly highly. This comment is typical, Silverdale is an excellent school for my son, and one he is happy in.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Silverdale 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 inspector received 10 completed questionnaires by the end of the on-site inspection. In total, there are 40 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	6	60	4	40	0	0	0	0
The school keeps my child safe	6	60	4	40	0	0	0	0
My school informs me about my child's progress	7	70	3	30	0	0	0	0
My child is making enough progress at this school	8	80	2	20	0	0	0	0
The teaching is good at this school	7	70	3	30	0	0	0	0
The school helps me to support my child's learning	7	70	3	30	0	0	0	0
The school helps my child to have a healthy lifestyle	6	60	4	40	0	0	0	0
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)	7	70	3	30	0	0	0	0
The school meets my child's particular needs	8	80	2	20	0	0	0	0
The school deals effectively with unacceptable behaviour	6	60	4	40	0	0	0	0
The school takes account of my suggestions and concerns	6	60	4	40	0	0	0	0
The school is led and managed effectively	6	60	4	40	0	0	0	0
Overall, I am happy with my child's experience at this school	8	80	2	20	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



31 March 2011

Dear Pupils

Inspection of Silverdale School, Wallsend, NE28 0HG

Thank you so much for being so friendly and helpful when I visited your school. I enjoyed meeting you and thoroughly enjoyed seeing your lessons and other activities. It was a pleasure to talk about your experiences and the things you do in school. So many of you told me how much you like your teachers and your views were very positive, particularly about how well you were now doing and that you want to go on to college to train in plumbing, joinery or photography.

Silverdale is a good school and has some outstanding aspects. You lead extremely healthy lives because of the many sports and other exciting activities you do in school. These are keeping you very active, healthy and well. Your headteacher, staff and governors work extremely hard to make sure your school is the best it can be. I have asked your headteacher to help other teachers in your school become school leaders too so they can give you even more exciting and interesting experiences. You make good progress and become confident young people; you are right to care for your school. We have asked your teachers to find more ways to let you use ICT in lessons and get qualifications in ICT.

It is very clear that you enjoy school and feel safe. You are exceptionally well cared for, guided and supported and behave well. I was particularly impressed that you visit places such as Flamingo Land, Newcastle United and Linhope Spout and have fun. Well done with your ideas for raising money as this is helping you think of others and preparing you well for when you leave school. I wish you continued success.

Yours sincerely,

Ann Muxworthy,
Lead Inspector

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