

Silverdale Primary Academy

Racecourse, Silverdale, Newcastle-under-Lyme, Staffordshire ST5 6PB

Inspection dates

7–8 December 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The inspirational leadership of the headteacher, coupled with highly skilled management of other leaders and effective governance, has brought about significant improvements in teaching and pupils' outcomes.
- Leaders at all levels focus strongly on ensuring that their actions always improve pupils' achievement. They have an exceptionally accurate view of the school's strengths and areas for development and provide high-quality training and support for all staff.
- Governance is highly effective. Governors challenge leaders robustly and hold them fully to account for their actions. Trustees are also fully involved in monitoring the actions of governors and leaders and provide good levels of support where needed.
- The pupil premium is used very effectively. Disadvantaged pupils, including the most able, make good progress due to the incisive focus by leaders on pupils' abilities and needs. Carefully tailored support is provided.
- Consistently good teaching enables all pupils to achieve well. Clear explanations and well-structured lessons are the norm. Teachers and teaching assistants work extremely well as a united team to cater fully for pupils' needs.
- Occasionally, teachers do not challenge pupils well enough and do not move them on in their learning when they demonstrate they are ready.
- Sometimes, a few teachers do not extend pupils' literacy skills well enough. Reading texts in group activities in key stage 2 are not always set at the right level or give pupils enough opportunity to write at length using their own ideas.
- Early reading skills are taught well from the outset. As a result, pupils reach levels which are above average in the Year 1 national reading check.
- Children make good progress in the early years because teaching is good and it is well managed. Children settle quickly because of the good quality nurture they receive.
- Vibrant displays throughout the school show the breadth and balance of subjects taught.
- Pupils behave well and feel extremely safe at school. They are polite, respectful and helpful.
- Parents have very positive views of the school. They are fully involved in supporting their children through home-learning journals.

Full report

What does the school need to do to improve further?

- Raise the quality of teaching further so that more pupils are working at greater depth, by:
 - increasing the level of challenge and moving pupils on when they show they are ready
 - improving the effectiveness of guided reading in key stage 2
 - providing opportunities for pupils to use their own ideas to write at length.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Since becoming an academy and working in close partnership with United Learning Trust, there has been significant improvement in pupil's outcomes and in the quality of teaching. The headteacher, ably supported by her leadership team and governing body, has successfully created a united staff team who are very committed to improving their practice. Exceptionally effective leadership has led to improvements in pupils' achievement across the school and there is excellent capacity to improve further.
- Senior leaders know their school very well and their evaluations are precise and accurate. They draw on their in-depth knowledge to generate tightly focused action plans to rapidly drive identified areas forward. Areas in need of improvement are tackled swiftly and this leads to improved outcomes for pupils.
- All leaders carry out regular checks on the quality of teaching and carefully analyse information about pupils' progress. They use this information well to provide tailored training and development for all staff so that they have the skills and knowledge needed to improve the quality of their teaching. Checks on teaching are also carried out by trustees and partner schools and good-quality feedback is provided to secure further improvement. This highly developed support structure has enabled teachers and support staff to successfully improve their practice.
- Challenging annual targets are set for all staff, including teaching assistants and midday supervisors. Teaching assistants are actively encouraged to lead curriculum areas, such as art and physical education (PE) and are held fully to account for their leadership responsibilities. Leaders provide training and support to facilitate this. Targets set for staff are closely linked to whole-school priorities and staff pay. Only those who meet their targets and demonstrate that pupils make at least good progress receive pay awards.
- Leaders make highly effective use of the pupil premium. Barriers to learning are identified by teaching staff and individual action plans are generated to meet the needs of disadvantaged pupils. Good support is provided for eligible pupils and their families by the family liaison officer and also through additional teaching. As a result, disadvantaged pupils make equal or better progress to other pupils in the school and nationally. By the time pupils leave the school, any differences in their attainment and others have closed.
- Leaders systematically review provision in all areas, including the use of the sports premium. For instance, the impact of sports coaching is carefully monitored to ensure that it leads to improved health and well-being of pupils. The provider was changed when leaders felt this was not the case. Currently, the school employs a sports coach to work alongside teaching staff and offer a wider range of sports. As a result, staff confidence and ability to teach PE has increased. PE kit has also been purchased for pupils to ensure that all pupils participate. This demonstrates leaders' commitment to equality of opportunity.
- The curriculum provides a good balance of subjects and experiences that allow pupils

to fully develop their interests and talents. For example, 'discovery learning' provides an enquiry-based approach to topic work. Pupils decide from the outset what they want to find out about. Good links continue to be made between subjects to develop literacy and numeracy skills. After-school clubs, visits and visitors contribute to pupils' enjoyment of school and provide them with memorable experiences.

- Leaders strongly promote pupils' spiritual, moral, social and cultural development. Pupils are well versed in the school's values and can recite these fluently. They understand how these values link to British values and the importance of democracy, respect and tolerance. Through topic work, religious education lessons and assemblies, pupils are taught to appreciate and respect those from different backgrounds and with different beliefs. As a result, pupils are well prepared for life in modern Britain.
- Parents have very positive views of the school. 'My children have gone from strength to strength and love learning' was typical of the text responses received. The school's partnership with parents is very strong. Parents are actively encouraged to support their children's learning at home. For example, parents add comments to pupils' home learning journals and there is a regular dialogue between teachers and parents about what pupils are learning and how well they are doing.
- The trust has provided extensive support and challenge to school leaders and the governing body since becoming the school's sponsor. It works in close unison and partnership with the school. Regular reviews are undertaken of different areas and links with other schools in the trust are brokered for additional support. Trustees rightly have confidence in the excellent leadership of the headteacher.
- Staff morale is very high and all those who expressed their views have very positive views of the school and feel valued. They have confidence in the leadership team and feel their individual training needs are fully met.

Governance of the school

- Governors have a broad range of skills and expertise which they put to excellent use to challenge and support school leaders. Together with the headteacher and staff, they track and evaluate school action plans to determine their success. They know about the quality of teaching and pupils' achievement. They know how well the school is doing compared to other schools nationally as they have a detailed understanding of data and use this information to ask school leaders challenging questions. For example, a dip in attainment in Year 3 last year was picked up, discussed fully and appropriate action taken.
- Governors are fully aware of what the pupil premium funding is used for and know what impact this has on the progress of eligible pupils. Governors monitor the use of the budget extremely carefully and only approve spending once they are convinced that it will benefit pupils educationally.
- Governors set demanding targets for the headteacher in order to hold her to account and are kept fully apprised of staff pay progression. They know what the school is doing to reward good teaching and to tackle any underperformance. Training is regularly undertaken to help governors fulfil their statutory duties effectively, for example in relation to safeguarding and finance. As a result, these aspects are fully met.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding within the school. The headteacher has an excellent understanding of her duties as the designated safeguarding leader. She ensures that staff are fully trained and know precisely what to do if they have any concerns about pupils' safety or well-being. Record-keeping is meticulous and thorough. Any reported incidents are followed up appropriately and external agencies involved if needed. Safer recruitment procedures are adhered to fully to ensure all adults are suitable to work with children. Regular site checks are carried out and risk assessments undertaken to protect pupils.

Quality of teaching, learning and assessment

Good

- There is a high degree of consistency in the quality of teaching that results in all groups of pupils making good progress from their starting points and achieving well in each key stage.
- Teachers have good subject knowledge and use effective questioning skills to check or probe pupils' understanding. Relationships are good in all classes. It is clear that pupils like and respect their teachers and this is reciprocated. These positive relationships have a beneficial impact on pupils' motivation and learning.
- Teaching is good across a range of subjects and teachers plan exciting activities to interest and engage pupils during lessons. Most use information about pupils' attainment to plan work at the right level.
- Teaching assistants make a good contribution to pupils' progress. They lead groups and work in close collaboration with teaching staff. Training and support provided for teaching assistants has contributed significantly to their high levels of performance.
- Teachers create a very positive climate for learning. Excellent displays throughout the school celebrate the best examples of pupils' work and show the wide range of subjects taught. Displays and 'learning lines' in classrooms also provide helpful prompts to aid pupils during lessons. All rooms are kept neat and tidy so that pupils can work efficiently and effectively.
- Marking is used purposefully to extend pupils' learning. Teachers provide effective feedback and guidance, in line with the school's policy, to help pupils improve their work. Pupils are also encouraged to support each other and act as 'coaches' to teach others who are less confident.
- Effective and well-managed support is in place for pupils who have special educational needs and/or disabilities. Teaching assistants and teaching staff work on an individual or small-group basis with pupils both inside and outside lessons. Specialist support is also accessed from external agencies for pupils with more complex difficulties. This focused input results in pupils being fully included in school life and keeping up with others in their class.
- The most able pupils make good progress in reading, writing and mathematics but there is scope sometimes for more of them to be working at greater depth, for

example in mathematics.

- On occasion, teachers do not challenge pupils sufficiently well; for example, most pupils, including the most able, start at the lower level of mathematics tasks and do not have sufficient time for the more demanding tasks which promote greater depth of learning. Additionally, teachers do not move pupils on swiftly enough in writing tasks when pupils are able to do the work confidently. This limits pupils' progress.
- Reading is taught very successfully in the early years through phonics and as a result, all pupils go on to become confident readers. Pupils make good use of the school library at lunchtimes. However, sometimes books provided in group reading activities in key stage 2 are too hard or too easy and this occasionally limits pupils' progress. Additionally, follow-up activities, such as book reviews, are not checked carefully enough to determine their contribution to pupils' reading progress.
- Grammar, punctuation and spelling are taught well. As a result, pupils reach high standards with these aspects by the end of Year 6. However, pupils do not always get opportunities to independently apply the skills they learn or use their own ideas to write at length. This limits the progress they make overall in writing, particularly in key stage 2.
- Problem-solving and reasoning skills are incorporated effectively into mathematics lessons across the school. This is helping some pupils work at greater depth. Pupils demonstrate a secure understanding of mathematical concepts.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school successfully teaches pupils how to keep themselves safe. When asked if they felt safe, pupils replied confidently 'really safe'. They have a good understanding of the dangers in using the internet as this aspect is taught well. Clear messages are reinforced through displays in school. Pupils know who to go to if they have a problem and trust adults to help them.
- Pupils know that bullying can take different forms, such as physical, verbal or cyber bullying. Some pupils reported that they had changed schools due to bullying issues in their previous school but that there was no bullying at Silverdale. As a result, they are much happier.
- Pupils have a very good understanding of the importance of healthy living. They know that both diet and exercise and sufficient sleep contribute to their well-being. Playtime equipment contributes to pupils' development with skills such as hula-hooping and basketball.
- Pupils readily take on responsibilities, including looking after younger children and representing the school council. Pupils are confident, articulate and keen to do well at school. They are proud of their school and their individual achievements.
- The breakfast club provides a valuable resource for parents and their children. Pupils

enjoy the activities and food provided. They behave well and it prepares them well for the day ahead.

Behaviour

- The behaviour of pupils is good.
- Pupils have positive attitudes to learning and most want to do well and work hard in lessons. Pupils are polite, respectful and helpful.
- Pupils behave responsibly in and around the school. Behaviour in lessons and on the playground is usually good. Teachers manage behaviour extremely well, setting out clear expectations and boundaries. Where inappropriate behaviour occurs, they deal with it calmly and swiftly. Appropriate action is taken.
- Parents, staff and pupils who expressed their views agree that behaviour is good. This is also evidenced in school records. Staff systematically record the small number of incidents which occur. Leaders carefully analyse behaviour records to detect any patterns or trends. Additional external support and advice is sought for those with behaviour difficulties and good support provided.
- Pupils have a good understanding of the 'traffic light' behaviour system in place. Sanctions and rewards are clearly set out in the school's behaviour for learning policy and implemented fully. Most pupils know and follow the behaviour policy consistently. Consequently, the number of exclusions is reducing.
- Attendance is in line with the average for primary schools, and improving. This is because leaders are proactive in working with the small number of pupils and their families for pupils who are persistently absent. Incentives are offered for 100% attendance and pupils strive to achieve this. Good tracking of different groups is in place and the family support officer follows up pupils whose attendance falls below 90%. This is resulting in fewer pupils being persistently absent.

Outcomes for pupils

Good

- Pupils make good progress from their different starting points, particularly in reading and mathematics. Attainment overall in 2015 and 2016 was above average for pupils at the end of Year 2 and Year 6.
- The school's own information together with work in pupils' books show that current pupils are making good progress. Where a dip occurred in Year 3 last year due to several changes in staffing, leaders have taken appropriate action to ensure that pupils regain lost ground. Accelerated rates of progress are now evident and these pupils are achieving well once again.
- Previously, there have only been a small number of most-able pupils in the school but these numbers are now increasing as teaching is improving. They make good progress and achieve well. This is because teachers plan activities which extend and develop their understanding and skills.
- Disadvantaged pupils make good progress in line with their peers and on occasion, better than their peers. Provisional data for 2016 shows that the progress of pupils who

left Year 6 was above average in mathematics and in line in writing. Progress was significantly above average and in the top 10% of school's nationally in reading. Effective support ensures that differences between the attainment of disadvantaged pupils in the school and all pupils nationally close by the time pupils leave Year 6.

- The small number of pupils who have special educational needs and/or disabilities currently in the school make good progress. The support these pupils receive from teachers and support staff is effective and enables them to achieve as well as they should.
- In the Year 1 phonics check, the proportion that reached the required standard in 2015 and 2016 was above the national average. This demonstrates the positive impact of the phonics programme in place and the quality of teaching in early years and Year 1.
- While the proportion of pupils reaching the expected level at the end of Years 2 and 6 was above average in 2016 in all areas, the proportion of pupils working at greater depth was below the national figures in reading and mathematics. This is because sometimes, teachers do not challenge pupils well enough or move them on in their learning swiftly enough.
- Work in pupils' books and visits to classes show that pupils make good progress in other subjects, including history, geography, science and French. This is because the quality of teaching in these subjects is good.

Early years provision

Good

- Children make good progress in the early years because it is well led and managed and teaching is consistently good.
- Children join the Nursery or Reception class with skills, knowledge and understanding which are typical for their age in most areas. Children make good progress and the proportion reaching a good level of development in 2015 and 2016 was above average. As a result, children are well prepared for Year 1.
- All children settle quickly into the school's routines because induction procedures are effective. Visits are made to the children's homes and pre-school settings to build relationships and gather early information. Parents and children receive a very warm welcome and this helps build and establish good relationships.
- Teachers plan exciting activities which help children build their confidence and independence while developing children's early basic skills. During the inspection, Nursery children showed impressive levels of concentration and fine and gross motor control when painting outdoors and rolling toy cars down guttering slides. High levels of enthusiasm and engagement were evident.
- Teachers and other support staff work closely with children and provide good levels of support during activities. Activities planned stem from children's own interests. For example, during the inspection Nursery children were fascinated by zoo animals and this led to a 'zoo' role-play area being created in the classroom.
- Children learn how to get on and work together effectively from the outset. Children behave well and listen attentively to adults at all times. All adults have high expectations of children's behaviour and manage low-level incidents well.

- Leaders have recently reviewed the use of the outdoor area for children due to increased numbers of children now on roll. This review has led to Nursery and Reception classes having separate play spaces and increased opportunities for outdoor activities. This is a clear example of how leaders constantly monitor and review provision and take steps to improve it.
- There is a strong emphasis on developing children's language skills, especially their speaking and listening skills. Adults regularly ask questions to check and extend children's levels of understanding. Staff model accurate and clear language to ensure that children learn to speak correctly.
- There is a good balance of activities involving children working alongside an adult and when they choose to learn individually through imaginative play. However, as with the rest of the school, on occasion, some children are not challenged sufficiently enough to accelerate their progress even further.
- Good leadership and management ensure that children work and play in a safe, attractive and purposeful environment. Every child is known as an individual. Regular observations are carried out by all adults to track children's progress. Teachers collect precise and important information as children develop so that they can make sure that planning builds on children's current levels.

School details

Unique reference number	140400
Local authority	Staffordshire
Inspection number	10019986

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

Type of school	Primary
School category	Academy sponsor led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	170
Appropriate authority	The governing body
Chair	Jill Adamson
Headteacher	Lindi Nejrup
Telephone number	01782 297470
Website	www.silverdaleprimary.org.uk
Email address	office@silverdaleprimary.org.uk
Date of previous inspection	Not inspected previously

Information about this school

- Silverdale Primary is smaller than the average-sized primary school.
- Most pupils are White British and almost all speak English.
- The proportion of pupils supported by the pupil premium is above average.
- The proportion of pupils who have special educational needs and/or disabilities is below average.
- The school became a sponsor-led academy in January 2014 after the predecessor school, Silverdale Community Primary School was judged to be inadequate in September 2012.
- The school's sponsor is United Learning Trust.
- The headteacher was appointed in February 2014.

- The early years provision comprises a Nursery and a Reception class. Children attend both Nursery and Reception full time.
- Before- and after-school care is provided by the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.

Information about this inspection

- The inspectors observed teaching and learning in all classes. They saw 19 parts of lessons, six of which were jointly observed with the headteacher.
- The inspectors met with pupils and heard a selection of pupils read. They looked at examples of pupils' work in their books and spoke to pupils about their learning.
- Meetings were held with the headteacher and other members of the leadership team. There were 11 responses to the online staff questionnaire and their views were taken into account.
- The inspectors met with three members of the governing body and spoke to the head of the primary phase from United Learning Trust. Reports about the school's performance carried out by the trust and external partners were also reviewed.
- Account was taken of the 34 responses to Parent View, Ofsted's online questionnaire, together with text comments from 17 parents and contact made by parents with the inspectors by telephone.
- Various school documents were scrutinised, including the school's self-evaluation, development plans and information about managing teachers' performance. Minutes of meetings of the governing body and information about pupils' progress, behaviour, attendance and safety were also analysed.

Inspection team

Heather Simpson, lead inspector

Her Majesty's Inspector

Andy Wardle

Ofsted Inspector

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