

Silverhill Primary School

Inspection report

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|--------------------------------|---------------------|
| Unique Reference Number | 112765 |
| Local Authority | City Of Derby |
| Inspection number | 325680 |
| Inspection dates | 20–21 November 2008 |
| Reporting inspector | Martyn Groucutt |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 287 |
| Appropriate authority | The governing body |
| Chair | Mr M Deakin |
| Headteacher | Kate Nash |
| Date of previous school inspection | 19–20 September 2005 |
| School address | Draycott Drive Mickleover Derby DE3 0QE |
| Telephone number | 01332 511138 |
| Fax number | 01332 513666 |

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Silverhill is a larger-than-average primary school. Most pupils are of White British heritage, although the number from other ethnic origins has risen and now stands at around 20 per cent. Pupils who speak English as an additional language make up 4.7 per cent of the total. Around 10 per cent of pupils have learning difficulties and/or disabilities, about the same as are on the gifted and talented register. The percentage qualifying for free school meals, at around 4 per cent, is well below the national average. Attainment on entry to the Early Years Foundation Stage (EYFS) is around the national average.

The school has recognition for Investors in People (renewed June 2006), International Schools Award, Basic Skills Quality Mark, Eco Hub School for Derby, Eco Schools Green Flag, Healthy Schools, 'Bike It' School, Sports Active Mark, the BECTA ICT Mark and Smart Water Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The very focused leadership by the headteacher and senior leadership team enables most pupils to make good progress. The school offers a good quality of education and parents rightly have confidence that it enables their children to become confident, well rounded and happy individuals. Pupils thoroughly enjoy their time here and display very positive attitudes to learning that are reflected in the 96 per cent attendance rate, well above the national average. There is a clear strategy and a range of ways in which pupils can make positive contributions to the school and the wider community, also reflecting the positive commitment to developing global links. Similarly, pupils get involved in a range of opportunities to develop understanding of ecological and sustainability issues. They have a good understanding of how they can lead healthy and safe lifestyles. Pastoral care is outstanding although academic support, while generally good, does not always support the higher achievers in maximising their full potential. The school knows itself well and its own judgements match those made by inspectors. Effective data analysis systems enable the school to track progress effectively.

Attainment on entry broadly matches that seen nationally. There is some inconsistency between year groups, but recent years have usually shown results in national tests at the end of Years 2 and 6 to be above average. Where this has not been the case the school has been able to analyse and address difficulties so that subsequently achievement has been raised and is now generally good through the school. Assessment is often detailed and supports good attainment because most pupils know what has to be done to improve their work and how to reach the next level. From Year 3, all pupils have academic targets and are able to explain how this will help their progress. However, some marking does not always make clear how work might be improved and what would move it to the next level, especially towards the higher levels.

Teaching and learning are good, as is the care guidance and support for pupils, and the curriculum is outstanding. Teachers and teaching assistants show the highest commitment to their pupils and have effective systems for tracking individual progress. These include those pupils who have learning difficulties and/or disabilities or for whom English is an additional language, who make good progress. However, fewer pupils reach the higher National Curriculum levels than might be expected because there has sometimes been insufficient challenge for higher-achieving pupils. Resources to support teaching and learning are generally good and there is very effective use of information and communication technology (ICT), including excellent use of interactive whiteboards in all classrooms.

The headteacher has supported the development of effective middle managers and of the governing body. As a result, both are more effective than at the time of the last inspection. This is a reflection of good improvement since that time. This, coupled with effective self-evaluation and the very committed workforce, means that there is good capacity for further improvement in the future.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the EYFS with levels of skills, knowledge and understanding expected of this age, although some have weaker early literacy and numeracy skills. They make good progress and move into Year 1 with standards that broadly match those found nationally in all areas of learning. Children feel safe and secure and learning is fun. Adults form excellent relationships, enabling children to settle quickly. They know families well and place effective emphasis on developing children's personal, social and emotional skills. Parents greatly appreciate the care shown to their children and there is a good two-way flow of information, enabling them to participate fully in their children's learning. Teaching and learning are consistently good. Staff work together well as a team. Good quality planning produces a well balanced range of adult-led and child-initiated activities, both indoors and outside. Teachers use information about individual children's progress to guide their planning. Occasionally, opportunities are missed to provide greater challenge for the more able children. Children thrive within this highly caring environment because their welfare is of paramount importance. They develop a good understanding of keeping healthy and safe. Support for individual children who are vulnerable or find learning difficult is good, enabling them to enjoy success. Leadership and management are good. Those responsible have an accurate view of strengths and weaknesses and know how to sustain improvement. There is a shared sense of purpose towards developing happy, safe and confident children.

What the school should do to improve further

- Increase the level of challenge for higher-achieving pupils so they can maximise their academic potential.
- Make the assessment policy more effective by implementing it consistently, ensuring that all pupils know their 'next steps' and how they can improve their work, particularly to increase the number reaching the higher National Curriculum levels.

Achievement and standards

Grade: 2

Recent years reflect a general picture of pupils performing above the national average in National Curriculum assessments at the end of Years 2 and 6. However, in 2008, Year 2 failed to reach the nationally expected standard across all subjects, which the school's assessment systems predicted because they had been through a disrupted Year 1. Targeted interventions have supported these pupils, and current school data now point to solid improvements in achievement. Similarly, in 2007, the Year 6 results were below the national average. This cohort had suffered severe disruption to their earlier education through the enforced closure of the school and loss of all data and written work. Unvalidated results for 2008 show that Year 6 pupils reached standards above the national average. School and local authority data suggest that the current Year 3 and Year 6 pupils are performing significantly above the respective national expectations but greater challenge is needed if pupils are to reach the higher levels of which some are capable. The very good support for pupils with learning difficulties and/or disabilities and those for whom English is an

additional language enables them to make good progress. The school's effective tracking systems show that the majority of pupils are doing well.

Personal development and well-being

Grade: 1

Pupils' personal development and their spiritual, moral, social and cultural understanding are outstanding. They know the 'golden rules' and consequences, helping to create a safe place to learn and play. Behaviour is outstanding. Pupils are well prepared to participate in the wider community, growing in confidence and self-esteem because relationships are extremely secure. The international links established by the school help pupils to better understand the wider world in which they live. Racism and bullying are virtually non-existent because pupils know how to respect all their peers. Healthy living is embraced, resulting in an understanding of balanced diets and the importance of exercise. Attendance is well above average because pupils love school. Parents also give it their strong support. Pupils make effective contributions via the active school council and other duties and responsibilities such as animal welfare, healthy tuck shop and energy monitoring. Developing future economic well being is good, but would be stronger if higher-attaining pupils were given extra challenge to reach their fullest potential.

Quality of provision

Teaching and learning

Grade: 2

Excellent relationships and attitudes ensure that lessons run smoothly. Lessons are taught well, with some outstanding practice. Teachers and teaching assistants work together well to provide an exciting range of activities. Sustainability and eco work, in particular, capture boys' interest, promoting successful learning. Learners rise to the challenge. The best teaching sets clear learning targets shared with pupils. Well focused questions challenge pupils' thinking and make them justify their answers. Teachers and pupils have embraced the international dimension of the school's work, which has put learning at the heart of each activity. This focus has led to pupils fully enjoying their work and is a major factor in their good progress. Teaching assistants give good support to pupils who have learning difficulties and/or disabilities, enabling them to make good progress and achieve their targets. Assessment and marking are good overall, but not totally consistent. The best practice recognises achievement and points the way forward. However, further work remains to be done to ensure that all teachers use assessment effectively to provide pupils with work matching their ability and ensuring that all pupils know exactly what they need to do to improve.

Curriculum and other activities

Grade: 1

The outstanding skills-based curriculum capitalises effectively on the school's international links, which enthuse pupils' learning. Strong links with India and Africa celebrate the richness and diversity of culture, not only within the local area but much further afield. Central to curriculum planning is the school's commitment to sustainability and global citizenship, which permeates school life and is a real strength. The personal, social and health education programme makes an excellent

contribution to the maturity and self-confidence that pupils acquire. The curriculum is enriched by clubs and activities outside school hours. Provision for pupils with learning difficulties and/or disabilities is very good, enabling them to achieve well. ICT is a very important integral part of pupils' learning. The strong commitment towards promoting creative arts enables many pupils to enjoy and benefit from specialist-taught music. Strong links with other institutions add greatly to pupils' enjoyment and successfully broadens pupils' horizons.

Care, guidance and support

Grade: 2

Outstanding pastoral care, guidance and support promote pupils' enjoyment and achievement. Academic guidance, while good, does not always reinforce 'next steps' or fully challenge the most able. Support given to pupils with learning difficulties and the quality of their individual education plans are very good so they make good progress. Equality of opportunity is part of the general ethos of the school and the positive learning atmosphere permeates all aspects of life. Effective strategies promote equality and social and economic well-being. Parents are successfully encouraged to participate in school life and in doing so gain awareness of classroom practice. Premises are well appointed, safe and highly suitable for use, with the provision for ICT being a notable feature. Effective policies for safeguarding pupils are robust and health and safety issues are managed carefully, with effective input from governors.

Leadership and management

Grade: 2

The leadership provided by the headteacher and her senior leadership team is dynamic, focusing on raising achievement and overall school performance. The role of middle managers has been developed over the last two years since the headteacher was appointed, so they are now making a positive contribution to target setting and school effectiveness. Effective performance management and professional development opportunities support staff development. Staff and governors know the school well. They have an accurate knowledge of its strengths and areas for development. Resources and staff, including administrative staff, are deployed well so that the school offers good value for money. Governors play an effective role enhanced through good development training. Monitoring gives them a clear picture of school effectiveness, although they are not yet involved in classroom observations. All procedures for safeguarding pupils meet current government requirements.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate. | School Overall |
|---|-----------------------|

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 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well-being? | 1 |
| The capacity to make any necessary improvements | 2 |

Effectiveness of the Early Years Foundation Stage

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|--|----------|
| How effective is the provision in meeting the needs of children in the EYFS? | 2 |
| How well do children in the EYFS achieve? | 2 |
| How good is the overall personal development and well-being of the children in the EYFS? | 1 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 2 |
| How effectively is provision in the EYFS led and managed? | 2 |

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/or disabilities make progress | 2 |

Personal development and well-being

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

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.

The quality of provision

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

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 leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination eliminated | 2 |
| How well does the school contribute to community cohesion? | 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 |

Annex B

22 November 2008



Dear Pupils

Inspection of Silverhill Primary School, Mickleover, Derby, DE3 0QE

I am writing to thank you for the help that you gave my colleagues and me when we visited your school recently. We really enjoyed our time with you and were very impressed by your outstanding behaviour and enthusiasm for learning. You obviously enjoy school a great deal and get on very well with each other and with your teachers. We would particularly like to congratulate those who took part in the wonderful assembly you put on for your visitors from India.

We think that you go to a good school where your teachers and teaching assistants work really hard to help you. We thought all the teaching we saw was at least good with some that was outstanding. You rise to the challenge of learning very well and so most of you are making good progress. Most of you in Key Stage 2 seem to know your targets and what you have to do in order to meet them. You have an outstanding curriculum and the way the school helps you learn about people in other parts of the world and about ecology and sustainability is very effective. It was good to have the chance of talking to quite a few of you personally and hearing from you what it is that you like most about your school. It was also good to hear from so many of your parents, who are as positive about the school as you are.

We have asked the school to do a couple of things that will help it to become an even better place to be a pupil. First, we want the school to make sure that you are all challenged to work your very hardest. Sometimes some of the work does not fully challenge those of you who achieve the highest marks. Second, we liked the way in which most of your books are marked, so that you know what was good, what would have made your work better and what you need to do to go on to the next level. We want all your books to be marked in that way so marking helps you all to learn better.

You have a good headteacher and staff, all of whom are committed to helping you. They are also very well supported by the governors and those staff who work in the office or other areas of the school. They are a great team. It is important that you too play your full part. I am sure that you will!

Yours sincerely,

Martyn Groucutt
Lead inspector