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Mr Andrew Gallagher
Headteacher
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Dear Mr Gallagher

Short inspection of Silverhill Primary School

Following my visit to the school on 9 October 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2013.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Based on the evidence gathered during this short inspection, I am of the opinion that the school has demonstrated strong practice and marked improvement in specific areas. This may indicate that the school has improved significantly overall. Therefore, I am recommending that the school's next inspection be a section 5 inspection.

You have inspired your staff with your clear vision, which is understood and shared by all. You have extremely high aspirations for pupils' success and place pupils at the heart of all that you do. You are ably supported by an effective deputy headteacher. Leaders understand the school's strengths and recognise areas in need of further development. Improvement plans are specific and provide clear aims and actions to realise the school's ambitions. You have shared clear expectations of staff, who understand their role in bringing about further improvements.

You have restructured the middle leadership team and appointed phase leaders who take responsibility for leading improvements throughout their phase. Leaders work collaboratively and with a sense of purpose. Responsibilities are clear, and accountability has increased.

Your approach to improvement is well considered and based on widespread research. You have prioritised staff's professional development and encourage them to innovate and take ownership of improvement strategies. Staff feel supported and

empowered to take responsibility for their own professional development and to contribute to whole-school improvements.

Leaders have been effective in tackling the areas identified as needing improvement at the last inspection. They have introduced a new approach to the teaching of mathematics that ensures that pupils are challenged in all activities. In all subjects, teachers provide clear feedback and pupils understand what they need to do to improve their work. These actions have contributed to sustained improvements in pupils' outcomes.

Leaders have redesigned the curriculum to inspire and motivate pupils in all year groups. The topic-based curriculum is planned around the concept of 'sensational starts' and 'fantastic finishes'. Teachers plan activities to interest pupils and capture their imagination at the start of each topic before participating in an enriching experience at the end of each topic. For example, pupils in Year 4 created a model of London's skyline in their classrooms as part of their work around the text 'The London Eye Mystery'; pupils will later visit the Houses of Parliament, travel on the London Eye and go to the theatre. The curriculum is also designed to provide high levels of challenge to pupils of all abilities and further enhances the improvements evident in the quality of teaching, learning and assessment.

The school is extremely welcoming and inclusive. Pupils are happy. They work hard and enjoy their learning. Pupils are polite and confident. They are kind and support each other, both in their learning activities and around school. Pupils understand diversity and are respectful of those whose values and beliefs differ from their own.

Parents and carers who made their views known are overwhelmingly positive about the school. They recognise that staff hold their child's interests at heart and appreciate the support and opportunities they receive.

Governors are very knowledgeable and have a detailed understanding of the school's strengths and areas in need of further improvement. They corroborate information that leaders provide through their own research and liaison with experts, such as local authority advisers. They are reflective and continually seek to bring about improvements to their own practice through self-audits and self-evaluation. For example, they recognise the need to evaluate the impact of the pupil premium funding with greater rigour. Nevertheless, governors hold leaders to account effectively and provide appropriate challenge and support.

Safeguarding is effective.

Leaders have ensured that safeguarding arrangements are fit for purpose. The designated safeguarding lead is supported by a team of well-trained staff. Leaders involve external agencies when necessary and follow up concerns quickly. Staff have received up-to-date training and understand their safeguarding responsibilities. Staff are aware of the risks that are pertinent to the local area and know how to spot potential concerns. Leaders have ensured that the curriculum supports pupils' understanding of how to keep themselves safe. For example, pupils of all ages

understand how to protect themselves from the potential risks of the internet. External visitors support pupils' understanding. For example, pupils explained how a visitor from the fire service had taught them how to stay safe in the event of a fire.

Inspection findings

- Leadership, at all levels, is a strength of the school. Leaders' approach to improvement is well considered and strategic. Improvement plans are precise and regularly reviewed to ensure that all remain focused on the key priorities. Leaders' actions are bringing about sustained improvements to all aspects of the school.
- High-quality teaching leads to pupils making very good progress. Pupils' outcomes by the end of key stages 1 and 2 have been consistently above national averages in recent years. The proportion of pupils reaching the expected standards in each of reading, writing and mathematics by the end of key stage 1 and key stage 2 in 2017 was considerably higher than that achieved by pupils nationally. The proportion of pupils achieving the higher standards was also above the national average.
- The school's information indicates that pupils' outcomes in 2018 remain a strength of the school. Outcomes by the end of key stage 1 improved further in all subjects. The proportion of pupils reaching the expected and higher standards in writing and mathematics by the end of key stage 2 remained considerably above the national average. Outcomes in reading dipped slightly in 2018, although they remain above the national average. Leaders have taken swift action to improve the quality of teaching of reading. It is too soon to evaluate the impact of this work on current pupils' outcomes.
- Pupils achieve very well in the phonics screening check. The proportion of pupils reaching the expected standard has been considerably higher than the national average in recent years. In 2018, this improved further, including for disadvantaged pupils.
- Leaders use the pupil premium funding to support disadvantaged pupils in all aspects of school life, including ensuring that disadvantaged pupils have access to enrichment activities. Funding is appropriately allocated, although leaders have not evaluated its impact with rigour in the past. Plans are in place to enable leaders to evaluate the impact of this funding with greater precision. The governing body has identified a link governor to monitor this aspect of the school's work more closely than in the past.
- Disadvantaged pupils make good progress during their time at the school. In 2016 and 2017, disadvantaged pupils made better progress than other pupils nationally. In 2018, the vast majority of disadvantaged pupils reached the expected standards in each of reading, writing and mathematics. However, the proportion of disadvantaged pupils who reached the higher standards was below the national average.
- The early years provision ensures that children have an excellent start to their life in school. They make good progress, and the proportion of children who reach a good level of development is consistently above the national average. However,

leaders have not ensured that the outdoor area is used effectively to contribute to children's development.

- The headteacher has communicated the clear expectation that pupils attend regularly. Leaders help families to identify barriers to attending and provide support to help overcome them. Leaders also take appropriate action to challenge poor attendance. Pupils recognise the importance of regular attendance and understand the impact that failing to attend has on their progress.
- Whole-school attendance, and that of pupils who have special educational needs and/or disabilities, has improved and is above the national average. Disadvantaged pupils' attendance has also improved. However, disadvantaged pupils do not attend as regularly as other pupils.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- disadvantaged pupils' attendance continues to improve
- provision in the outdoor area in the early years setting matches the high quality of that indoors.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Derby. This letter will be published on the Ofsted website.

Yours sincerely

Deborah Mosley
Her Majesty's Inspector

Information about the inspection

Meetings were held with the headteacher and the deputy headteacher. The inspector also met with middle leaders, members of the governing body and an adviser from the local authority. The inspector visited classes in all year groups with senior leaders and discussed the strengths and weaknesses observed. They also visited the early years outdoor area.

The inspector met with a group of pupils and considered the 89 responses to Ofsted's pupil survey. She spoke to pupils in their lessons and looked at their work to evaluate the quality of their learning. Eighteen responses to Parent View, Ofsted's online survey, and 11 free-text comments were considered. The inspector spoke with several parents at the start of the day. The inspector met with a group of staff and considered the 18 responses to Ofsted's staff survey.

A range of school documents were scrutinised, including the school's self-evaluation and improvement plan, and information about pupils' attainment and progress, behaviour, attendance and safety. Documents relating to safeguarding were checked and the inspector looked at the information published on the school's website.