

# Silverdale Primary School

Perth Road, St Leonards-on-Sea, TN37 7EA

**Inspection dates** 20–21 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because:

- Pupils do not achieve as well as they could, especially in writing.
- Writing is not taught well enough. The teaching of phonics (the linking of letters to the sounds they make) sometimes lacks rigour. Pupils do not have enough opportunities to practise their writing skills in other subjects and too often complete worksheets rather than write at length.
- Some teachers do not have high enough expectations of what pupils can achieve and the work they set is too easy. At times, the work that pupils are set is too difficult.
- Marking does not always give enough guidance to pupils about how they could improve.
- Although pupils are polite and usually behave appropriately, their attitudes to learning are not always positive, especially where teaching does not get them involved.
- School leaders are securing improvements but there is still much to be done so that all pupils make at least good progress. Although the governing body is providing good challenge, the school's plans for improvement are not always clear and specific about how teaching and pupils' achievement will be improved.

### The school has the following strengths:

- The determined leadership of the headteacher, deputy headteacher and the governing body is beginning to improve the quality of teaching.
- A good system is in place to record the results of pupils' assessments. This is helping school leaders to know which pupils are falling behind.
- Pupils say they enjoy school and feel safe.
- The school provides some exciting opportunities to enrich pupils' learning, such as their involvement in the Brighton Carnival, Medieval Days and empathising with war evacuees.
- Teachers have created bright learning environments with prompts for learning to which pupils refer.

## Information about this inspection

- Inspectors visited 30 lessons; five visits were conducted jointly with the headteacher and deputy headteacher. Inspectors listened to pupils read, looked at the work pupils were doing in their books and talked to them about school life. They observed pupils during lunchtime and attended an assembly.
- Inspectors scrutinised a number of documents, including the school’s self-evaluation, the school’s improvement plan, data on pupils’ performance and records relating to attendance and safeguarding.
- Meetings were held with senior and middle leaders, staff and representatives from the governing body, including the vice-chair. There was a telephone discussion with a representative from the local authority.
- There were 46 responses to the online Parent View survey and two letters from parents and carers. An inspector spoke to parents and carers at the end of the school day.

## Inspection team

Joanna Toulson, Lead inspector

Additional Inspector

Peter Thrussell

Additional Inspector

Robin Gaff

Additional Inspector

Ann Longfield

Additional Inspector

## Full report

### Information about this school

- Silverdale Primary School is much larger than most primary schools.
- Most pupils are of White British origin.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, children from service families and children who are looked after by the local authority) is lower than the national average. There are no children of service families in the school.
- The proportion of disabled pupils and those with special educational needs supported through school action is just above the national average. The proportion supported at school action plus or with a statement of special educational needs is also slightly higher than the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school offers a breakfast and after-school club.
- The headteacher is leaving the school at the end of the summer term and the deputy headteacher is due to become the interim headteacher until a substantive appointment is made.

### What does the school need to do to improve further?

- Improve the quality of teaching so that pupils make good progress by ensuring that all teachers:
  - have high expectations of what pupils can achieve and consistently plan activities at the right level of difficulty for all pupils
  - give good guidance to pupils when marking their work
  - consistently apply routines so that pupils always behave well.
- Make sure pupils make faster progress in writing by:
  - taking swift action to ensure that staff are well trained in the effective teaching of phonics
  - reducing the number of worksheets that pupils use and providing pupils with sufficient opportunities to practise their writing skills in other subjects as well as English
  - providing consistently good opportunities to practise writing in the Early Years Foundation Stage.
- Improve leadership and management by ensuring school plans for improvement:
  - identify specific areas which the school needs to address
  - use specific targets, linked to data on achievement, to measure the impact of the school's actions
  - include timely milestones so that the school can judge how well it is doing towards achieving its aims.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because not enough pupils make consistently good progress, especially in writing. Although steps are being taken to improve standards in writing, pupils are not given enough opportunities to practise their writing skills in extended pieces of work.
- Children join the school with knowledge and skills at levels similar to those typically expected for their age, except for their language skills which tend to be slightly lower. Most make the progress expected by the time they enter Year 1.
- Standards at the end of Year 2 have been low, especially in writing. However, standards are rising and the school's own data show that standards for current pupils are broadly average although achievement in writing lags behind that in reading and mathematics.
- Standards at the end of Year 6 have fluctuated over time. The current Year 6 pupils are on track to achieve standards which are broadly in line with the national average and this represents expected progress for this group of pupils since Year 2.
- Daily reading sessions and an enticing 'rainforest' school library is supporting pupils in making better progress in their reading than their writing.
- Most pupils are making the expected progress in mathematics but too few pupils exceed expected progress. However, standards in mathematics are improving, especially as a result of better teaching in Years 5 and 6.
- Disabled pupils and those who have special educational needs make the progress typically expected for this group.
- In 2012, pupils who were eligible for pupil premium funding attained similarly to all other pupils in mathematics and were about one and half terms behind in English. The school's own data indicate that in the national tests for 2013, pupils eligible for pupil premium funding attained as well as all other pupils at the expected levels but fewer pupils attained the higher levels in English or mathematics.

### The quality of teaching

### requires improvement

- There is not enough teaching that is consistently good to secure good achievement for pupils.
- Although teachers now have information about how well pupils are doing, they do not always use this to provide activities which meet the needs of individuals. Sometimes work is too difficult. Some teachers have low expectations of what pupils can do and so provide work that is too easy, especially for more-able pupils.
- A lack of training is hindering teachers' ability to teach phonics (letters and sounds) well. The pace of learning in some phonics sessions is too slow and opportunities are sometimes lost to reinforce pupils' understanding of phonics in English lessons, as well as in other subjects.
- Teachers rely too heavily on worksheets and this limits the opportunities pupils have to write at length and so practise their writing skills.
- The teaching in the Early Years Foundation Stage is not strong enough to result in children making good progress. This is because adults' questioning is not always precise enough to move learning on well. Although there are some exciting contexts for learning, for example from 'Barnaby Bear', opportunities to practise writing are sometimes lost.
- Pupils' work is well displayed and classrooms are bright and inviting.
- Some teaching is lively and interesting, particularly in Years 5 and 6 where pupils make the fastest progress.
- Where teaching is effective, teachers move the pace of learning on quickly and check pupils' understanding throughout the lesson. Clear guidance about how to be successful means that pupils can assess how well they are doing. The use of target cards giving next steps for learning is beginning to help pupils make better progress.

- Most teachers mark pupils' work regularly and where marking is good, teachers give clear explanations of what pupils need to do to improve and there is evidence of pupils responding and correcting their work. However, this is not consistent across the school.
- Additional support for disabled pupils and those who have special educational needs is beginning to accelerate the progress they make. For example, targeted mathematics support for pupils in Year 3 is having a positive effect.
- Pupils eligible for pupil premium funding also receive additional small-group and one-to-one support for reading, writing and mathematics from teaching assistants. This extra help is helping to narrow the gap between their achievement and that of their peers.

### **The behaviour and safety of pupils**

### **require improvement**

- Most of the time pupils are compliant in lessons and keen to learn. However, this is not consistent and when the pace of learning slows in lessons, some pupils become distracted.
- Although some teachers manage pupils' behaviour well, the school recognises that the newly introduced system to manage behaviour is not consistently applied and additional training is planned to address this.
- The attendance rate is in the bottom 20% for all schools. However, the school has several strategies to encourage good attendance, including a breakfast club, awards for 100% attendance and meetings with parents and carers where a child's attendance causes concern. As a result, attendance is improving.
- Pupils are polite, friendly and helpful. They say that playground buddies help them to play well at lunchtime. There are few incidents of bullying and those that do occur are dealt with well by staff. Pupils know about the different types of bullying and know that racist name calling is wrong.
- Parents and carers who responded on Parent View, and all pupils spoken to during the inspection, say that the school keeps pupils safe. Pupils know how to keep themselves safe on the internet.

### **The leadership and management**

### **require improvement**

- There have been evident gains made since the last inspection, but the rate of improvement has not been fast enough to ensure that the quality of teaching is consistently good or better so that all groups of pupils achieve well.
- Although there are development plans in place, these do not make clear the specific aspects of the school where improvement is most needed. A lack of timely milestones, linked to pupils' achievement, makes it difficult for school leaders to check how well they are doing in bringing about these improvements.
- Some leaders for mathematics and English are new to their roles and have not yet had sufficient effect.
- The headteacher has introduced systems to check the quality of teaching and manage teachers' performance. These are now linked to salary progression.
- Since her appointment, the inclusion manager has improved the quality of teaching and support for disabled pupils and those with special educational needs. As a result, the progress for these pupils is improving.
- The school is committed to giving equal opportunity to all and, for example, uses part of the pupil premium funding to ensure that eligible pupils do not miss out on school trips or swimming lessons. Good relationships are fostered throughout the school and, as a result, pupils get on well with each other. Discrimination of any sort is not tolerated.
- The curriculum makes a positive contribution to pupils' personal development. Pupils benefit from a range of interesting activities, as well as trips and visits. However, there are too few opportunities for pupils to practise their writing across a range of subjects.

- The school is developing a range of ways to give information to parents and carers about school life but recognises that more could be done to gain their full confidence.
- Arrangements for safeguarding of children meet requirements. Staff are checked to ensure they are suitable to work with children and effective measures are in place to allow visitors into the school.
- The upward trend in standards at Key Stage 1, the recent rise in standards at Key Stage 2, and the improvements in the quality of teaching all demonstrate that school leaders have the capacity to make further improvements.
- The local authority has provided additional support to the school, including the moderation of writing and a 'Securing Good' programme. Despite this, however, improvement has not been sufficiently rapid.
- **The governance of the school:**
  - The governing body is committed to supporting the school's further improvement. Governors recognise the strengths of the school but understand that there needs to be a faster rate of improvement than has been the case in recent years. They are aware of the quality of teaching and are given information so that they can make decisions about linking pay to teachers' performance. They are involved in making decisions about how to allocate funding, such as the pupil premium. They understand how the performance of the pupils in their school compares to those nationally. Governors have had the necessary training to recruit school staff safely. Other safeguarding procedures also meet statutory requirements. Governors are well placed to support the school's further improvement.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	114454
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	401439

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	606
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Des Parkinson
<b>Headteacher</b>	Gill Knox
<b>Date of previous school inspection</b>	24–25 March 2010
<b>Telephone number</b>	01424 448100
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