

# Silverstone Church of England Junior School

Green Lane, Silverstone, Towcester, NN12 8ES

**Inspection dates** 9–10 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress from Year 3 to Year 6, and usually reach standards in key subjects that are above average. Pupils' achievement has recovered well after a dip last year in reading and mathematics.
- Teaching is usually good. Lessons are well planned, imaginative and meet pupils' individual needs. Teaching assistants and other adults provide valuable support to help pupils achieve well.
- Behaviour is good in and around school. Pupils show mutual respect to all adults and each other. They say they feel safe and well cared for.
- Parents have very positive views of the school and receive regular information from its leaders and the governing body.
- Attendance is above average because pupils enjoy school.
- All leaders have an accurate view of the school's strengths and weaknesses. Their action plans are detailed and precise, so the areas identified for improvement are successfully tackled and the quality of teaching and learning is rising.
- The school now routinely collects and checks detailed information about pupils' progress. These improved systems have helped leaders and staff to pinpoint exactly where additional support is needed.
- Governors are highly effective and provide a good balance of challenge and support to senior leaders.

### It is not yet an outstanding school because

- Pupils do not have many opportunities to plan their own work or use their own ideas.
- The presentation of pupils' work in their books is often untidy, and teachers do not always remind pupils to set it out neatly.
- The quality of marking varies across the school, and it does not always show pupils how to improve their work.

## Information about this inspection

- The inspector observed teaching in all classes. She visited eight lessons, all of which were jointly observed with the headteacher.
- Discussions were held with pupils, teachers, the headteacher, governors and a representative from the local authority.
- The inspector took account of the 37 responses to the online questionnaire (Parent View). She spoke informally to parents as they brought their children to school.
- The inspector listened to pupils read, spoke with them about their learning and looked at the work in their books.
- School documents were also examined, including the school's own analysis of its strengths and weaknesses, the school improvement plan, data on pupils' current progress, leaders' reports following lesson observations, and records relating to governing body meetings, behaviour, attendance and safeguarding.

## Inspection team

Heather Simpson, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Silverstone CofE Junior School is smaller than most other junior schools.
- Almost all pupils are White British and speak English as their first language.
- The proportion of pupils known to be eligible for the pupil premium is very low. This is additional government funding to help certain groups of pupils. At this school, it only applies to pupils who are known to be eligible for free school meals.
- The proportion of pupils supported through school action is below average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The school runs a breakfast club, but as this only operates each Friday it was not visited during the inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.
- The school is federated with Silverstone Infant School, which is on a separate site but shares the same headteacher and governing body. The infant school was inspected in May 2011. This report refers only to the inspection of the junior school.

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

- Raise the quality of teaching from good to outstanding and thereby accelerate pupils' progress further by:
  - improving the balance in lessons between the teacher's instructions and the opportunities for pupils to plan and work on their own or use their own ideas
  - making high expectations clear to pupils by making sure teachers only accept their best work
  - providing clear and consistent advice to pupils through marking that helps them to improve their work.

## Inspection judgements

### The achievement of pupils

**is good**

- Pupils usually join Year 3 with standards in English and mathematics that are in broadly in line with national averages. They make good progress from Years 3 to 6 and reach levels that are above average overall.
- Year 6 test results dipped in 2012, particularly in reading and mathematics, but thorough analysis of the reasons and effective actions taken by leaders have ensured that standards have risen this year and are again above average. For example, fewer worksheets and textbooks are now used in mathematics, lessons are more practical and the outdoor environment is used to practise mathematical skills. As a result, the school's current detailed data show that pupils in every year group have made good progress in all key subjects this year, and more pupils are reaching the higher National Curriculum levels in both reading and mathematics.
- Pupils in all age groups enjoy reading. The review of reading carried out by leaders following the dip in standards last year has led to improved rates of progress across the school. All pupils visit the school library to ensure that they read a wide range of books. New reading scheme books have been purchased to help those who still find reading difficult. Reading volunteers and support staff support those who are at risk of falling behind to make sure they keep up with others in their class. Older pupils read lengthy and difficult texts but develop good reading habits and read for pleasure.
- Disabled pupils and those who have special educational needs make good progress due to carefully planned activities that meet their individual needs. Teaching assistants provide high-quality support both inside and outside lessons.
- The very small minority of pupils who are supported by the pupil premium achieve well. The funding received is used effectively to provide additional support in lessons and subsidise visits. As a result, these pupils make good progress and are able to keep up with their classmates. The very small number of eligible Year 6 pupils in 2012 means that is not possible to comment on the gap between their attainment and that of others in the school without identifying individuals.

### The quality of teaching

**is good**

- Teachers have good subject knowledge and plan lesson activities that build on pupils' previous learning. Planning is very thorough and clear instructions are given so that pupils know what they have to do. Relationships in all classes are strong and this leads to pupils wanting to work hard and do well.
- Pupils work well with partners and in groups, and freely discuss their work. Staff often use timers to keep pupils on track and work at a good pace. Adults use good questioning techniques to check pupils' understanding and probe their thinking.
- Pupils know what levels they are working at, and their individual targets in reading, writing and mathematics help them know which skills they need to improve. Good use is also made of information and communication technology to promote literacy and numeracy skills. For example, pupils in Year 3 used tablet computers to write an adventure story and pupils in Year 4 practised measuring angles on a mathematics program.
- Teachers set work at the right level for all ability groups, but they often over-direct lessons.

Pupils do not have enough opportunities to plan their own activities or use their own ideas. Additionally, pupils do not always present their work neatly enough.

- Where teaching is strongest, the tasks set are linked to real-life situations. For example, pupils in Year 6 were writing limericks for their end-of-year leaving book, and Year 5 were debating the advantages and disadvantages of the proposed housing development in their village. The teacher skilfully asked them to consider different viewpoints such as those of parish councillor, business owner, or child. This made them think, discuss and challenge each other's ideas. In both lessons, pupils were engrossed and produced good-quality work.
- Teachers check pupils' understanding at the end of most lessons. They mark books regularly but make inconsistent use of guidance to help pupils improve their work further. Occasionally comments are overly positive or just acknowledge that pupils have done the work required.

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

- Pupils have very positive attitudes to their learning and behave well in lessons and around school. They are polite, courteous and helpful. Parents, pupils and staff who expressed their views agree that behaviour is good and pupils feel safe.
- School records show that there have been no exclusions, racist incidents or serious issues. Low-level incidents are investigated, recorded and reported to parents. Actions taken are swift and successful and this ensures behaviour is consistently good.
- The 'peacemaker' group and school council model good behaviour and look after both pupils and the school environment. They are on hand if pupils need someone to play with or have any concerns.
- Pupils have a good understanding of the different forms of bullying, for example physical, verbal or cyber bullying, but they are adamant that bullying does not occur at their school. Pupils know and follow the school's behaviour policy, which includes clear sanctions and rewards, and particularly like the 'You're a Star' weekly certificates.
- Pupils learn about potential dangers and know how to keep themselves safe, for example when swimming, cycling or using the internet. Older pupils are taught first aid by St John's Ambulance.
- Pupils' spiritual, moral, social and cultural development is good. Whole-school values, such as respect and truthfulness, are introduced each term and this helps reinforce how everyone within the school treats each other. Pupils have time for reflection in assemblies, know the difference between right and wrong, respect and work well with each other and have good levels of understanding about different cultures and beliefs. These are all extended through links with other schools, for example in Kenya and Uganda, by writing letters and talking over the internet. Links with the church are also strong. Pupils take part in services and welcome visitors to assembly to develop their religious knowledge.
- Behaviour is not outstanding because the school is not taking all the opportunities it can to develop pupils' involvement in their own learning, for example by using their own ideas, working more on their own or checking their own and others' work.
- Attendance is consistently above average. Pupils enjoy school and arrive on time.

**The leadership and management are good**

- The headteacher, ably supported by the deputy headteacher and governing body, leads the school effectively. While standards dipped in 2012, accurate analysis and swift action by leaders have ensured that achievement is now good again. Staff work well together as a team and responses on the staff questionnaire show that morale is high.
  - The school's own evaluation of its strengths and weaknesses is accurate. Action plans are devised to tackle areas for improvement, and the actions taken ensure that the priorities identified are successfully achieved.
  - All leaders carry out regular checks on performance. Information is routinely collected about pupils' progress through rigorous meetings with teachers and by tracking the levels that individual pupils achieve each term. If pupils are at risk of falling behind in literacy or numeracy, additional support is quickly provided. This system is leading to higher levels of achievement.
  - Annual targets are set for teachers. These are based on whole-school areas for improvement and linked to teachers' pay. Pay awards for staff are only approved where there is evidence that pupils are making good progress.
  - Pupils learn skills and knowledge across a wide range of subjects. Literacy, numeracy and computer skills are incorporated into the different topics pupils study, so they can practise and improve their basic skills. Visits, visitors and clubs also extend and enrich pupils' personal and social development and provide them with memorable experiences.
  - Leaders make sure that all pupils are treated equally and there is no discrimination of any kind. More-able pupils benefit from additional lessons to help them reach the higher levels in their work. Disabled pupils and those who have special educational needs receive tailored support to make sure they achieve as well as others in their class.
  - The school's community ethos ensures that relationships with parents are strong. Pupils' targets and levels are shared termly with parents so they know how well their children are doing. Governors also send a termly newsletter to keep parents fully informed.
  - The local authority has an accurate overview of the school. It provides an appropriate level of challenge and light-touch support as it has full confidence in the leadership of this good school.
  - **The governance of the school:**
    - Governors are highly experienced and knowledgeable. They have an excellent understanding of how well the school is doing and where the priorities for improvement lie in relation to different subjects and groups of pupils. They are actively involved in school life, both informally at social events and as volunteers, and formally through meetings and visits to school. They set challenging targets for the headteacher, based on identified areas for improvement, and carry out regular checks and reviews to determine whether these targets are being successfully met. Governors also have a good awareness of the quality of teaching and how this relates to pay rises and promotion. Careful financial management means that governors know, for example, how the pupil premium is spent. They know what difference this funding is making as the curriculum and standards committee regularly review the achievement of all groups of pupils. Governors attend training to keep their skills and knowledge up to date and to ensure they fulfil their statutory duties, such as those relating to
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finance and safeguarding.

## 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>	121990
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	412365

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

<b>Type of school</b>	Junior
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	109
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Hall
<b>Headteacher</b>	Julie Letts
<b>Date of previous school inspection</b>	11 March 2010
<b>Telephone number</b>	01327 857381
<b>Fax number</b>	01327 857381
<b>Email address</b>	bursar@silverstone-jun.northants-ecl.gov.uk

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