

Inspection of Silverhill Primary School

Draycott Drive, Mickleover, Derby, Derbyshire DE3 0QE

Inspection dates: 15–16 October 2019

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this school?

Every pupil is valued as an individual at this school. Leaders want the best for them. The school's 'SPIRIT' values, such as strength, respect and teamwork, are known and embraced by all.

Pupils love coming to school. Some told us that they are disappointed when they are ill and cannot attend. Staff know the pupils incredibly well. They provide them with the highest level of care. Parents and carers appreciate this, with one saying, 'I am blown away by this caring school. My child can embrace who they are and who they want to be.'

Pupils' behaviour is exemplary. They are polite, friendly and well mannered. They respect and look after each other. Pupils do not worry about bullying. They accept that it can happen, but they know that it will be dealt with quickly. Pupils say that they feel safe and happy in school.

There are many excellent opportunities for pupils to try new things. They enjoy sports clubs, the knitting club and learning to play musical instruments. Pupils visit exciting places linked to their learning. For example, pupils visit London and the national space centre.

What does the school do well and what does it need to do better?

Leaders have set out what pupils must learn and when they must learn it for every subject. Pupils learn exciting topics which build important knowledge. They apply this knowledge in interesting ways. We saw Year 6 pupils creating video logs about World War Two.

Pupils achieve very well in English and mathematics. Pupils remember what has been taught and they know how this will help them in future lessons. Leaders have improved the curriculum for most subjects. The plans show what pupils must learn. Teachers follow the plans. Leaders have not had time to check that the most important knowledge is being taught in exactly the right order. They are not certain if all pupils achieve as well as they could in every subject.

Reading is well taught throughout the school. Children in the early years get off to a flying start in phonics (letters and the sounds they represent). This continues throughout key stage 1. Pupils use their phonics knowledge to read words accurately. Pupils achieve well in reading. Reading comprehension skills are taught expertly in key stage 2. Teachers help pupils to understand the meaning of difficult words such as 'germinate' and 'impoverished'.

Leaders want all pupils to develop a love of books. 'Drop Everything and Read' sessions and exciting story times bring books to life for pupils. Pupils say that they

enjoy reading lots of different kinds of books. For example, some pupils in Year 2 read age-appropriate versions of Romeo and Juliet at home.

In subjects such as mathematics, teachers plan lessons that build on what pupils already know. Teachers have excellent subject knowledge. They use this to explain new information clearly. They check that pupils remember what they have learned over time. Pupils' work is of a high standard.

Pupils with special educational needs and/or disabilities (SEND) receive good support. Leaders are ambitious for these pupils to do well. They want them to gain the same knowledge as other pupils. Teaching assistants give these pupils the help and care that they need. They use visual and physical aids to ensure that pupils gain the knowledge they need to read.

Staff in the early years develop positive relationships with children. Children are curious and independent learners. They relish learning outdoors. Children can build their own obstacle courses and make 'silly soup' using leaves, conkers and mud.

Staff have high expectations of pupils' behaviour. We saw no low-level disruption in lessons. Pupils enjoy earning rewards and house points for their good behaviour. They are responsible and mature. They relish the jobs teachers give them. For example, they get out the PE equipment ready for the Reception classes to use. Pupils behave impeccably throughout the school day.

Pupils' personal development is outstanding. Pupils learn about different cultures and faiths. They visit places of worship, such as mosques and gurdwaras. They are respectful of others' beliefs. Pupils discuss and debate current local and national issues. Pupils told us that they 'feel valued at this school'. Pupils learn about the importance of supporting their community. For example, pupils have raised over £20,000 for different charities over the past year.

Senior leaders and governors are a strong and effective team. They ensure that staff have a manageable workload. Senior leaders provide effective support for teachers who are new to leadership roles.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise pupils' well-being. They ensure that staff are well trained and can recognise the signs that a pupil may be at risk of harm. Staff know how to report concerns and to whom those concerns should be reported. Pupils say they feel safe in school. They told us that they have a trusted adult with whom they would share any worries.

Leaders work well with other agencies to keep pupils safe. They make timely referrals for early help when pupils and families face difficulties. Leaders keep detailed records of concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have developed a coherently planned, well-sequenced and connected curriculum across the range of foundation subjects. Leaders should review the curriculum throughout the year to check the impact this is having on pupils' achievement in these subjects. They should make certain that the important knowledge they want pupils to learn is sequenced in the most effective order to enable pupils to know and remember more.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	112765
Local authority	Derby
Inspection number	10110098
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair of governing body	Claire Hunter
Headteacher	Andrew Gallagher
Website	www.silverhill.co.uk
Date of previous inspection	15–16 October 2013

Information about this school

- A new headteacher and deputy headteacher have been appointed since the previous section 5 inspection in October 2013.
- Curriculum teams have been formed to lead subjects. Many of the leaders in these teams are new to role this year.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher, deputy headteacher, phase leaders, curriculum teams, the special educational needs coordinator, the early years leader, four members of the governing body and a representative from the local authority.
- Inspectors examined the quality of education that pupils receive in reading, mathematics, PE, geography and history. They visited lessons, scrutinised pupils' work, listened to pupils reading and spoke with pupils and teachers about their lessons.
- A wide range of documents were scrutinised, including those relating to

safeguarding, behaviour, the school's plans for improvement and curriculum planning. Inspectors considered information about pupils' achievement from published information and information on the school's website.

- Inspectors took account of the 89 responses to Parent View, Ofsted's online questionnaire. There were 15 responses to the survey for staff. There were no responses to the pupils' survey.

Inspection team

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Her Majesty's Inspector

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