

Inspection of Silver End Academy

School Road, Silver End, Witham, Essex CM8 3RZ

Inspection dates: 8 and 9 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Representing the views of many, one pupil said, 'I think you should come to this school, as you learn.' Pupils behave well in lessons and listen closely to their teachers. Many pupils told inspectors that they have forged positive relationships with staff at school. They like that learning is 'fun' and that staff 'have a good sense of humour'.

Pupils are kind to one another. They say that if friends fall out, they know to talk things through. Bullying rarely happens. Pupils trust staff to deal with any issues as they arise. They say there are many ways to seek help. Pupils can talk to a peer mediator or an anti-bullying champion. Pupils feel safe. Younger pupils appreciate having a playground space that is just for them.

Pupils value the range of opportunities provided to develop their interests, such as being part of eco council or attending Spanish club. They enjoy the extensive grounds which are well resourced with play equipment and the swimming pool. Pupils proudly show to visitors the large weatherproof timeline which celebrates the history of the school. They know their school is at the heart of the local community.

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

Pupils benefit from a broad and interesting curriculum. In most subjects, leaders have thought carefully about what they want pupils to know and be able to do over time. Pupils speak enthusiastically of their learning in a range of subjects. They enjoy explaining key concepts from science or demonstrating their singing prowess. In a few subjects, the impact of the pandemic on pupils' learning is still keenly felt. Younger pupils have gaps in their knowledge and understanding of geography and history. Leaders have not thought carefully enough about how this group of pupils will learn the key knowledge that they missed in these subjects.

Leaders have prioritised strengthening pupils' reading and mathematical knowledge. They closely check pupils' progress and provide extra teaching to reinforce key knowledge. This is working well. Younger pupils who are learning to read benefit from a well-resourced phonics programme which quickly builds their confidence. Teachers are precise in their teaching of reading so that pupils can independently use strategies to recognise and read unfamiliar words. However, some additional adults who support reading are less well versed in the phonics programme. This is also the case with the new mathematics scheme. Some additional adults explain key mathematical concepts and use mathematical vocabulary well. Others less so.

Leaders know that provision for pupils with special educational needs and/or disabilities (SEND) is improving. Leaders are working more effectively with parents and other professionals to help pupils access the support they need. One of the benefits of this is that pupils with SEND are attending school on a more regular basis. Staff support pupils with complex behavioural needs well. They help pupils to

understand what works well and what does not when self-regulating their emotions. Pupils can take part fully in lessons.

High expectations of behaviour begin in early years. Adults gently guide children to make the right choices and decisions, such as sharing equipment. Children's personal, social, and emotional development is well considered. Leaders consider children's needs as well as their interests. This is built upon in later years through a comprehensive personal, social and health education (PSHE) curriculum. Leaders ensure that pupils experience a range of other cultures and faiths. For example, a link with another primary school in London is helping pupils to learn what life is like living in a multicultural city.

Most parents who responded to the Ofsted's online survey, Ofsted Parent View, would recommend the school. A few parents commented that they would like to be better informed about how well their children are doing. They would appreciate having more opportunities to see their children's work. Leaders are responding to this by sending home pupils' best work on a more regular basis.

Over time, trustees and trust leaders have supported as well as challenged school leaders to improve the quality of education. They carefully consider staff well-being and workload. Staff morale is high.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the risks that pupils face. Leaders have ensured that staff are up to date with the latest government guidance. This includes spotting issues related to peer-on-peer abuse. Staff report concerns in a timely manner.

Leaders work closely with outside agencies to ensure that vulnerable pupils benefit from appropriate support. Staff also work together with families to provide advice and to signpost them to sources of additional help when needed.

Pupils know how to keep safe online. Pupils are also clear about what makes positive friendships. They know what is appropriate and what is not with regard to touch and consent.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not identified when pupils will revisit previous learning. This means that pupils' gaps in knowledge and understanding remain. This makes it difficult for pupils to grasp harder concepts later. Leaders should ensure that they include regular opportunities to revisit key information so that pupils build on what they know and can do in all subjects.

- Some additional adults who support pupils one to one or in small group work are new to their roles or do not have sufficient expertise in supporting reading and mathematics. This leads to pupils having misconceptions or repeating errors. Leaders should provide further training so that all adults are knowledgeable and consistent with the delivery of the school's chosen reading and mathematics schemes.

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 information from Ofsted Parent View 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 are the school and you are 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	144955
Local authority	Essex
Inspection number	10212060
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	294
Appropriate authority	Board of trustees
Chair of trust	JoAnn Williams
Headteacher	Sue Kemp
Website	www.silverendschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Silver End Academy joined the Connected Learning Trust in September 2017. The headteacher joined the school in September 2019.
- The school uses three providers of alternative provision. All are registered.
- There is a breakfast club for pupils who attend school.

Information about this inspection

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

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.

- Inspectors spoke with the chair of the multi-academy trust, the link trustee for the school, the chief executive officer, lead practitioners from the trust, the school improvement partner, the headteacher, senior leaders, staff and pupils about the school's provision.
- Inspectors spoke with parents at the start of the school day.

- Inspectors observed pupils' behaviour in lessons and in less structured times.
- Inspectors carried out deep dives in early reading, mathematics, geography, history and art to evaluate the quality of education. For each deep dive, inspectors met with subject leaders, considered curriculum plans, visited a sample of lessons, spoke to teachers, spoke with pupils about their learning and scrutinised samples of pupils' work.
- Inspectors looked at the curriculum plans for other subjects and spoke with pupils about their learning.
- Inspectors considered the provision for personal, social and health education (PSHE), relationships, sex and health education and religious education.
- Inspectors met with the leader in charge of SEND and scrutinised documentation for SEND. Inspectors spoke with the local authority inclusion partner for SEND. Inspectors observed support for pupils with SEND.
- Inspectors reviewed the school's information on behaviour, bullying and attendance. Inspectors reviewed safeguarding records and spoke with the link trustee, leaders, staff and pupils about safeguarding arrangements.
- Inspectors considered the 68 responses to Ofsted's online survey, Ofsted Parent View, and the 32 free-text comments. Inspectors considered the 21 responses to Ofsted's staff survey and 72 responses to Ofsted's pupil survey.

Inspection team

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