

Inspection of a good school: Silverstone Church of England Primary School

Towcester Road, Silverstone, Towcester, Northamptonshire NN12 8UB

Inspection dates:

21 and 22 June 2022

Outcome

Silverstone Church of England Primary School continues to be a good school.

What is it like to attend this school?

Silverstone Primary School is a friendly, happy school. Pupils enjoy coming to school and feel safe. A typical view was: 'We are encouraged to go beyond our limits.'

Pupils said that their teachers are supportive, kind and encouraging. Pupils understand the school's core values (hope, trust, love, respect, forgiveness, resilience, compassion and curiosity). They adhere to these closely, showing care and concern for each other.

Pupils behave well in lessons and around the school. They are proud of their school. They said that they would 'definitely' recommend the school to another child. Parents said the same. The pupils spoken to said that bullying rarely happens.

Leaders are ambitious for all pupils. The school is very inclusive. Staff are determined that all pupils, including those with special educational needs and/or disabilities (SEND), receive the support they need to thrive and achieve well. Pupils are well prepared for the next stage of their education.

Pupils benefit from how leaders and teachers have created a well-designed school environment. Pupils enjoy the wide range of activities that are on offer to them in this school. They particularly enjoy using the outdoor equipment and space.

Parents are very supportive of the school and a common view was that the 'school enables their child to flourish'.

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

Leaders have ensured that the curriculum is ambitious for all pupils, including those with SEND. Pupils study a broad range of subjects. In most subjects, leaders have identified the important knowledge pupils need and when they need it. Subjects are carefully planned to help pupils build their knowledge so that they know and remember more over time.

Teachers have strong subject knowledge and a clear passion for what they teach. They make sure that pupils understand how their learning builds on what they already know. This is exemplified by the mathematics curriculum. Children in the early years begin by developing a secure understanding of number. This is done through a stimulating and focused environment where the concept of number is incorporated into a wide variety of planned activities. By the time pupils are in Year 6, carefully sequenced teaching enables them to explore the relationship between fractions and decimals confidently. Teachers also want to instil a love of mathematics. A common view shared by pupils was that mathematics was one of their favourite subjects.

Teachers constantly check on pupils' learning, identify any misconceptions and give clear feedback. However, in some foundation subjects, pupils do not always get enough time to make the necessary corrections or to finish off the work.

Pupils enjoy reading. Leaders ensure that reading is a high priority. Pupils are provided with a wide range of books to stimulate their interest in, and enjoyment of, reading. Leaders have made sure that texts are available to support pupils' understanding of the diverse world in which they live. For example, there are non-fiction books about autism, visual impairment and other faiths and cultures. Phonics teaching starts as soon as children begin the Reception Year. The teaching of phonics is well organised and effective. Teachers swiftly identify pupils who fall behind and pupils are well supported to catch up. Pupils often read to adults in school to practise and develop their reading skills.

Pupils who need extra help, including pupils with SEND, are well supported. Teachers and teaching assistants are well trained in understanding pupils' needs. They skilfully ensure that activities are well matched to help pupils with SEND achieve in line with their peers. For example, in history, adults' careful explanation, along with additional resources, helps pupils to understand the use of historical sources.

Pupils' personal development is a top priority for leaders and staff. Pupils have a wide range of experiences and opportunities to promote their wider personal development. In key stage 2, pupils experience being sports leaders and members of the school council. Pupils spoke about how these opportunities have given them confidence, resilience and a sense of responsibility.

The curriculum is used to develop pupils' character and to prepare pupils for life in modern Britain. Pupils understand diversity. They respect differences between people. Pupils commented that 'everyone is treated equally here' and that 'all are welcome'. The school promotes healthy lifestyles. For example, pupils spoke confidently about food groups and nutrition.

Those responsible for governance understand the vision of the school. They support and challenge senior leaders well. Staff are proud to work at this school. They say they are well supported by leaders and the trust.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding leaders are knowledgeable about safeguarding. Leaders liaise well with external agencies when a pupil needs extra help to keep safe. Clear safeguarding procedures are in place to ensure that pupils are safe in school. Staff understand their responsibilities to pass on concerns about pupils. They receive appropriate training and updates.

Leaders make sure that pupils learn how to keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, teachers do not always allow time for pupils to correct any errors, misconceptions or complete work. Some pupils develop gaps in their knowledge and are not fully prepared for subsequent learning. Teachers should ensure that pupils' knowledge is secure before moving learning on, so that pupils can build on and apply more of the knowledge they have learned and achieve as well as they can.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually, this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Silverstone Church of England Junior School, to be good in July 2013.

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	143614
Local authority	West Northamptonshire
Inspection number	10226874
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	248
Appropriate authority	Board of trustees
Chair of Trust	Margaret Holman
Headteacher	James Bloomfield
Website	www.silverstoneprimary.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Diocese of Peterborough. The most recent section 48 inspection of this Church of England school, which is an inspection of the school's religious character, took place in 2020.
- The school does not use any alternative provision.
- The school is part of Peterborough Diocese Education Trust.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, other school leaders and members of the governing body and trust.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to groups of pupils about their learning and looked at samples of

pupils' work. The inspector listened to pupils in Years 1 and 2 reading to a member of staff.

- The inspector reviewed the school's systems for keeping pupils safe. A meeting was held with the designated safeguarding leader. The inspector scrutinised the school's single central record.
- The inspector observed pupils' behaviour in lessons and around the school site during playtime.
- The inspector spoke with groups of pupils and staff. The inspector spoke to parents at the start of the school day and considered the responses to Parent View, Ofsted's online survey.

Inspection team

Dawn Ashbolt, lead inspector

Her Majesty's Inspector

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