

Inspection of a school judged good for overall effectiveness before September 2024: Silverhill Primary School

Draycott Drive, Mickleover, Derby, Derbyshire DE3 0QE

Inspection dates:

10 and 11 December 2024

Outcome

Silverhill Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils at Silverhill enjoy being part of this welcoming and supportive school. The school's values of Strength, Perseverance, Integrity, Respect, Independence and Teamwork (SPIRIT) weave through school life. Pupils are happy, polite and communicate with kindness. Relationships are built on respect. Pupils appreciate how the school rewards their achievements and celebrates their success. Bullying does happen on occasion. Leaders address concerns effectively.

The school has high expectations for what all pupils will learn. Those with special educational needs and/or disabilities (SEND) receive the extra support they need in an inclusive and sensitive way. Pupils thrive here and are well prepared for the next stage of their learning.

Pupils feel safe. They are listened to and know that adults take any concerns seriously. Pupils know how to keep themselves safe in the community and online. They know how to keep themselves physically and mentally healthy.

Pupils, including pupils with SEND, have access to a range of opportunities to develop their talents and interests. They speak excitedly about residential trips and visiting the Houses of Parliament. Pupils have opportunities to join clubs such as French, coding, multi-sports and arts and crafts.

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

A review of the curriculum has resulted in a well-crafted and highly ambitious model that captures pupils' interests. It begins in the early years and has been meticulously designed. Consideration has been given to the knowledge that pupils need to learn at

each stage. Leaders understand the importance of ensuring that new knowledge builds on pupils' prior learning. For example, in mathematics, the school ensures that pupils have opportunities to practise number facts and times tables before solving complex mathematical problems. However, some pupils are ready for the next level of learning, and teaching is not consistently adapted to deepen their understanding. Leaders know that this area needs greater precision. In writing, pupils are effectively using their expert knowledge and skills to produce exciting compositions. The next phase of this part of the curriculum is yet to be fully implemented.

The early years curriculum builds knowledge, understanding and vocabulary progressively. Children in the early years are excited by their learning. Staff plan activities that develop children's curiosity and independence effectively. There is a clear focus on communication and language. Adults model new words effectively in their interactions with children. They are prepared well for their learning in Year 1.

The consistent approach to teaching phonics begins in the early years. Staff are well trained and deliver the school's phonics programme effectively. Pupils benefit from practising their reading knowledge with books that are carefully matched to the sounds that they know. The school ensures that pupils who find reading more difficult, benefit from additional support. As a result, most pupils can read accurately and fluently by the end of Year 2.

Reading is at the heart of the curriculum. Teachers expertly incorporate the use of high-quality texts across the school to strengthen and extend pupils' reading and wider knowledge. Pupils recognise how important reading is in helping them to learn new information. They read widely and with enthusiasm.

The school has effective systems in place to identify the additional needs of pupils with SEND. These pupils learn the same curriculum as their peers. The school has trained staff well to ensure that they adapt the delivery of the curriculum appropriately for pupils with SEND. This helps pupils to achieve well.

The curriculum supports pupils' personal development well. Pupils know how to keep themselves safe online. They learn about diversity and celebrate difference. Pupils are aware of world faiths but are not always clear on what religions they have studied. Pupil leadership is strong and has a meaningful purpose. Pupils have a say in how they would like aspects of the school, such as lunch menus, to work. Pupils are confident and articulate because staff make sure that each of them has a sense of belonging in this school. They are aspirational, considering university, becoming vets, hairdressers and footballers.

Staff appreciate opportunities to work as a team, such as when designing the curriculum. The school prioritises their well-being and considers their workload carefully. Staff carry out their roles with enjoyment and pride. Governors check carefully that the decisions made by leaders are in the best interests of the pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The writing curriculum is still in the process of being fully developed. The school is working on refining the order in which pupils build their skills in writing for various audiences and purposes. As a result, the quality of pupils' written work is not as strong as it could be. The school should ensure that staff develop the necessary expertise and confidence to effectively implement the writing curriculum so that pupils consistently achieve high standards.
- The teaching of mathematics is not consistently effective. As a result, pupils' recall of their learning in mathematics is variable. The school should continue developing and refining the curriculum and ensure staff follow this closely so pupils achieve well.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in October 2019.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	112765
Local authority	Derby
Inspection number	10347370
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	426
Appropriate authority	The governing body
Co-Chairs of governing body	Luise Garner and Mark Gilleard
Headteacher	Steve Burley
Website	www.silverhill.co.uk
Date of previous inspection	15 and 16 October 2019, under section 5 of the Education Act 2005

Information about this school

- The school has undergone significant change in leadership since the last inspection.
- A new headteacher and new co-chairs of governors have been appointed since the previous inspection.
- A new senior leadership team has been appointed since the previous inspection.
- A new curriculum has been implemented since the last inspection.
- The school is well above the average-sized primary school.
- The school runs its own before- and after-school club.
- The school does not make use of any alternative provision for pupils.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into consideration.
- The inspector spoke to the headteacher, members of the senior leadership team, subject leaders and leaders responsible for safeguarding.
- The inspector held separate meetings with the representatives of the school's governing body and the local authority school improvement adviser.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Liz Moore, lead inspector

Ofsted Inspector

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