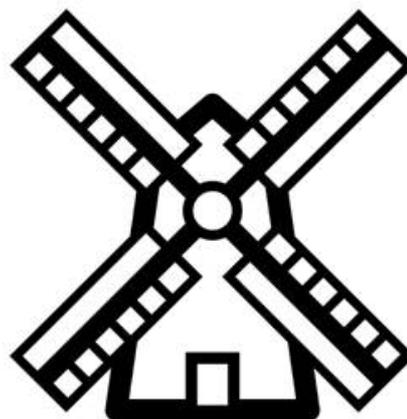




Silverdale Primary Academy



Self Evaluation for Primary Schools 13/03/2018

Unique Reference Number (URN): **141713**

Created on 13/03/2018



S1 School Context

A1.1 *A brief summary of the school's context*

School Context

Silverdale Primary Academy is part of the University of Brighton Academy Trust (UoBAT) which includes 11 primary and 4 secondary academies. Silverdale is passionately determined to improve the quality of education in Hastings. The academy is a large primary with 630 children and over 100 members of staff. It is situated in St Leonards on Sea, a coastal town with high levels of deprivation and disadvantaged children as highlighted by the Ofsted Coastal Challenge and is an Opportunities Identified Area. We serve an area of marked social and economic disadvantage, being in the top 10% of the most deprived areas in the country.

Silverdale Primary Academy has a vision and ethos that 'Learning Is For Everyone.' Our unique selling point is our commitment to developing the whole child with particular emphasis on learning behaviours e.g. mindfulness, resilience and ambition. (See our core values) To this end Silverdale runs a number of enrichment opportunities including Forest School, Beach School and THRIVE.

The Academy is well supported by parents and is oversubscribed.

Governance for the academy is shared between the Trust and local representatives.



S2 Leadership and Management

A2.1 *Judgement on the effectiveness of leadership and management*

Outstanding	Good	Requires Improvement	Inadequate
	✓		

The Academy has a highly effective Leadership Team which has the capacity and energy to drive improvements through. 'Capacity for improvement is very strong - they have a well developed understanding of their roles, accountabilities and priorities..' (See DfE report November 2017.)

Silverdale is committed to high quality training and accesses many providers including NPQSL, NPQML, Aspire Leadership coaching, Cape UK, Thrive, Challenge the Gap, The Art of Brilliance, as well as the Trusts' own development programme including Wave 1 coaching, Leadership development and NQT training.

Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. This is evidenced through our internal Safeguarding Review (September 2017).

The Academy has a highly effective Safeguarding team who have clear systems for monitoring. All staff are trained on recording arrangements. All staff have completed Prevent on line training and this feeds into our safeguarding team approach to recording and reporting arrangements. Risk assessments are complete. All documentation and record keeping is good.

Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school. A rigorous cycle of monitoring is in place to ensure that leaders have an accurate picture of the Academy's performance and can rapidly intervene when necessary for example the Academy has recently appointed an Assistant Principal whose remit is learning behaviours.

Leaders and governors have an accurate and comprehensive understanding of the quality of education at the academy. This helps them plan, monitor and refine actions to improve all key aspects of the academy's work. There are references to the key areas of improvement in all aspects of the academy's work. Recent appointments have increased the capacity of the Academy and are focused are key priorities.

Governors have an accurate understanding of their statutory responsibilities. They are aware of the academy's strengths and weaknesses and play an appropriate strategic role in supporting the academy to improve. All statutory functions are effectively delivered.

The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects within the curriculum helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.

Leaders can articulate the school's priorities for development and the systems and processes that will be utilised to drive improvement. Staff have a clear understanding of their targets and how they relate to whole school, team or personal priorities.

Performance management is used effectively to improve teaching. Accurate monitoring to identify and spread good practice across the academy. Teachers value the continuing professional development provided by the academy. It is having a positive impact on teaching and pupils' learning. Robust and regularly reviewed systems are in place to disseminate good practice and supportively challenge



those areas where improvement is required.

The academy engages with stakeholders and can evidence its actions based upon feedback. The academy regularly informs stakeholders of its actions.

UoBAT provide additional support and challenge to the Academy.

Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the academy's work.



S3 Teaching, Learning and Assessment

A3.1 *Judgement on the quality of teaching, learning and assessment*

Outstanding	Good	Requires Improvement	Inadequate
	✓		

The teaching profile across the academy is Good with pockets of Outstanding practice.

Teaching is typically strong (DfE report November 2017).

Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils. Staff have been trained on how to take a concept and develop it to ensure deeper learning / mastery (Through the Cape UK 'Teaching for Creativity') e.g. Year 1 looked at how boys progress could be further developed through home learning. This year the whole Academy focus is around Raising teacher expectations of pupils achievement (particularly the HA)

The Academy actively promotes the importance of the role of individuals and communities in British Society and the wider world. Children are encouraged to take pride in themselves and their learning, and to want to find out more and challenge themselves. An emphasis on self-esteem and celebrating individuality gives the children confidence to take risks and ask questions, leading to a deepening of understanding and an application of learning in new contexts. Teachers tackle misconceptions and build on pupils' strengths.

Planning shows clear differentiation catering for all groups. Target setting is at the heart of the Academy to enable pupils to focus well on their learning. The curriculum has been designed to challenge childrens thinking, sustaining their interests and enrich their experiences, for example Forest School, and the Christmas Enterprise Market.

The school has a clear assessment and feedback policy, which is monitored frequently (See monitoring programme). Individual coaching follows this up to ensure a consistency of approach that moves pupils learning on at a pace. Children respond in purple pen to teacher comments that moves their learning forward.

The academy holds regular Pupil Progress meetings (Termly) to ensure standards are being met and any areas of concern are addressed swiftly and appropriate interventions are put in place. These meetings focus on specific groups, barriers and ways forward. Heads of Year produce action plans in this respect that identifies the focus for the next term.

Home learning is linked to key skills and curriculum enrichment. Home learning projects are clearly celebrated within the academy and parents fully support their childrens learning.

Parents/carers are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

The academy has worked hard to develop a programme of parental workshops to enable parents to best support their children. Year Groups run several workshops on a number of key areas including Maths and Phonics. The academy has Triple P practitioners who engage with parents through parental events and 1;1 workshops - the academy is pleased with the impact of this on exclusion rates.

Teachers are quick to challenge stereotypes and the use of derogatory language is seldom used in lessons and around the school. Resources and teaching strategies reflect and value the diversity of



pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

The academy is committed to the emotional resilience and maturity of its pupils. Its curriculum and ethos reflects this and as a result, the children actively promote a positive culture both within the academy and the wider community. The children take responsibility for their behaviour and their aspirations.

Teachers develop pupils' reading, writing and communication, and mathematics, well across the curriculum.

The academy has an effective strategy to phonics which has led to a sustained improvement in results. The academy has put in place new initiatives for core skills that are raising standards (Maths Mastery).

A new approach to writing ensures skills are embedded across the whole of the curriculum.

Developments: The teaching of writing - Writers Toolbox - (See Academy Improvement Plan 2017)



S4 Personal Development, Behaviour and Welfare

A4.1 *Judgement on personal development, behaviour and welfare*

Outstanding	Good	Requires Improvement	Inadequate
	✓		

Silverdale permeates positivity.

The academy has actively sort a variety of different ways to promote a strong positive attitude amongst all stakeholders. Significant investment has been placed, with corporate backing, e.g. The Art of Brilliance and CAPE UK, to encourage a positive learning behaviours that will stay with the children beyond their time at Silverdale.

Pupils exhibit a thirst for learning, they are proud of their achievements and of their academy.

Silverdale is the lead school for Thrive across the town. This approach to mental well being and health is central to the learning of the children. A new catering company has been brought in because it shares the academy's ethos on healthy eating and living. The academy has recently been awarded the Gold sports award.

Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens. They respect the views of others.

Pupils are safe and feel safe (See pupil survey and Academy safeguarding review). The academy actively promotes every opportunity to ensure the children are confident at keeping themselves safe (Assemblies/ e-safety week). The recent STEM into STEAM project which focused on e-safety and mental health and well being with both children and parents. Attendance is better than national (currently 96.2% - November 2017).The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.

Strategies to promote good attendance includes regular awards in assemblies. A new attendance officer holds regular meetings with parents and SLT member.



S5 Outcomes for Pupils

A5.1 Judgement on the outcomes for pupils

Outstanding	Good	Requires Improvement	Inadequate
	✓		

EYFS

A significant improvement and a strength of the academy. It shows a rising trend above national.

GLD 2015: Silverdale Primary Academy 71.3% (PP 44%) National 66.3%

GLD 2016: Silverdale Primary Academy 76.4% (PP 58%) National 69.3%

GLD 2017: Silverdale Primary Academy 83.3% (PP 87%) National 70.7%

Year 1: Working at (Phonics)

There has been a marked improvement in Phonics since 2015. Data shows impact of school improvement plan.

2015: Silverdale Primary Academy: 53% (PP ____)

National: _____

2016: Silverdale Primary Academy: 79.3% (PP 63%)

National: 80.6%

2017: Silverdale Primary Academy: 80.5% (PP 63%)

National: 81.2%

KS1

2016: **Reading** EXS: 66.3% (PP 52.6%)

National Reading EXS: 74%

2017: Reading EXS: 76.5% (+10.2) (PP 47%)

National Reading EXS: 75.5%

2016: **Writing** EXS: 75.3% (PP 63%)

National writing EXS: 65.5%

2017: Writing EXS: 65.9% (PP 29%)

National writing EXS: 68.2%

2016: **Maths** EXS: 70.8% (58%)

National Maths EXS: 72.6%

2017: Maths EXS: 71.8% (48%)

National Maths EXS: 75.1%

**RWM.**

2016: RWM: 57.3% (PP 42%)

National RWM: 60.3%

2017: RWM: 58.8% (PP 24%)

National RWM: 63.7%

KS2**Reading**

2016 EXS – 68.9% (PP 53%) 2017 – 66.7% (PP 63%)

GDS - 17.8% (PP 9%) 2017 - 22.2% (PP 10%)

Writing

2016 EXS- 76.7% (PP 63%) 2017 - 70% (PP 67%)

GDS 0% (PP 0%) 2017 - 0% (PP 2.2%)

Maths

2016 EXS – 54.4 (PP 38%) 2017 – 66.7 (PP 67%)

GDS - 6.7% (PP 0%) 2017 - 11.1% (PP 10%)

RWM

2016 – 48.7 (PP 0%) (2017 – 51.1 (PP 0%))

Reading Average SS has improved by 0.1 pts from previous year

(2016 – 102.7) (2017 – 102.8)

Writing

(2016 – 100.2) (2017 – 98.7)

Maths

(2016 – 99.5) (2017 – 101.4)



S6 Early Years Provision

A6.1 *Judgement on the effectiveness of the early years provision*

Outstanding	Good	Requires Improvement	Inadequate
	✓		

All children are generally working comfortably within the typical range of development expected for their age, taking account of any whose starting points are higher or any special educational needs and/or disabilities. Any gaps between the attainment of groups, including those receiving funding, are closing. Children develop the key skills they need for the next steps in their learning.

All children made good progress.

The FSP compares exceptionally well with local and national trends. Children exceed level of development in all areas, including mathematics and literacy development. Vulnerable groups of children achieve higher than national/local expectations.

Regular assessments are carried out and these are precise. They are used to plan suitably challenging activities and are informed by initial assessments of children's starting points. Parents contribute to assessments and suitable interventions are implemented as necessary.

All teaching staff use Target Tracker Link to make observations which inform teaching and learning across the EYFS.

Planning covers all areas of learning and provides children with interesting activities that enable them to play, explore and learn. Activities provide suitable challenge and enable children to learn in their preferred environment, indoors and outdoors. Characteristics of effective learning are well promoted.

Teaching is based on expert knowledge of the areas of learning and deep understanding of how children learn. Knowledge and understanding is used to provide rich, varied and highly imaginative and inspiring experiences that enthuse, engage and motivate children to learn. An excellent range of resources are freely available, indoors and outdoors, to enable children to explore, solve problems and think critically.

A highly effective key person system is in place. Key persons work with previous settings, including childminders, to understand children's individual skills and fascinations. They take all possible steps to get to know children and their families before children start in school. They build very secure relationships with children through interactions and support for individuals. As a result, children are well prepared for the next stage in their learning.

Adults have a strong knowledge of typical child development and where children's starting points are below those of other children of their age, appropriate support is quickly identified. They work collaboratively with other professionals and the SENCO to tailor support for individuals. Assessments show that they are improving consistently over a sustained period and where appropriate, gaps are closing.

The extremely sharp focus on helping children to acquire communication and language skills, and on supporting their physical, personal, social and emotional development helps all children to make rapid improvement in their learning.

Adults are fully aware of and sensitive to potential and actual harm to children. They are able to demonstrate that they have thought about how to deal with safeguarding issues and take appropriate action to protect and support children. Children's behaviour shows that they feel safe and are learning how to take care of their own safety.



Behaviour is good. Children are confident to approach adults and talk to each other. They show good levels of self-esteem and respect for each other. They co-operate, share resources, and take turns, according to their age. They are motivated and interested in activities and take part in opportunities that promote understanding of people, families and communities.

An effective and well-established programme of professional development is helping practitioners to improve their knowledge, understanding and practice. There are effective systems for performance management, practitioners are monitored and under performance is tackled swiftly. Training is used to implement changes to practice.

Invention groups were set up to support children; fizzy kids, nurture time, Math intervention, phonics interventions, mark making interventions.



S8 Overall Effectiveness

A8.1 *Judgement on overall effectiveness*

Outstanding	Good	Requires Improvement	Inadequate
	✓		

Based on our self-review we believe that Silverdale is a Good academy. The reasons for this are:

- The Academy has strong leadership and a vision that is 'real'.
- Leaders have been trained to be strategic at all levels.
- The Academy has a clear view of its strengths and areas for development. Previous areas identified have been quickly addressed with decisive action and data shows these are now strengths of the Academy.
- Teaching is typically good across the Academy.
- The Academy is above floor targets
- The Pupil Premium gap has narrowed by the end of KS2.
- Safeguarding is effective.
- Behaviour is good and support well targeted.