



North Tyneside Council

SCHOOL IMPROVEMENT VISIT REPORT

School: (7007) Silverdale School

LA: North Tyneside

Date: 16/03/2022, 09:00

Adviser: Gina White

Term: Spring : 04/01/2022 - 08/04/2022

Focus: Spring SDP Visit

Headteacher: Peter Gannon

Attendees: Peter Gannon - Headteacher, Alan Henry - Assistant Headteacher

Latest Ofsted Grade: Good

LA Category: SLA Level 1

Issues

Areas for development

- Use the expertise of Secondary phase specialists in Foundation subjects to support Primary phase staff in planning a cohesive curriculum throughout the school.
 - Review the school website to make sure that information provided about the curriculum shows what pupils will learn in every subject, including RE, even if it is called something else.
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Summary of Visit

During the visit meetings were held with the headteacher. Discussion about the changes taking place at the Learning Centre and a joint review of pupils' books at the ARP was undertaken with the assistant headteacher.

Curriculum

- Assessments last term found that pupils in ARP made strong progress in reading, writing and maths. A review of a sample of pupils books in Years 3 and 4 found a structured programme to support English and maths. Although heavily worksheet driven, clear learning objectives are noted and stuck in pupils books, and there is evidence of differentiation and additional support given when a pupil struggles. Over a term and a half most pupils make progress in their learning in the core subjects.
- The early maths curriculum shows pupils making progress in recognising shapes, using the correct terminology and using all operations to perform basic calculations.
- Pupils make progress in their writing. They recognise how familiar stories are structured and use this information to plan a structure for their own stories. They are able to write more and this increases considerably for almost all pupils. Some pupils use more adventurous words, spell and use punctuation accurately, and write more complex stories and poems. Books of less able pupils show some development from a low base.
- Teachers planning shows a series of learning outcomes that pupils are to achieve in Foundation subjects such as history, art and RE. Evidence of differentiation, learning and progress was not clear in pupils' books and often the same tasks were given to pupils of different age and ability.
- Pupils felt that work in Foundation subjects was sometimes too easy and some had done the work before in other schools. Almost all had difficulty in recalling what they learned.
- A review of the school website found gaps in the information provided about the curriculum.

Safeguarding

- A comprehensive and up-to-date set of safeguarding policies and advice is provided on the school website.
- Pupils in Years 4 to 6 feel safe in school. They trust staff and have confidence in them. They say that if they are worried, including if they are worried about another pupil, they have no hesitation in telling a member of staff.

Leadership and management including governance

- Leaders have made progress this term in recruitment, securing change and improvement to behaviour, and in supporting pupils' mental health throughout the school.
- The school started the Spring term with a full complement of staff for the first time this academic year. The three support staff vacancies have been filled.
- A full programme of professional development is in place to support teachers in moving into leadership positions. A programme of development, including mentors, is in place for three teachers who are at early stages of their careers (ECT's). An apprenticeship programme is in place to recruit and support unqualified staff to develop their careers and train to become teachers. The headteacher feels that these programmes are an advantage in recruiting staff during the current difficult market.
- Staff are pleased with the decision to re-introduce face-to-face briefings this term and this has had a positive impact on staff morale and well-being.
- A focus on staff training throughout this term is supporting a consistent response to pupils' behaviours of concern. School data suggests that staff are using PACE, THRIVE and PRICE training to de-escalate incidents and stop them developing into situations where restraint is required.
- There have been a few changes of governors including a vacancy for a Vice Chair. A number of people have expressed an interest in becoming governors and leaders have an opportunity to broaden the range of skills of the Governing body.

Behaviour and attendance including exclusions

- Behaviour is improving following the upheaval of Covid-19. Pupils are settled, routines are established and the school is calm. Behaviour incidents are reducing in almost all parts of the school and the need to restrain pupils has fallen to their lowest ever figures, although they remain high in the Upper school. There are encouraging signs that exclusions are reducing this term following a very high number in the autumn term.
- Considerable work has taken place to support pupils who have complex needs around behaviour. An internal review of the Learning Centre has informed small changes to the physical structure of the area and modification to the curriculum. This has had a positive impact on pupils' attendance, concentration and participation in lessons.
- Some pupils are beginning to take control of their behaviour and have a greater insight to triggers that make them anxious. Pupils are increasingly able to take action to dissipate these feelings and calm their emotions. For example, pupils explained that they have a safe space to go to and are able to use it independently
- Attendance remains variable and is strongest in the Primary, Middle, ARP and Oasis phases where it is well over 90%. Attendance is beginning to improve in the Learning Centre but is below target and significantly below in the Upper school.
- Covid-19 continued to affect attendance earlier in the spring term. A low uptake of vaccination amongst secondary pupils contributed to large numbers absent due to infection or close contact. Signs of a resurgence of the virus is being felt and currently 12 staff are absent through a range of Covid and other illnesses.
- Some long term and persistent absences account for low pupil attendance particularly at Key Stage 4. School leaders are taking action and continue to work closely with the local authority attendance team to tackle this problem.