



**North Tyneside Council**

# Autumn SDP Visit Report

**School/Setting:** Silverdale School (7007)

**LA:** North Tyneside

**Date:** 07/11/2022, 13:00

**Adviser:** Gina White

**Term:** Autumn : 05/09/2022 - 24/12/2022

**Focus:** Autumn SDP Visit

**Headteacher/Manager:** Peter Gannon

**Attendees:**

**Latest Ofsted Grade:** Good

**LA Category:** SLA Level 1

# Summary of Visit

During this visit meetings were held with the headteacher, deputy headteacher, subject leader for mathematics, and with four pupils from Key Stages 3 and 4. The single central record (SCR) was reviewed and a sample of pupils maths books were examined. Prior to the visit the school's self evaluation form and development plan were reviewed and the safeguarding policies published on the school website was viewed.

## Curriculum

- The school have introduced a different approach to teaching Year 7 pupils following a pilot last year that had a positive impact on pupils' progress, behaviour and attendance. Since September all Year 7 pupils are taught core subjects and PSHE by a class teacher in the morning session. They move onto foundation subjects, taught in specialist facilities around the school in the afternoon sessions.
- The maths scheme of work is based on White Rose resources, worksheets and lesson planning materials. Expectations of what pupils should know and understand at different ages and stages throughout the school are clear. For example, by the end of Primary pupils should be secure in all four mathematics operations with an emphasis on problem solving. Most of the time this is achieved.
- The intention is for all pupils to gain a qualification in mathematics to support them in moving onto education, training or employment. Most Year 11 pupils achieved this in 2022. A pupil who gained a Foundation Stage Level 1 certificate early in Key Stage 3 explained how this gave him a boost in his confidence and ability. He is currently studying for a GCSE in maths.
- Pupils say that structured worksheets and teacher's support help them learn at their own pace and their own level. Pupils' books consist of worksheets. They sometimes show when a teacher provides additional individual guidance or demonstrates how to answer a question.
- Providing additional opportunities for pupils to use their mathematical knowledge beyond the use of worksheets would be a useful next step for the school to consider in further developing this subject. North Tyneside's maths adviser may be able to help the school in extending this aspect of the curriculum further. Developing pupils' subject specific vocabulary and understanding of language used in examinations may also be useful to further enhance pupils confidence and success.

## Safeguarding

- Staff have undertaken training to update their knowledge and understanding of the latest requirements in keeping children safe in education.
- The single central record (SCR) is mostly complete with some minor administrative work required to update the record with the information that is held securely elsewhere in the school.
- Pupils say they feel safe at school. The school supports pupils understanding and awareness of the risks of smoking, vaping and addiction to harmful substances. Pupils in Key Stage 3 and 4 are aware of how to seek help for addiction for themselves, or someone they know as a result of the information they receive in their PSHE lessons.

# Leadership and management including governance

- The number of pupils on the school role has increased significantly compared to this time last year. Staffing is generally stable and the school has a full complement of teaching and support staff.
- Leaders have self-assessed the school as good in the latest self-evaluation form (SEF) however the SEF lacks clarity and sharpness. The school is likely to receive an Ofsted inspection during this academic year. It would be useful to review the evidence that is presented in this document alongside the current inspection framework in order to be crystal clear about the school's strengths and those aspects that currently require improvement.
- The latest school development plan includes actions intended to improve the quality of education, behaviour and attendance and to develop safeguarding. Discussion following feedback from a recent 'Reading Rescue' visit, analysis of school information, and progress data has been used well to identify aspects that require improvement for some groups of pupils. In discussions the headteacher is clear about the work ahead, the training involved for staff, and the changes that are to be brought about this year.
- Discussions and investigations into multi academy trusts (MATs), including a local authority trust, and how they might benefit and support the school's further development is underway. The headteacher is undertaking visits to a number of schools with different trusts in order to inform governors decisions about the school's future.

# Behaviour and attendance including exclusions

- High numbers of behaviour incidents were logged last year as pupils struggled to settle to schooling. School leaders say that behaviour across school is much improved compared to this time last year.
- The headteacher believes behaviour is more settled and pupils are generally engaged in their lessons especially in the Primary phase of the school and the ARP.
- Pupils in Years 9, 10 and 11 say that it is normal for children to 'kick off' and when it happens "there are staff to help you to manage yourself and calm down". For example, around school 'calm chairs' are available so that children can use them to help them regain control of their emotions or to signal that they are upset.
- School attendance has yet to return to pre-Covid rates. A high number of pupils have less than 90% attendance. The school has strengthened their approach to tracking the small steps that these pupils make towards regular full attendance. During the first half of this term attendance was 8% higher than the same period last year.