

Silverdale School

Bents Crescent, Sheffield, South Yorkshire, S11 9QH

Inspection dates

15–16 October 2014

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Sixth form provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Students of all abilities and backgrounds make outstanding progress from their individual starting points as they move through the school. Attainment by the end of Year 11 is well above the national average.
- Gaps in attainment and progress between disadvantaged (those known to be eligible for pupil premium) students and their classmates are closing rapidly and securely because of the effective action taken by academy leaders to tackle this.
- Teaching is consistently good and is frequently outstanding. Teachers have excellent subject knowledge which they use expertly to plan activities that are challenging and encourage students to give of their very best.
- Teachers use information about students' progress skilfully to set activities that are closely matched to students' needs and abilities.
- Teachers mark students' written work regularly. However, the quality of marking is inconsistent as not all staff expect students to act regularly on the advice that they receive or insist on the neat presentation and the quality of handwriting.
- Behaviour in lessons and around the school is exemplary. Students are polite and respectful, and their well-above average attendance shows not only how much they enjoy school, but also how keen they are to do well.
- Outstanding leadership and management at all levels, including the governing body, ensure that there is a crystal clear view of how well the academy is doing and where it could do even better.
- Procedures to keep students safe and secure in the school are exemplary. Students say how very safe they feel and that any rare incidents of bullying are dealt with promptly and successfully by adults.
- The school prepares students exceptionally well for life in a multicultural, democratic society by promoting respect and tolerance, and the importance of British values.
- The sixth form is outstanding. Expert leadership and management ensure that students' personal well-being is catered for extremely well and that nearly all students achieve outstandingly well. The proportion of students going on to higher education, frequently at prestigious universities, is very large.

Information about this inspection

- The inspectors visited 42 part-lessons taught by 40 teachers. Six lessons were observed jointly with the members of the senior leadership team, including the headteacher.
- Inspectors observed, and spoke with, students during lessons, at break times and at lunchtime. They also met formally with groups of students from Key Stages 3, 4 and 5 and with students from the Hearing Impairment unit. Inspectors also observed students in form time and in assembly.
- Meetings were held with senior and middle leaders and with members of the governing body. A telephone conversation was held with the academy’s professional partner who has only recently started working with the academy.
- Inspectors observed the academy’s work and looked at a range of documents, including students’ work in their books, the academy’s arrangements for safeguarding, performance management procedures, and the students’ attendance data. Inspectors also looked at information about students’ progress and attainment.
- There were 84 responses to the online questionnaire (Parent View) to help inspectors to gauge the views of parents.

Inspection team

Fiona McNally, Lead inspector	Additional Inspector
Stephen Wall	Additional Inspector
Wendy Bradford	Additional Inspector
Tony Price	Additional Inspector
Royston Halford	Additional Inspector
Doreen Davenport	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized secondary school.
- Silverdale School converted to become an academy in January 2013. When its predecessor school, Silverdale School, was last inspected by Ofsted, it was judged to be outstanding.
- A smaller than average proportion of students is of White British heritage.
- The proportion of students from a Pakistani heritage and Somali heritage has increased gradually over recent years.
- A larger-than-average proportion of students speak English as an additional language.
- An average proportion of students are disadvantaged. These students receive support through the pupil premium funding, which is provided for pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of disabled students or those who have special educational needs supported through school action is broadly in line with the national average.
- The academy also has a specialist resource for students who have a hearing impairment or who are deaf.
- The proportion of students supported at school action plus or with a statement of special education needs is just below average.
- The academy took in a large number of students from another local school which was closing. The students arrived at the academy in Year 8 and Year 9 predominantly and left the Year 11 cohort in 2013 and 2014.
- No students attend any alternative provision.
- The school meets the government's current floor standards, which are the minimum expectations for students' attainment and progress in reading, writing and mathematics by the end of Year 11.

What does the school need to do to improve further?

- Ensure the quality of feedback to students always matches the highest standard seen in the school, by:
 - giving students clear guidance about how to improve their work further and respond regularly to this feedback
 - challenging students to present their work to the highest standard.

Inspection judgements

The leadership and management are outstanding

- Leadership is outstanding at all levels. The new headteacher has demonstrated excellent leadership skills in her rapid response to concerns seen in the outcomes for students in 2013. She quickly identified the key areas of concern and was skilful in using existing leaders and appointing very strong new leaders to focus on improving the achievement of the most disadvantaged students in the school.
- The headteacher, supported by a very strong senior and middle leadership team, has ensured that disadvantaged students have the opportunity to study a wide variety of subjects appropriate to their ability. By doing this, leaders have ensured that these students are now far better prepared for their next stage of education and training.
- Leaders and managers have a razor sharp focus on improving the quality of teaching; this results in students of all abilities and backgrounds making rapid and sustained progress, and achieving outstandingly well.
- The leaders' evaluation of the school's provision is accurate and it is robust in identifying where they can further improve. Leaders have very high expectations for the teachers and students in their care. This is clearly understood by staff who believe there is a clear vision and, importantly, regular training opportunities which offer them the chance to improve their skills in the classroom. As a result teaching is outstanding and students' achievement is also outstanding.
- The leadership has worked hard to ensure that the curriculum is appropriate for all students. Leaders and governors are very aware that the school's context has changed since the last inspection, meaning there is far more ethnic diversity in the school as well as a larger proportion of disadvantaged students and students who speak English as an additional language.
- While there was a dip in the attainment and progress of these students in 2013, the leaders' quick response has meant this decline has been arrested and these students' progress and attainment have significantly improved. In part, this has been due to well-considered changes to the curriculum including the introduction of community languages as a qualification for students who speak a language other than English at home. This has not only provided these students with another useful qualification, it has also demonstrated to the families and parents of these students that the school values their children's bilingualism and wants to celebrate it. The school has also used parents to teach some of the classes for the community language lessons, which has also worked very well to engage parents from different communities within the school. Leadership of this area of provision is outstanding.
- Leaders are exemplary in the way they enhance the spiritual, moral, social and cultural development of students. There is a significantly wide range of sporting and musical activities in which students may participate and engagement in these is very high. In competitive sporting events, in which a significant proportion of students participate, the students' success is particularly strong. Equally, students are part of a school which is racially diverse and where different faiths are apparent. The school is a highly cohesive multicultural community because of the strong levels of respect modelled by adults and seen between students.
- The leadership of the Hearing Impairment Unit is outstanding, with the focus on students' individual needs and abilities considered very closely on a daily basis. As a result the students in this unit make very strong progress in many areas, including their academic achievement and in their capacity to integrate regularly with their peers in the main body of the school. Students report they are happy and feel safe in the unit.
- Performance management arrangements are very well organised and they link very closely with the school's overall priorities for improving the provision further and with harnessing the expertise and interests of the staff in the school. As such, the views of staff about the leadership are very positive and they feel clear about the role they play in improving the education of the students in their care.
- Students receive high-quality information, advice and guidance as they move through the school, in particular as they prepare to leave Year 11 and choose their post-16 pathway. The school accommodates the large proportion of the students with the courses available in their own sixth form, and very high retention rates of students demonstrate how well the students are matched to their courses. For those who choose to study elsewhere, the academy works with them throughout Year 11 to ensure they have a full understanding of the different choices in terms of both provider and courses. As a result there are no students who do not continue to further education, employment or training in the academy.
- The school has recently employed the services of a professional partner who has quickly assimilated the academy's strengths and how it has made significant improvements to students' achievement. As such, she agrees with how the academy judges itself.
- Through the very strong focus on all students achieving well and the moral imperative shared by the

headteacher, senior leaders and the governors to ensure that disadvantaged students are given the best life chances, the school's commitment to creating equal opportunities for all groups of students is exemplary.

■ Safeguarding arrangements meet requirements.

■ **The governance of the school:**

- Governors have an excellent understanding of the school, including where improvements have been needed. The governors have demonstrated this in their recruitment of very strong leaders and in their sharp analysis of data to identify areas of underachievement. The governors are very supportive of the headteacher and other leaders in the academy. They have confidence in their capacity to make significant improvements, which has been seen in the outcomes of students and the improved quality of teaching.
- The governors have a secure understanding of the arrangements for performance management and, as a result, understand that teachers' pay progression is closely linked to students' achievement.
- The governors are fully aware of how much money they receive in via pupil premium funding and can demonstrate that it is used in a highly effective way with a very strong impact on the disadvantaged students' achievement.
- The governors manage the finances of the school well.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of students is outstanding.
- Students have excellent attitudes to learning because they find teaching activities engaging and enjoyable and because they know their teachers help them to improve. The guidance they are given at certain stages of their time in the school to help them prepare for their next stage of education or training is also very clear and pertinent. In turn, this gives students momentum to do their best so they can access a range of courses and other opportunities in the school.
- Behaviour in lessons and around the school is exemplary. Students are polite and respectful and the fact that they have attendance which is well-above average demonstrates how much they like coming to the school and that they understand strong attendance is key to them achieving as well as they do.
- There is no low-level disruption in lessons. There are very few serious incidents of poor behaviour and, as a result, the proportion of students excluded is well below both the national and local averages. Equally, the numbers of incidents resulting in detentions has reduced dramatically over the past 12 months.
- Students take on responsibilities willingly and are very proud of the role they play in making the academy such a successful and harmonious community. This includes the sixth-form students who are lunchtime supervisors. A group of supervisors, also from the sixth form, are tasked with checking everyone is at their post on time. They do this for students and teachers and this ensures the level of supervision is very strong. However, during the school day and between activities, students require very little direction to go where they need to. In an assembly observed by inspectors, students dismissed themselves and did so quietly, calmly and efficiently, meaning they moved to their lessons in good time.
- Students of differing abilities and backgrounds get on outstandingly well. Adults expect and trust students to be good ambassadors for the academy and are rarely, if ever, disappointed. This is seen in lessons and during break times. It is also seen in the relationships between students from the main academy and those from the specialist resource unit who regularly spend break times and lessons in the main school building. In this way, the academy prepares students exceptionally well for life in a multicultural, democratic society by promoting respect and tolerance, and the importance of British values.

Safety

- The school's work to keep students safe and secure is outstanding.
- Exemplary procedures lead students to say how very safe they feel and that any rare incidents of bullying or poor behaviour are dealt with promptly and successfully by adults.
- Students learn how to keep themselves safe and are fully aware of issues such as those relating to e-safety.
- Students' attendance is excellent. There are strong systems to ensure that any student at risk of being frequently absent is supported, along with their family.

The quality of teaching**is outstanding**

- Teaching is consistently good and frequently, it is outstanding. This is seen by the rates of progress students make over time, by the evidence seen in students' work and by the school's own records of the quality of teaching. During the inspection, the progress made by students was usually outstanding.
- Teachers are very skilled in using information about students' progress to plan activities which match their needs very closely. As a result students of all abilities are challenged in lessons and this ensures they make rapid progress over time.
- Teachers' planning is supported by excellent subject knowledge which, in turn, allows them to engage students and encourage students to give of their very best. Students really enjoy their lessons and rise eagerly to the very high expectations that teachers have of them.
- Teachers mark students' written work regularly, which gives students a clear understanding of their current standard. Often, teachers use marking to offer students feedback on how to improve their work further. However, this is not done consistently well. Where it is not done as well, students do not regularly use the guidance to make improvements to their work. In addition, a small number of teachers do not challenge students when work is not presented as neatly as expected by most other teachers.
- Highly effective questioning often engages students in passionate and lively debates which they enjoy and learn a lot from. In these activities, students also develop their oracy skills, which are of a very high standard. This in turn makes students very confident about talking to adults around the school.
- Teachers are very skilled at quickly checking students' understanding and so they address misconceptions effectively. Teachers use a variety of strategies to ensure they are clear on where students are confident in their learning and where extra support is necessary. Teachers also deploy teaching assistants very well, who are skilled in the work they do with small groups of students. As a result, over time, all groups of students make rapid progress.

The achievement of pupils**is outstanding**

- From their starting points, students achieve exceptionally well. This is seen in the progress they make at the school in English and mathematics as well as in other subjects. In addition, students' overall attainment by the end of Year 11 is well-above average.
- All groups of students make at least good progress and most groups of students make outstanding progress, including in English and mathematics.
- The most able students in the school achieve very well. These students enter the school with attainment well-above average and leave having made outstanding progress during their time in the academy. As a result, a very large proportion of these students achieve top grades in several subjects. This in turn prepares them to take the academic pathway of A-level courses in the sixth form and take up places at high-status universities. The school does not enter students early for GCSE examinations.
- In 2013, there was a dip in the progress students were making, in particular disadvantaged students as well as students from a Pakistani heritage, Somali students and students who spoke English as an additional language. Prior to September 2013, leaders in school acknowledge, they had not dealt well enough with the changing cohort in the school, which significantly changed the school's context since the last inspection. However, due to the fast action of the headteacher and leadership team, the students from these groups made much more rapid progress in 2014. As such, a much higher proportion of these students gained qualifications in 2014 and this allowed them to move on to courses of their choice post-16.
- The attainment on entering the school of students from disadvantaged backgrounds is much lower than that of other students entering at the same time. However, by the time disadvantaged students left the school in Year 11 in 2014, the gap in attainment had been halved during their time in the academy. Disadvantaged students were one grade behind their school peers in English based on the unvalidated 2014 outcomes. They were one-and-a-half terms behind their peers in school in mathematics. This meant that the attainment of disadvantaged students was in line with average grades of other students nationally in both English and mathematics. Equally, the progress of disadvantaged students in English and mathematics and in many other subjects was at least good and often outstanding. In both English and mathematics, the proportion of disadvantaged students exceeding the progress they were expected to make was higher than for other students nationally.
- The achievement of disabled students or those who have special educational needs is at least good and at times is outstanding. This is equally the case for students in the specialist resource unit for students who are deaf or who have hearing impairment. These students are often taught with students in the main

academy and are taught in the unit when the provision in there is best suited to their needs. As a result of the close attention to students' individual requirements, they achieve very well over time.

- Students from all backgrounds have the opportunity to study a variety of courses in which their attainment is well-above average by the end of Year 11 or by the end of the sixth form. For some groups, including students from the larger minority ethnic groups in the school and for students who speak English as an additional language, although their attainment is not well-above average, they are still making rapid progress and their attainment is rising much faster than is seen nationally for these groups. This also represents outstanding achievement.

The sixth form provision

is outstanding

- Students make exceptionally strong progress in the sixth form. Most students take A-level courses and data show that the outcomes are very strong historically and continue to be so. This means students' attainment on leaving the sixth form is well-above average, which provides them with access to the highest status universities and apprenticeship programmes.
- A very large proportion of students from Year 11 progress into the sixth form and a very high proportion of these students remain in the post-16 provision until the end, achieving high grades in a range of subjects.
- Teaching in the sixth form is consistently good and frequently outstanding. This is clear from the students' outcomes and by evidence seen during the inspection in lessons where they always made at least good and often rapid progress. Students are fully engaged in their learning, are passionate about their studies and are able to articulate for themselves very well as to what they need to do to enhance their progress further.
- Teachers and leaders set very challenging targets for the students. In turn, students know that much is expected of them. They know that they are expected to develop their individual response to learning and further themselves through their academic studies as well as by participating in the many and varied enrichment activities available to them. Participation is very high and students say this is because the courses are enjoyable, relevant learning experiences. For example, students do cooking lessons, learning key life skills while understanding about traditional foods from many places around the world.
- The sixth-form leadership team works very closely and effectively with a careers' advisor to ensure that students receive appropriate, personalised support for their transition from Year 12 to Year 13. For 90%, this means continuing to A-level courses. For 10%, it means movement to a range of vocational courses, apprenticeships or employment.
- The school has forged very strong links with a local further education college for students to move to at the end of Year 11 or Year 12 to follow a vocational course of study. The staff also work closely with various large enterprises in Sheffield so that students can follow work-experience programmes with them as well as take places on high-status apprenticeships. Despite the high level of competition for these places, students are very successful in securing these.
- Leaders have made astute changes to the curriculum and have done this by understanding their students well, knowing how to ensure they exceed their potential and so have as many choices as possible for their futures.
- Tutorial support for the students is very well organised with a clear programme of study, for example 'Show and Tell Thursday', where students make individual presentations based on an area of study of their choice, outside their formal A-level studies.
- Students' behaviour and safety in the sixth form is outstanding. Students demonstrate very positive attitudes to learning in their lessons and are very proud of their school. They take opportunities to be involved in leadership roles to support younger students and speak passionately about the opportunities afforded them. They also believe strongly that the staff and leaders in the academy care about them and, in this way, provide them with a high quality post-16 experience.

What inspection judgements mean

Academy		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding academy is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good academy is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	An academy that requires improvement is not yet a good academy, but it is not inadequate. This academy will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>An academy that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This academy will receive regular monitoring by Ofsted inspectors.</p> <p>An academy that requires special measures is one where the academy is failing to give its pupils an acceptable standard of education and the academy's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the academy. This academy will receive regular monitoring by Ofsted inspectors.</p>

Academy details

Unique reference number	139167
Local authority	Sheffield
Inspection number	449223

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of academy	Secondary
Academy category	Academy converter
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the academy roll	1,335
Of which, number on roll in sixth form	438
Appropriate authority	The governing body
Chair	Jon Mordecai
Headteacher	Roisin Paul
Date of previous academy inspection	Not previously inspected as an academy
Telephone number	0114 236 9991
Fax number	0114 262 0627
Email address	enquiries@silverdale.sheffield.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's academy. Ofsted will use the information parents and carers provide when deciding which academies to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about academies in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), academies, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the academy. Under the Education Act 2005, the academy must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and academy inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

