

Inspection of Silver Springs Primary Academy

School Crescent, Stalybridge, Cheshire SK15 1EA

Inspection dates: 5 and 6 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Silver Springs sits at the core of the community. Pupils are accepting of others. Pupils said that there are no outsiders in this school. Everybody is welcome. Pupils are well prepared to be future citizens.

Pupils behave well most of the time. They respond well to staff's high expectations. Pupils are polite and friendly. In class, they are patient and respond keenly to adults' questions. Staff deal well with any bullying, teasing or name-calling effectively. Pupils understand leaders' 'SHINE' values and live up to these.

Pupils, including children in the early years, are happy at school. They enjoy their learning in different subjects. Staff teach them about how to stay safe in a range of situations. Pupils feel safe in school.

Staff are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils achieve well in a range of subjects. Leaders have high expectations that all pupils should be able to ride a bicycle safely. British Cycling has been involved in developing pupils' cycling skills.

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

Leaders have designed an ambitious and balanced curriculum. The curriculum in most subjects is well ordered so as to help pupils, and children in the early years, build their knowledge gradually. Over time, pupils, including those who are disadvantaged and those with SEND, gain deeper knowledge across a broad range of subjects. Leaders have placed reading and mathematics, and digital excellence, at the heart of the curriculum.

Children in the early years develop an appreciation of language and reading. They join in enthusiastically when teachers read to them. This love of reading continues through the school. Teachers make sure that pupils learn the phonics knowledge that they need to become successful readers. Almost all pupils become confident, fluent readers. Pupils who fall behind in reading are identified swiftly and receive support that helps them to catch up quickly. Across the school, pupils read widely and often.

Across the school, teachers provide effective support so that children in the early years and pupils in Years 1 to 6 learn the small chunks of knowledge that they need for later learning. This helps pupils, including those with SEND, to achieve well in a range of subjects. In most subjects, the order in which teachers cover subject content is logical. However, in a small number of subjects, the order of knowledge is not as well thought out. In these subjects, pupils' knowledge and skills are not as secure as they should be.

In many subjects, teachers check pupils' knowledge well. They regularly find out what pupils know and remember. This includes pupils' knowledge of vocabulary. Teachers use this information to design effective future learning. However, in a few subjects, leaders are not clear what pupils already know and what they can do. As a result, teachers are less able to design learning that helps pupils to build on what they already know. This hinders some pupils' progress.

Pupils behave well in lessons. They work quietly and respond well to teachers' questions. Most pupils agreed that they can get on with their work and can concentrate in lessons. This means that staff teach with few interruptions. In the Nursery and Reception classes, children show high levels of motivation and concentration.

Across the school, pupils have a strong understanding of right and wrong. They understand what is fair and unfair. They work well with others. Pupils demonstrate well-developed social skills at breaktimes. Leaders have ensured that pupils develop an effective cultural understanding of a range of artists and authors. Leaders prepare pupils for life in modern Britain very well. Pupils learn to value diversity and respect people who have different views to their own. Pupils benefit from an effective relationships and health education programme.

Staff effectively identify any pupils or children who may have SEND. They assess each pupil's needs thoroughly. This helps staff to give the support that these pupils need. Teachers make sure that, where possible, those pupils with SEND learn the same curriculum as other pupils.

Leaders work well with parents, carers, other schools, the local authority and other trusts. Leadership, including governance, has improved since the last inspection. The trust has helped to ensure that governors provide suitable challenge and support to school leaders. Parents hold the school in high regard. Staff appreciate the support and guidance that they receive. For example, subject leaders spoke highly of the support that the trust provides, and how it helps them to improve how well they lead their subjects. Governors and senior leaders carefully consider staff workload when they make decisions.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know children, pupils and their families very well. This helps to form strong and supportive relationships. Leaders make sure that staff have the knowledge that they need to identify when a pupil or family might require help. Staff receive regular safeguarding updates.

Staff help pupils to learn about risks that they may face, such as domestic violence and sexual harassment. Pupils also learn about the dangers of working online. When required, leaders work well with a range of agencies to quickly get the help that pupils need to be safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a very small number of subjects, leaders have not ensured that the curriculum builds pupils' knowledge and skills in a logical way. In these subjects, pupils' learning is not as secure as it should be. Leaders should ensure that the knowledge outlined in these curriculums is ordered well so that pupils can build securely on what they know and remember.
- In a few subjects, leaders have not established sufficiently effective assessment systems. This means that, at times, teachers do not have a clear understanding of what pupils already know or what they can do. As a result, pupils do not progress through the curriculum as well as they should in these subjects. Leaders should refine their assessment systems so that pupils can build on their prior learning.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	137951
Local authority	Tameside
Inspection number	10226187
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	391
Appropriate authority	Board of trustees
Chair of governing body	Pat Broadley
Principal	Deborah Mason
Website	www.silverspringsacademy.org.uk
Dates of previous inspection	17 and 18 September 2018, under section 5 of the Education Act 2005

Information about this school

- Governors are responsible for a before-school breakfast club.
- School leaders do not make use of alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: art and design, history, French and Spanish, mathematics and early reading. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and reviewed a sample of pupils' work. The lead inspector listened to pupils read.
- Inspectors also evaluated the curriculums in some other subjects.

- Inspectors met with a range of stakeholders and senior leaders during the inspection. They met remotely with two trustees of the multi-academy trust and held a telephone conversation with a representative of the local authority. They met with the director of education for the trust and with the chief executive officer. Inspectors met several senior leaders, including the principal, assistant principals and the coordinator for special educational needs.
- Inspectors spoke with a range of staff during the inspection and took account of the responses to the staff survey.
- To evaluate how well the school safeguards pupils, inspectors looked at how well the school checks whether adults are suitable to work with children. Inspectors looked at records of attendance, behaviour, bullying and cases referred to social services. They spoke with staff and pupils about safeguarding.
- Inspectors observed pupils and children at breaktime and lunchtime. They spoke with several groups of pupils about behaviour.

Inspection team

Allan Torr, lead inspector	Ofsted Inspector
Sheryl Farnworth	Ofsted Inspector
Alex Reed	Ofsted Inspector

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