

Silverstone Church of England Primary School

Address: Towcester Road, Silverstone, Towcester, Northamptonshire, NN12 8UB

Unique reference number (URN): 143614

Inspection report: 7 July 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders' actions to promote high attendance ensure that pupils attend school often. They know pupils and their families well and spot patterns quickly. Leaders act promptly when barriers to attendance exist, such as through targeted pastoral support. As a result, pupils are helped to build positive attendance habits and persistent absence is low.

Leaders' clear expectations for behaviour, and staff's consistent modelling of these expectations, have created a calm and purposeful learning environment. The school's rights-based approach helps pupils understand 'is it right, is it kind, is it safe?' Pupils respond positively and develop responsible attitudes towards their behaviour and relationships. They move around the school sensibly, show courtesy towards each other and enjoy spending time together.

Leaders understand pupils' individual behaviour needs and ensure that adjustments are made for pupils, who require extra help. This allows pupils to manage their behaviour successfully and take part in school life. Incidents of poor behaviour and bullying are infrequent, with concerns noticed and resolved promptly. Pupils feel safe and valued, and speak positively about the care and support they receive from staff.

Curriculum and teaching

Strong standard ●

Leaders have established an ambitious, carefully sequenced curriculum. This enables children from the early years through to pupils in Year 6 to build knowledge and skills securely over time. Leaders identify the essential knowledge that pupils need to learn and ensure that new learning builds purposefully on what came before. Leaders review the implementation of the curriculum systematically to ensure that pupils experience consistency across school.

The curriculum gives priority to the essential knowledge that pupils need in English and mathematics. Teachers deliver phonics effectively through a well-structured programme. Pupils develop secure decoding and fluency skills so they can access the wider curriculum with confidence.

Teachers have secure subject knowledge. They use assessment skilfully to identify misconceptions and adapt learning so that pupils continue to make progress. The school's deep commitment to inclusive teaching means that adaptations start as soon as pupils join the school. All pupils, including those who require additional help, are supported to achieve well.

Leaders are continuing their efforts to provide pupils with opportunities to deepen their thinking and apply their knowledge, so that increasing numbers of pupils achieve the highest standards.

Pupils are very well prepared for the next stage of their education.

Early years

Strong standard 

Leadership of the early years is highly effective. Leaders have an accurate understanding of the setting's strengths and use this knowledge keep improving the provision. Deliberate staffing decisions have strengthened continuity in phonics, maintained high expectations and supported smooth transition between phases.

Leaders have designed an ambitious, well-sequenced curriculum that ensures that children build knowledge and skills progressively over time. The curriculum is implemented consistently well by staff. Teaching is of a consistently high quality. Staff model ambitious vocabulary and provide frequent opportunities for children to rehearse language before writing. Well-planned continuous provision and skilled interactions encourage children to think deeply, explore ideas and extend their learning. Staff use questioning effectively, such as 'I wonder...' and 'What if we...?', to develop children's curiosity and understanding. As a result, children achieve well. Leaders' high expectations are evident in children's writing, with most children developing a secure pencil grip and accurate letter formation. Precise assessment systems demonstrate children's very positive progress over time.

Children benefit from a nurturing environment, where all are included. Thoughtful adaptations and reasonable adjustments ensure that every child can access the full curriculum and is well prepared when they move to key stage 1.

Inclusion

Strong standard 

Leaders have established an inclusive culture, where all pupils are expected and supported to achieve well. Leaders ensure that pupils with special educational needs and/or disabilities benefit from appropriate support, so that these pupils can access the full curriculum alongside their peers. As a result, these pupils develop the knowledge, skills and independence needed for success.

Leaders identify pupils' needs promptly through effective assessment and frequent review. Provision is adapted carefully to remove barriers to learning and respond to changing needs. When necessary, pupils benefit from well-considered support, particularly with reading. Wider opportunities enhance pupils' confidence, resilience and personal development.

Leaders monitor pupils' progress, attendance and wider development closely. They evaluate support carefully, so that they can refine provision and direct resources to where they will have the greatest impact. Consequently, pupils who need additional support make positive progress through the curriculum and participate fully in school life.

Leaders strengthen staff expertise through well-targeted professional learning. Leaders work effectively with external professionals to secure specialist advice and maintain positive relationships with parents and carers so that any support is well coordinated. Leaders use additional funding effectively, drawing on research to inform decisions. They evaluate the impact of its use carefully. Leaders' use of alternative provision is appropriate and well monitored.

Leadership and governance

Strong standard 

Leaders demonstrate consistently high standards of professional conduct and act unwaveringly in the best interests of pupils. This has established a culture of positive, respectful relationships across the school community and contributes to a purposeful and inclusive environment.

Leaders have a clear understanding of the school's strengths and areas for development. Their strategic approach to improvement ensures that priorities are focused sharply on securing the best possible outcomes for pupils. For example, the emphasis on the essential knowledge, particularly letter formation and handwriting, is evident in pupils' books and is contributing positively to pupils' achievement across the curriculum.

Leaders have cultivated a strong culture of professionalism, underpinned by high-quality staff training. Staff's engagement with professional learning is embedded and strengthened through purposeful collaboration. The deployment of specialist teaching and learning expertise has successfully enhanced the knowledge and practice of both teachers and teaching assistants.

Leaders place a high priority on staff wellbeing and have implemented thoughtful measures to ensure that workload remains manageable. Policy reviews, considerate meeting schedules and dedicated wellbeing days demonstrate a proactive approach that is valued by staff. Consequently, staff are proud to work at Silverstone Primary and speak highly of its leadership.

Those responsible for governance fulfil their responsibilities effectively and have a secure understanding of the school's context. Through effective support and robust challenge, they ensure that leaders prioritise the actions most likely to improve pupils' outcomes and experiences. Leaders and the 'School Forum' maintain constructive partnerships with parents and carers and the wider community, further strengthening the school's work.

Personal development and wellbeing

Strong standard 

Leaders have established a comprehensive and inclusive personal development programme. It allows pupils to develop detailed and secure knowledge to prepare them well for life beyond school.

There are deliberate opportunities for pupils to learn about different experiences and perspectives. They are encouraged to reflect on their own beliefs, consider ethical issues and understand the importance of fundamental British values. Pupils can apply their understanding confidently and consistently to school life and beyond. Through the personal, social and health education curriculum and assemblies, pupils develop a secure understanding of differences that are protected in law. As one pupil typically explained, 'We treat everyone the same. Everybody is equal.'

Leaders ensure that all pupils can access and benefit from extended personal development opportunities. They use their knowledge of pupils' individual circumstances to provide appropriate pastoral support and remove barriers to participation. Leaders track and monitor involvement in enrichment and wider opportunities carefully. They carefully identify pupils

who may benefit from additional encouragement or targeted experiences. For instance, some pupils are keen to act as 'classroom guardians', arriving before the start of school to help prepare their classroom and benefit from a positive start to the day.

A wide range of enrichment opportunities allow pupils to develop their interests, talents and sense of belonging. Pupils value these experiences and how these opportunities contribute positively to their wellbeing and wider personal development. Leaders make sure that clubs are appropriate to the needs of the pupils. Pupils who are part of the 'Wheels' club celebrate, for example, when children in early years have their stabilisers removed or when pupils in key stage 2 become proficient riders. Pupils show pride in everyone.

Leaders recognise the importance of pupils gaining a broad understanding of society that extends beyond their own experience. They are actively seeking further opportunities for pupils to encounter diversity first hand to enrich the already broad offer.

Expected standard

Achievement

Expected standard

Pupils achieve well. By the end of key stage 2, outcomes in national assessments show a positive picture. This includes for disadvantaged pupils, where gaps are closing quickly with their non-disadvantaged peers.

Pupils make notable progress in reading. They develop the reading knowledge, fluency and confidence that they need to access the wider curriculum. Across all subjects, pupils build securely on prior learning and can recall and apply this to current learning. Their work shows progress over time. Pupils can explain how their understanding develops, for example, when producing and then refining a piece of writing.

Achievement is inclusive. Pupils who face barriers to learning are supported well to make progress alongside their peers.

Leaders recognise that while the impact of the well-planned curriculum is positive in the vast majority of subjects, it is not quite consistent in every subject area.

What it's like to be a pupil at this school

Pupils thrive at Silverstone Primary School. They enjoy coming to school, feel safe and are proud to belong to the school community. Pupils benefit from a caring and inclusive environment, where the vision, 'Learn together, grow together, achieve together', is evident in their daily experiences. Parents and carers value the nurturing ethos that helps pupils feel confident, supported and ready to learn. One comment, typical of many parents said, 'My child has flourished at this school and the teachers go above and beyond to make each and every child feel important.'

Pupils behave well and show respect towards one another and staff. Lessons are calm and purposeful, and pupils move around school sensibly. Bullying is rare. Pupils trust staff to deal with any concerns quickly and fairly. They appreciate the calm spaces available, when they need time to reflect. Pupils understand how to keep themselves safe, including online and in the local community. They speak enthusiastically about the popular 'Wheels' club, which helps them to develop confidence and skills for safe cycling.

Pupils, including children in the early years, enjoy learning and engage positively in lessons. As they move through the school, they become increasingly articulate, independent and reflective. Pupils value the wide range of opportunities that enrich the curriculum and support their personal development. They appreciate educational visits and experiences that bring learning to life and help them to remember important knowledge. They like reading and discuss books confidently. Pupils understand and demonstrate the school's values of self-confidence, self-discipline, perseverance and respect. They explain how these help them to become independent and responsible citizens.

Pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, participate fully in school life, achieve well and are well prepared for the next stage of their education.

Next steps

- Leaders should continue to support pupils to deepen their learning further, so that pupils achieve the higher standard in all year groups.
 - Leaders should continue their work to further support pupils in producing consistently high-quality work across the curriculum.
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About this inspection

This school is part of Peterborough Diocese Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Ruth Walker-Green, and overseen by a board of trustees, chaired by Andrew Scarborough.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

The inspection took place on 7 and 8 July 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other school leaders during the inspection. The lead inspector met with those responsible for governance and the CEO of the trust. Inspectors visited lessons, sampled books, and spoke with pupils, staff and parents and carers on site.

This school is registered as having a Church of England religious character. It is in the Diocese of Peterborough. Its last section 48 inspection was in March 2020.

The school currently makes use of one alternative provision.

Headteacher: James Bloomfield

Lead inspector:

Richard Jones, His Majesty's Inspector

Team inspectors:

Shazia Lydon, Ofsted Inspector

Emma Essex, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 7 July 2026

School and pupil context

Total pupils

237

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

360

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

12.66%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.42%

Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

8.86%

Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	61%	Close to average
2024/25 (final)	83%	62%	Above
2023/24 (final)	63%	61%	Close to average
2022/23 (final)	50%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	74%	Above
2024/25 (final)	94%	75%	Above
2023/24 (final)	88%	74%	Above
2022/23 (final)	66%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	72%	Close to average
2024/25 (final)	83%	72%	Above
2023/24 (final)	68%	72%	Close to average
2022/23 (final)	71%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	73%	Above
2024/25 (final)	94%	74%	Above
2023/24 (final)	85%	73%	Above
2022/23 (final)	61%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	33%	46%	Below
2024/25 (final)	57%	47%	Close to average
2023/24 (final)	S	46%	S
2022/23 (final)	14%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	62%	Close to average
2024/25 (final)	71%	63%	Close to average
2023/24 (final)	S	62%	S
2022/23 (final)	43%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	59%	Close to average
2024/25 (final)	57%	59%	Close to average
2023/24 (final)	S	58%	S
2022/23 (final)	71%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	60%	Close to average
2024/25 (final)	71%	61%	Close to average
2023/24 (final)	S	59%	S
2022/23 (final)	29%	59%	Below

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	33%	68%	-34 pp
2024/25 (final)	57%	69%	-12 pp
2023/24 (final)	S	67%	S
2022/23 (final)	14%	66%	-52 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-13 pp
2024/25 (final)	71%	81%	-9 pp
2023/24 (final)	S	80%	S
2022/23 (final)	43%	78%	-35 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	78%	-22 pp
2024/25 (final)	57%	78%	-21 pp
2023/24 (final)	S	78%	S
2022/23 (final)	71%	77%	-6 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	80%	-24 pp
2024/25 (final)	71%	81%	-9 pp
2023/24 (final)	S	79%	S
2022/23 (final)	29%	79%	-51 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.0%	5.2%	Below
2023/24 (3 term)	5.1%	5.5%	Close to average
2022/23 (3 term)	5.0%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.7%	13.0%	Below
2023/24 (3 term)	10.9%	14.6%	Below
2022/23 (3 term)	11.4%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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