

Inspection of Percy Main Primary School

Nelson Terrace, Percy Main, North Shields, Tyne and Wear, NE29 6JA

Inspection dates: 8 and 9 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils are proud of their school values 'ready, respectful and safe'. They say that staff expect them to 'work hard', 'try their best' and 'respect others'. Pupils do their best to meet these expectations.

Staff are consistent when they promote positive behaviour. They set clear boundaries about what is safe and acceptable. Pupils say they feel safe and bullying 'does not really happen now but it did in the past'. Pupils say they know what is expected of them now and staff deal consistently with any unacceptable behaviour.

Pupils welcome visitors with a smile and hold doors for others. Pupils move around the school in an orderly manner and treat each other with respect and consideration. Some pupils say the nurture curriculum helps them to understand their emotional and behavioural needs. As a result, these pupils are developing their self-regulation skills.

Pupils relish the responsibilities they hold, for example being 'behaviour champions'. Pupils put equipment out for physical education lessons or look after each other at break time.

Many parents and carers who shared their views with inspectors were extremely positive about the education and care their children receive. One parent shared the views of many when writing: 'All the staff are friendly, positive and caring. They ensure the best education is given to the children.'

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

The school has been through a period of turbulence since the last inspection. There have been many changes in staffing and leadership, including governance. This turmoil led to a decline in standards, behaviour and outcomes. The local authority provided effective support and guidance. Leadership and staffing are now stable and morale is high.

The curriculum leader has designed an ambitious curriculum, which is suitable for all pupils. All subject leaders share her aim of wanting pupils to be independent and reflective learners. The curriculum structure enables pupils to revisit aspects of each subject by building on prior learning. For example, in history, children in Reception learn about life in the past. An educational visit to a railway museum helped Year 2 pupils understand how local heroes have changed the world. In key stage 2, pupils study historical events and people over time and from the wider world.

Subject leaders use their expertise to identify the crucial knowledge that pupils need in each year group. Teachers check in every lesson, in all subjects, what pupils have

remembered from previous learning. This helps staff to identify any gaps in pupils' knowledge then adjust tasks to help pupils catch up quickly.

Children who are two years old get off to a good start. They access a creative learning environment indoors and outside. The curriculum builds on what children know and can do as they move to Nursery and then Reception classes. Leaders focus on developing communication, language, literacy and mathematical skills. High-quality storybooks and story sessions instil a love of reading. Children are exposed to a language-rich environment. Adults and children share positive relationships. This helps to develop children's self-confidence and self-esteem.

Leaders prioritise early reading and phonics from Reception. All staff are trained to deliver phonics. There is a consistency in the resources and teaching methods that staff use. Children who are in the earliest stages of reading have books which match the letters and sounds that they know. This helps them to become confident readers. However, during phonics sessions, staff use different approaches to teach pupils how to write letters of the alphabet. This variability means that some pupils are slow to develop fluency in writing. Leaders have identified where some pupils in key stage 2 struggle with their reading. The additional reading sessions are helping pupils to catch up quickly.

Leaders provide effective support and resources for pupils with special educational needs and/or disabilities. The special educational needs coordinator (SENCo) makes sure that support plans enable class teachers to adapt lessons to meet pupils' needs. In this way, the curriculum is ambitious for all pupils.

Leaders and staff access high-quality training and gain secure subject knowledge across curriculum subjects. Mathematics and English leaders work closely with local learning 'hubs'. In early years, children develop a secure understanding of number facts. Key stage 1 pupils build on this to calculate and develop mathematical fluency. In key stage 2, pupils apply the mathematics they know to use in real life situations.

Leaders promote pupils' character development through a comprehensive personal, social and health education (PSHE) curriculum. Through lessons, stories and songs they are aware of personal differences. Pupils say that they understand that all actions have consequences. Pupils talk confidently about healthy relationships, diversity and equalities. They are knowledgeable about the fundamental British values, such as respecting different faiths and understanding democracy. Pupils are encouraged to share their views and ask questions in respectful ways.

The breakfast club offers pupils a healthy meal and a prompt start to the school day. Most pupils attend school regularly and arrive on time. Leaders work well with families to tackle persistent absenteeism. However, a small proportion of pupils arrive after lessons have begun. This means they regularly miss the beginning of their first lesson of the day. For children in Reception, or pupils in key stage 1, this is usually a phonics lesson.

Governors are new since the previous inspection. They bring a range of experience and skills to their roles. They provide effective support and challenge to senior leaders. Staff say that the changes that leaders have made over the past two years have improved staff workload.

Safeguarding

The arrangements for safeguarding are effective.

Staff, leaders and governors know that keeping children safe is the responsibility of everyone.

The 'care, guidance and support' leader provides effective support to pupils and their families. The designated safeguarding leader (DSL) and the deputy DSLs are tenacious in their response to allegations of harm or risk to children. They work closely with other agencies to ensure that children are protected and safe.

Leaders ensure that all staff and volunteers have the relevant safety recruitment checks before working with children.

The curriculum gives pupils knowledge about the risks they may face in school and in the wider world. Pupils say that lessons, as well as adults, help them to know how to stay safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have ensured consistency in the teaching of early reading and phonics. Adults do not teach pupils how to form the letters of the alphabet with the same consistency. As a result, some pupils do not write fluently because they are not forming their letters accurately. Leaders should ensure that adults are trained to teach letter formation consistently, so that pupils become more fluent in their writing.
- A small, but significant number of pupils are regularly arriving at school after lessons have already started. These pupils cannot join in with learning promptly at the start of the school day. Leaders should ensure they continue working with parents to improve pupils punctuality, so that pupils do not miss crucial learning time.

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	108572
Local authority	North Tyneside
Inspection number	10199665
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair of governing body	David Bavaird
Headteacher	Kathryn Thompson
Website	www.percymainprimary.org.uk
Date of previous inspection	8 March 2016, under section 8 of the Education Act 2005

Information about this school

- The school provides a free breakfast club every day.
- The school has a Nursery class and provides part-time places. The school also provides part-time places for children who are two years old.
- The school uses one alternative provider: Silverdale School is an additional resourced provision which operates in partnership with the local authority. It caters for pupils in the primary phase.
- Since the previous inspection, a new head teacher, assistant head teacher, senior leaders, subject leaders, SENCo and governors, including a chair of the governing body, have all been appointed.

Information about this inspection

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

- This was the first inspection of the school to be completed since the COVID 19 pandemic began. Inspectors discussed the impact of the pandemic with school

leaders and have taken that into account in their evaluation.

- The inspectors met with the head teacher, deputy head teacher, curriculum leader, early years leader, SENCo, and other subject leaders. Inspectors also met with three members of the governing body, together with the chair of the governing body who attended remotely.
- Inspectors carried out deep dives in the following subjects: early reading and phonics, mathematics, history and PSHE. Inspectors met with subject leaders, viewed long-term curriculum plans, visited a sample of lessons, spoke to teachers and teaching assistants, spoke to some pupils about their learning and carried out work scrutiny with leaders.
- The inspectors met with the overarching curriculum leader, subject leaders and viewed the curriculum design for a range of other curriculum subjects.
- The inspector scrutinised documents relating to safeguarding. This included the school's single central record, policies and safety logs. The lead inspector spoke to the school's DSL and deputy DSL
- The lead inspector listened to pupils reading to a familiar adult. Inspectors observed pupils' behaviour moving around school and at lunchtime, met with pupils formally to gather their views about their work and what it is like to be a pupil at this school. Inspectors held informal discussions with pupils across both days of the inspection.
- Inspectors considered the views of parents. This included 23 responses to Ofsted's parent survey ParentView with 11 free text comments. Inspectors also considered parent surveys carried out by the school. The inspectors also reviewed responses to Ofsted's online questionnaire for staff and responses to Ofsted's online survey for pupils.

Inspection team

Alison Aitchison, lead inspector

Her Majesty's Inspector

Deborah Ashcroft

Ofsted Inspector

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