

SEF SUMMARY	Percy Main Primary School	September 2022 – July 2023
Headteacher: Kathryn Thompson		Chair of Governors : David Bavaird

SUMMARY EVALUATION

Characteristics and context of the school
Number on roll: 201
Boys/Girls: 100/101 = 49.8%/50.2%
Pupil Premium 53.7%
Pupils with English as an Additional Language: 14.1%
SEND: 39% / 59 children at SEND support & 9.5%/19 children with an EHCP
% Attendance: 95.1%

2022 EYFS Trends
The percentage of children achieving GLD is 61% and higher than in 2021 (+2%).
The performance of boys in the school is in line with the performance of boys Nationally.
The performance of girls in the school is in line with the performance of girls nationally.
The percentage of FSM pupils in the school reaching GLD is higher than the percentage nationally.
The percentage of non FSM achieving GLD is in line with the percentage of non FSM nationally
The percentage of SEN pupils achieving GLD is inline with the percentage Nationally
The percentage of non SEN children achieving GLD is lower than the percentage of non SEN children nationally

2022 Phonics Results in the Phonics Screener – by Year Group

	% Working At or Above ALL	% Working At or Above Y1	No of Y2 pupils - retakes	% Working At or Above Y2	Total no. of Y2 pupils	% Working At or Above by the end of Y2
National emerging 2022	70%	76%		44%		91%
Local Authority 2022	71%	76%	499	46%	2316	87%
IMD deciles 1 & 2	65%	70%		44%		82%
Percy Main Primary	63%	69%	4	25%	18	78%

2022 Pupil Results in KS1 – All Pupils

	EXS Reading	EXS Writing	EXS Maths	EXS RWM	EXS Science
National emerging 2022	67%	58%	68%	53%	77%
Local Authority 2022	68%	60%	70%	55%	81%
IMD deciles 1 & 2	59%	47%	61%	41%	72%
Percy Main Primary	72%	50%	78%	50%	78%

Pupil Results in KS1 Disadvantaged

Disadvantaged pupils (FSM6, Adopted from care and LAC)	EXS Reading	EXS Writing	EXS Maths	EXS RWM	EXS Science

National emerging 2022 – NON disadvantaged	72%	63%	73%	82%	82%
National emerging 2022 disadvantaged	52%	41%	52%	63%	63%
Local Authority 2022	50%	40%	54%	68%	68%
IMD deciles 1 & 2	50%	36%	56%	65%	65%
Percy Main Primary	64%	43%	71%	71%	71%

2022 Pupil Results in KS2 – All Pupils

	EXS Reading	EXS Writing	EXS Maths	EXS RWM	EXS GPS	EXS Science	Average scaled score Reading	Average scaled score Maths	Average scaled score GPS
National emerging 2022	75%	70%	71%	63%	73%	79%	104.8	103.8	105.1
Local Authority 2022	77%	70%	73%	60%	73%	81%	105.6	104.0	105.2
IMD deciles 1 & 2	69%	54%	66%	49%	63%	69%	103.4	101.9	102.7
Percy Main Primary	65%	57%	70%	52%	57%	65%	103.8	102.6	101.9

Pupil Results in KS2 Disadvantaged

Disadvantaged pupils (FSM6, Adopted from care and LAC)	EXS+ Reading	EXS+ Writing	EXS+ Maths	EXS+ RWM	EXS GPS	EXS Science	Average scaled score Reading	Average scaled score Maths	Average scaled score GPS
National emerging 2022 – NON disadvantaged	80%	75%	78%	65%	78%	85%	105.8	105.0	106.2
National emerging 2022 disadvantaged	63%	56%	57%	65%	78%	85%	105.8	100.9	102.2
Local Authority 2022	62%	53%	56%	41%	58%	67%	102.7	100.9	102.2
IMD deciles 1 & 2	64%	49%	60%	42%	54%	64%	102.7	100.4	100.9
Percy Main Primary	67%	58%	83%	50%	58%	75%	103.9	103.8	101.5

Overall Effectiveness

Through rigorous school self-evaluation monitoring, carried out by SLT, Middle leaders and Governors the school currently grades itself as: GOOD

Percy Main was judged to be a Good School by Ofsted in March 2022.

The strategic, long term commitment is to attain outstanding standards for all pupils, especially in a context of high deprivation and the significant number of disadvantaged pupils. The school has the capacity to continue to evaluate and reflect. We have a strong team, committed to providing the very best curriculum for our pupils through good leadership, high quality teaching and engaging provision thus improving life chances for our community.

Overall Effectiveness	Good	2
Quality of Education	Good	2
Behaviour and Attitudes	Good	2
Personal Development	Good	2
Leadership and Management	Good	2
Early Years	Good	2

At the time of the last inspection, the school was asked to improve further by ensuring:

- Adults teach pupils how to form the letters of the alphabet with the same consistency. 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.

To enable us to build on our success we have identified 7 key priorities, as detailed in the School Development Plan.

The Quality of Education

Good

Strengths

- 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. Subject leaders use their expertise to identify the crucial knowledge that pupils need in each year group. (Inspection Report March 2022)
- 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. (Inspection Report March 2022)
- Teachers have good subject knowledge. Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.
- Reading expectations are clear. Reading is prioritised through the curriculum with a rigorous phonics programme in place, daily guided reading sessions and reading interventions taking place as necessary. Staff have received high quality training in teaching early reading, guided reading and reading interventions.

	<p>Areas for development</p> <ul style="list-style-type: none"> • To raise the standards of the teaching of writing across school strategically and improve outcomes for targeted groups • Ensure that pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well. • Accelerate pupil progress by developing speaking and listening skills and a wider understanding of language. • To raise attainment in maths by ensuring all pupils acquire a deep, long-term, secure and adaptable understanding in maths.
<p>Behaviour and Attitudes</p> <p>Good</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Many pupils have positive attitudes in regard to school and learning. They are increasingly resilient as they grow and develop. The majority of children take great pride in their achievements. • Staff and pupil relationships are exemplary. Relationships among learners and staff reflect a positive and respectful culture. 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. • Leaders, teachers and learners create an environment where bullying, child-on-child abuse or discrimination are not tolerated. 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. (Inspection Report March 2022) • 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. (Inspection Report March 2022) <p>Areas for development</p> <ul style="list-style-type: none"> • Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. • To continue working with parents to improve punctuality. • Continue to ensure leaders, staff and children create a positive learning environment so everyone supports the wellbeing of others.
<p>Personal Development</p> <p>Good</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Pupils are aware of how to keep physically healthy and eat healthily. They are given ample opportunities to be active during the school day. • 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. (Inspection Report March 2022) • 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. (Inspection Report March 2022)

- The school holds a free breakfast club for all pupils to allow children to have healthy breakfast and prepare them for the day ahead so that children are ready to learn.
- The school provides high-quality pastoral support and employs one experienced member of staff to work with pupils and parents around behaviour, inclusion and other social issues.
- The school has a Relationships and Sex Education Curriculum in place following parental consultation.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- 100% of parents surveyed would recommend the school to other parents.

Areas for development

- To consistently promote the extensive personal development of pupils, going beyond the expected, so that pupils have access to a wide, rich set of experiences.
- To continue to strengthen the school's offer for emotional wellbeing by extending Thrive provision and working with the Connect Mental Health Team.

<p>Leadership & Management</p> <p>Good</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Leaders have a clear and ambitious vision for providing high-quality, inclusive education to all. Leaders are committed to ensuring all pupils, but particularly those more disadvantaged children, have their individual needs met. • The strength of the Governing Body is developing. A number of Governors are relatively new to role and have been selected based on their skill set. They are being inducted into role to ensure Governors can carry out their role effectively. The experienced Chair of Governors is supporting this process. Curriculum and Finance sub-committees now regularly meet which is strengthening the GB further. • Leaders engage with staff and are aware and take account of the main pressures on them. SLT are realistic and constructive in the way they manage staff, including their workload. Participation in MHFA and forming a wellbeing forum are shaping support. • The leadership team ensure that reading is a high priority in school. The teaching of early reading skills, phonics and guided reading is carefully timetabled and protected. Leaders have invested in upskilling staff to teach reading more effectively with bespoke intervention providing additional support for specific pupils. • Bespoke CPD and actions throughout 2021 - 2022 are empowering staff and focusing on creating a learning community. The increased effective monitoring and evaluation is now embedding and outcomes for pupils are improving. • The school has an established culture of safeguarding throughout the school. Safeguarding is effective and the DSLs are rigorous and relentless in their overall approach to every case that is considered. The school does work closely with outside agencies but the DSLs will escalate a case if required. Safeguarding is weaved into the children's curriculum. <p>Areas for development</p> <ul style="list-style-type: none"> • Leaders to continue to ensure that teachers receive focused and highly effective professional development, so teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. Leaders to ensure that this consistently translates into improvements in the teaching of the curriculum. • Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. • All Leaders, including Governors, speak the narrative of each curriculum area and can explain how and why the curriculum is sequenced, vocabulary enriched and reviewed for impact in order to meet the needs of all pupils, particularly SEND and long-term disadvantaged.
<p>Early Years Education</p> <p>Good</p>	<p>Strengths</p> <ul style="list-style-type: none"> • 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. (Inspection Report, March 2022)

- Extensive expertise of teachers working with our youngest children ensures that early identification of needs are raised and support can be sought and implemented where possible prior to starting Nursery. Staff are aware of the significantly low starting points and how to provide activities which can be accessed and support the learning of the children in their care.
- EYFS Lead, SENCO and EYFS staff all work closely with external agencies such as advisory teachers, educational psychologists and speech and language assistants to provide advice and support when needed.
- Key worker system in 2yr and Nursery setting, supports children with settling into their new setting and reduces staggered start system for new starters. The Key Worker system has supported the children in improving their outcomes in the Prime areas and their individual needs to be identified and met early on.
- Early reading and synthetic phonics are taught systematically and children are able to read words and simple sentences accurately by the end of Reception. Phonics training has been provided by RWI trainers for EYFS staff to ensure high quality, fluid teaching of Phonics within Reception. Staff undertake weekly training with the Phonics Lead, focusing upon a specific area of development using the Ruth Miskin online portal.
- Staff are aware of the importance of transition. Children and parents are given opportunities to explore their new environment, meet new staff, discuss feelings and emotions about the transition process. Staff are made aware of the individual needs of the children in their upcoming year group and use this information to inform their planning, learning environment and next steps.
- Outcomes are improving and are becoming more in line with National.

Areas for development

- Continue to rigorously monitor the impact of the curriculum on what children know, can remember and do. Ensure children demonstrate this through being deeply engaged and sustaining high levels of concentration.
- Ensure that children, including those from disadvantaged backgrounds, do well. Ensure children with SEND achieve the best possible outcomes.
- Ensure there is a sharp focus on ensuring that children acquire a wide vocabulary, and communicate effectively.
- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.
- Ensure that by the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Continue to increase the % of children achieving the early learning goals, particularly in mathematics and literacy.
- To ensure that access to reading materials, which will support the development of Early Reading, are accessible to all and include both visual and auditory resources.
- To ensure that staff are fully aware of and understand the developing needs of the children in their Key group and wider class, inline with the new curriculum and changes to observations. Regular Key Worker meetings with EYFS Lead will support staff in reflecting upon the development and progress the children have made, particularly disadvantaged and SEND children, alongside identifying next steps and areas for further support.