SEF SUMMARY	Percy Main Primary School	September 2024 – July 2025
Headteacher: Kathryn Thompson		Chair of Governors : David Baldwin

SUMMARY EVALUATION

Characteristics and context of the school
Number on roll: 188
Boys/Girls: 94/94
Pupil Premium 111 59%
FSM 105 55.85%
Pupils with English as an Additional Language: 32 17% (14 languages)
SEND: 36% / 57 children at SEND support & 11 children with an EHCP

2024 EYFS Trends
The performance of children achieving GLD is 67 % and 6% higher than 2022.
The performance of children achieving GLD in the school is the same as the National figure.
The percentage of boys in the school reaching GLD is lower than the percentage of boys Nationally reaching GLD.
The percentage of girls in the school reaching GLD is higher than the percentage of girls Nationally reaching GLD.
The percentage of FSM pupils in the school reaching GLD is higher than the percentage of FSM pupils Nationally reaching GLD.
Performance of non-FSM pupils in the school is in-line with the performance of nonFSM pupils Nationally.
The percentage of SEN pupils in the school reaching GLD is higher than the percentage of SEN pupils Nationally reaching GLD.

2024 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 2024	75%	80%		55%		
Local Authority 2024	78%	82%	462	58%	2756	78%
IMD deciles 1 & 2	76%	78%		70%		76%
Percy Main Primary	83%	89%	4	50%	23	83%

2024 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 2024	74%	72%	73%	61%	72%	81%	105.2	104.4	105.3
Local Authority 2024	77%	72%	74%	62%	82%	81%	106.2	104.8	106.3
IMD deciles 1 & 2	75%	70%	75%	61%	64%	82%	105.2	104.5	106.5
Percy Main Primary	70%	63%	59%	48%	46%	86%	103.1	101.9	104.1

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 2023 – NON disadvantaged	79%	77%	79%	67%	78%	86%	106.2	105.5	106.5
National emerging 2023 disadvantaged	63%	59%	59%	46%	59%	69%	102.8	101.5	102.4
Local Authority 2023	63%	56%	59%	46%	60%	67%	103.6	101.9	103.1
IMD deciles 1 & 2	63%	61%	68%	51%	67%	76%	103.2	102.8	104.8
Percy Main Primary	69%	57%	57%	43%	52%	90%	102.7	101.8	103.4

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 8 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) ● The curriculum is guided by evidence-led curriculum structures, such as retrieval, spaced retrieval practice and interleaving. It is underpinned by explicit vocabulary instruction and research-focused pedagogy. ● 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. ● 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, teaching fluency and reading interventions. **Areas for development** ● Ensure that pupils consistently achieve highly, particularly the most disadvantaged including pupils with SEND. ● To raise attainment in maths by ensuring all pupils acquire a deep, long-term, secure and adaptable understanding in maths.

	● Ensure pupils become competent speakers through embedding a high-quality oracy education. ● Continue to raise attainment in Reading by implementing a robust assessment and monitoring system, ensuring that all children make at least expected progress in Reading
Behaviour and Attitudes **Good**	**Strengths** ● Behaviour and attitudes are exceptional. The effective relational policy is published on the school's website and is followed consistently by every member of the school community. The curriculum teaches pupils about relationships, dealing with conflict, bullying, building resilience. (SDP visit 2024) ● Leaders and staff have a deep understanding of how to meet the needs of individual pupils and provide a curriculum that is engaging and appropriately adapted for all learners. ● 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. Pupils actively support the wellbeing of other pupils. ● 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). Pupils are overwhelmingly positive about their school. They are proud to attend and there is genuine appreciation for the work the staff do to support and care for them. (SDP visit 2024) **Areas for development** ● For a core group of pupils with particular needs to make demonstrable improvement in behaviour. ● For a core group of pupils with particular needs to make demonstrable improvement in attendance. ●
Personal Development	**Strengths** ● Pupils are aware of how to keep physically healthy and eat healthily. They are given ample opportunities to be active during the school day.

Good	● 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. ● The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others. ● The way the school support pupils in their personal development has been recognised as exemplary and has been shared with other provisions on 19 occasions over the past two years. **Areas for development** ● For create a career related learning strategy to ensure we develop pupils to become active citizens who are able to play their part and become actively involved in public life as adults.

Leadership & Management **Good**	**Strengths** ● 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 headteacher, with other leaders, has brought about significant improvement in all aspects of the school in recent years. The ethos, policies, physical environment and pedagogy work together to meet the needs of pupils so the school can thrive. The headteacher's high expectations and drive to provide the best possible educational offer are evident.* (SDP report 2023) ● The strength of the Governing Body is developing. 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 following the DfE guidance to improve workload and wellbeing are shaping support. ● Bespoke CPD and actions empower staff and focus 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. **Areas for development** ● 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. ● Develop distributive leadership so that leaders at all levels, including governors, have a demonstrable impact on areas of responsibility.
Early Years Education **Good**	**Strengths** ● Children who are two years old get off to a good start. They access a creative learning environment indoors and outdoors . ● The curriculum builds on what children know and can do as they move through each stage of their early years education from the 2 year old provision to the end of Reception. High-quality storybooks alongside poetry 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) The

- 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 of the children and know how to make adaptations to the learning environment and plan activities which can be accessed and support the learning of all of the children in their care.

- EYFS Lead, SENCO and EYFS staff work closely with external agencies to provide advice and support. CPD for staff working with children with SEND ensures the the environment is suitable for their needs and offers a nurturing approach to their education.

- Key worker system is embedded across the foundation Stage . Adults work closely with the children in their key group and ensure that their knowledge of the child informs plans, adaptations within the setting and supports their development. 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.

- The teaching of RWI is of a consistently high quality and provides an excellent foundation for reading in KS1 and KS2. Phonics training has been provided by RWI trainers for EYFS staff. Staff have daily access to the Ruth Miskin Portal which provides additional CPD for all group leaders.

- Staff have a good understanding of the importance of transition and plan this well. Children and parents are given opportunities to explore their new environment, meet new staff and discuss feelings and emotions about the transition process. Reception and KS1 staff work alongside each other throughout the year to ensure clear lines of communication, information sharing and successful transition processes are in place.

- Outcomes continue to improve and are 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 make at least expected progress across all areas of learning.

- Provide daily opportunities for talk and discussion, focusing upon developing oracy skills across EYFS.

- 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, promote learning and challenge thinking.

- Ensure children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.