

Inspection of North Shore Academy

Talbot Street, Stockton-on-Tees, Cleveland, TS20 2AY

Inspection dates: 7–8 July 2021

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Previous inspection grade

Requires Improvement

What is it like to attend this school?

Pupils are exceptionally proud to attend this school. Relationships between pupils and teachers are highly respectful and very caring. Pupils believe that teachers help them to do their best. One pupil told inspectors that teachers at this school 'make you feel good about yourself'. Pupils respect each other. They know that teachers will quickly help to resolve bullying issues on the very rare occasions that they occur.

Pupils really enjoy attending school. In lessons, pupils concentrate well and produce work of a very high quality. Leaders ensure there are a wide range of clubs and after school activities, which pupils frequently attend. Inspectors saw pupils revelling in rehearsals for the upcoming school production of 'Annie'. Pupils are involved in community work through the effective system of school pledges.

Teachers are enthusiastic about pupils' enjoyment of reading. There is a buzz about reading due to initiatives, such as 'The Masked Reader'. Visiting speakers, such as athletes and poets, really inspire pupils.

Pupils' behaviour in lessons and at social times is exemplary. The social space known as the 'heart space' has a calm, friendly atmosphere. In this area, pupils enjoy talking about what they are learning with teachers. Teachers provide stimulating articles about local and global issues, which pupils enjoy reading. These articles enable pupils to understand the world around them.

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

Staff at all levels speak with pride and passion about working at North Shore Academy. A caring culture permeates the school. Pupils feel cared for by staff. Staff feel that leaders care about their well-being. A large majority of parents told inspectors that their children are happy. Some told inspectors about their 'delight' at the 'amazing' work of the school. Governors and trustees have a clear understanding of leaders' plans.

A strong culture of reading is helping leaders to ensure that all pupils do very well at this school. Leaders identify the weakest readers early. These pupils quickly become fluent readers and thoroughly enjoy reading. The special educational needs coordinator (SENDCo) works with teachers to ensure these pupils receive the targeted help they need in lessons.

Leaders plan for all pupils, including those with special educational needs and/or disabilities (SEND), to study the broadest range of subjects. Teachers use education, health and care plans sensitively to adapt lessons for pupils with SEND. Pupils are confident in lessons, they believe that they can succeed, and they do succeed.

Ambitious curriculum plans across all subjects allow pupils to successfully build knowledge over time. Subject leaders' plans often exceed the breadth of the

national curriculum. Science plans, for example, cover topics relevant to the local area. Teachers have a precise understanding of gaps in pupils' knowledge through regular assessment. In lessons, regular retrieval activities help pupils to recall what they have learned. Teachers speak to pupils about important subject knowledge during social times. Pupils told inspectors that they enjoy these conversations. Formal assessments show that the large majority of pupils remember the knowledge that teachers identify as important.

Behaviour in lessons is exemplary. Consistent routines allow pupils to focus on important subject knowledge. Pupils' work in books shows the pride they feel in being part of this school. Leaders produce high-quality resources, such as the 'Need to Know' booklets, for all pupils in Years 7 to 10. This helps pupils to know what they are expected to learn. Subject leaders work together to make links between different subject areas. These 'Subject on a Page' sheets help pupils to connect knowledge across, for example, mathematics and science.

Pupils have a well-developed understanding of modern Britain. In history, leaders have adapted the curriculum to ensure pupils learn about racial equality. Leaders plan 'Life at North Shore' lessons so that pupils build knowledge about issues affecting Britain. This has recently included topics on COVID-19 (coronavirus) and sexism. Teachers regularly talk about important issues with pupils in tutor groups and assemblies. These topics link to the non-fiction articles in the 'heart space'. This detailed, coherent planning means pupils develop high levels of respect for each other and their community. Leaders often ask pupils for their views. Consequently, after-school clubs cover a range of interests, which appeal to large numbers of pupils. Many pupils enthusiastically attend and enjoy these clubs.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular safeguarding training. Leaders ensure that all staff have a clear understanding of their duties related to safeguarding.

Leaders know pupils well. They have good relationships with families. 'Personal Development Centres' help pupils with specific issues as they arise. Leaders have planned the curriculum to make sure that pupils are aware of the risks associated with the local area. Pupils report that they feel safe and can identify adults that they know will help them.

Governors and trustees check safeguarding records and procedures. They understand how leaders help to keep pupils safe.

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 Ofsted Parent View information 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	136146
Local authority	Stockton-on-Tees
Inspection number	10194036
Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	622
Appropriate authority	Board of trustees
Chair of governing body	John Copping
Principal	Andrew Murphy
Website	nsanortherneducationtrust.org
Date of previous inspection	17 March 2021, under section 8 of the Education Act 2005

Information about this school

- A very small number of pupils attend off-site alternative provision at Dyke House Sports and Technology College.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken this into account in their evaluation.
- During the inspection, inspectors met with the principal, executive principal, senior leaders with responsibility for behaviour, attendance, safeguarding, teaching and learning, and reading. Inspectors also met with the SENDCo and subject leaders. Inspectors met with representatives of the Northern Education Trust, including the chief executive officer, trustees, and directors for education in several subjects.
- Inspectors met with teachers and support staff and considered the responses to Ofsted's surveys for pupils and staff. Inspectors also took account of the views of

parents by looking at responses to Ofsted's Parent View. This included free text responses.

- Inspectors carried out deep dives in mathematics, English, science, modern foreign languages and history. Inspectors also considered curriculum planning in art, performing arts, physical education, and design and technology. Inspectors met with subject leaders, visited lessons, talked to pupils and teachers, and looked at pupils' work. Inspectors also listened to pupils read to a familiar adult.
- To check leaders' management of safeguarding, inspectors spoke to leaders with responsibility for safeguarding. Inspectors also looked at the single central record and records of bullying, including records related to sexual abuse and harassment. Inspectors considered the school's processes for reporting safeguarding concerns and spoke with pupils, governors and staff to check their views on safeguarding.

Inspection team

Matthew Vellensworth, lead inspector	Her Majesty's Inspector
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