

Marine Park First School Annual Report

Report Date: 2015

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School Vision: Hand in Hand We Learn Together

Pupils

- Are valued.
- Have fun, are happy, enthusiastic and independent.
- Attain their potential through a rich, varied, creative curriculum.
- Are well behaved and considerate to everyone.
- Are motivated to learn and feel confident to question and challenge.
- Work together and help each other.

Staff

- Work together as part of a winning team.
- Support each other and create a positive atmosphere for children.
- Are supported in their own learning.
- Respect professionalism.

Parents

- Give their time, support and cooperation.
- Work together with staff and pupils to further their child's success.
- Share their skills, talents and expertise.
- Have clear lines of communication.

Together

- We play an active part in the local and wider community.
- We work in partnership with other professionals to ensure that the needs of all are met.
- **There is respect for all by all.**



Information about Marine Park First School

Marine Park First School is much larger in size than the average primary school. It caters for pupils age 3-9, has a 70 place Nursery and three classes in every year group from Reception –Year 4. Serving 520 pupils, Marine Park is one of the largest first/primary schools in North Tyneside.

The very large majority of pupils are of White British heritage, with only a very small number learning to speak English as an additional language. The

proportion of pupils who are known to be eligible for the pupil premium is below average, as is the proportion of disabled pupils and those who have special educational needs.

The school has a governor managed before/after school and wrap around provision. A large number of children take advantage of this facility.



The Marine Park First School Creed

- ☺ Marine Park is our school.
- ☺ Let kindness and respect abide here.
- ☺ May we all live happily together.
- ☺ May our school be full of joy.
- ☺ Let the classrooms be full of learning.
- ☺ Let sharing take place here.
- ☺ Let us remember while many hands are needed to build a house,
- ☺ many hearts and minds make a school.

Achievement of Pupils

School Judgement	Outstanding
Local Authority School Development Partner Judgement	Outstanding

Children enter the school with skills that are typical for their age. By the time they leave the school in Year 4 they reach standards that are well-above those typical for their age.

Pupils make outstanding progress across the Early Years Foundation Stage. By the end of the Foundation Stage (Reception), pupils reach standards that are typically above average. They build on this in Key Stage 1. Pupils score above the national average in the Year 1 phonics screening check. As they leave Year 2, they reach standards that are well-above the national average in all subjects. Standards on exit in Year 4 (2012, 2013 & 2014) were well above National Expectations in reading and writing and maths. In 2015 standards are expected to be above national expectation in all areas.

Parents and pupils are positive about achievement.

- In the 2015 parent questionnaire, 99.5% of parents/carers strongly agreed or agreed with the statement "My child is happy at this school." 98.6% of parents/carers strongly agreed or agreed with the statement "My child makes good progress at this school."
- For the last 4 years in the pupil questionnaires, never less than 98% of pupils replied yes or mostly to the statement "I learn a lot in lessons."

Examples of what Marine Park First School is doing to improve achievement further:

1. Very ambitious targets are set for all pupils. These targets and subsequent teaching is weighted to address any variations in standards and progress between subjects and groups of pupils. For example, we are aiming to narrow the gap in attainment which favours reading over writing and girls over boys.
2. The school recognised the success of two intensive programmes introduced in maths. This year the school introduced parallel programs: Reading Recovery (delivered by a

qualified teacher) and Better Reading Partnership (delivered by trained teaching assistants). Pupils who are eligible for the pupil premium have been given priority to these interventions.



Pupils developing maths skills

In the 2015 Annual Report to Governors, the Local Authority School Development Partner stated, "Progress across Early Years is excellent with pupils starting in line and finishing above local and National averages. Progress across Key Stage 1 is excellent, pupils start the Key Stage above but end it significantly above national averages. Scores in Reading, Writing and Maths have risen for 3 years in a row. Progress and attainment is above National equivalents in Key Stage 2. Pupils and all sub groups make substantial and sustained progress during their time in the school. The school has worked hard (and successfully) to improve results, particularly in Maths. Achievement is outstanding."

Quality of Teaching

School Judgement	Outstanding
Local Authority School Development Partner Judgement	Outstanding

The quality of teaching observed within lessons, and over time, is consistently good; much of the teaching is now outstanding.

Extensive school monitoring in the form of tracking/data records, lesson observations, planning and work scrutinies, pupil discussions and questionnaires have been used to inform judgements.

Parents and pupils are very positive about the quality of teaching.

- In the 2015 parent questionnaire, 100% of parents/carers strongly

agreed or agreed with the statement "My child is well taught at this school"

- In the 2014 pupil questionnaire, 96% of pupils replied yes or mostly to the statement "Adults explain to me how to improve my work."

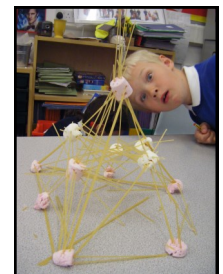
Examples of what Marine Park First School is doing to improve the quality of teaching further

1. Detailed feedback following observations, work scrutinies, teaching appointments and the instigation of actions identified in the School Development Plan means that the proportion of outstanding teaching has continued to increase and now much of the teaching is outstanding. Opportunities for senior and all teaching staff to share and observe good practice have been developed.
2. The use of "Now Try This" marking in Maths is providing regular opportunities for pupils to respond to marking to either overcome misconceptions or undertake the next step in their learning. "3 Stars and a Wish" is used to provide

regular, contextualised extended writing and response activities.

3. Curriculum as well as the teaching and assessment cycle have been overhauled and aligned with the new National Curriculum and removal of levels in Y1,3 & 4.

In the 2015 Spring term visit report, the Local Authority School Development Partner stated, "There is strong evidence from a number of sources which indicate that teaching in the school is now outstanding."



EYFS Outdoor Learning



Behaviour and Safety

School Judgement	Outstanding
Local Authority School Development Partner Judgement	Outstanding

Pupils, parents/carers, and staff are highly positive about behaviour and safety.

Pupils' behaviour in lessons is consistently good and usually outstanding.

In the 2014 Pupil Questionnaire, 93% answered yes or mostly to the statement "Behaviour is good at our school."

In the 2015 parent questionnaires, 96.7% of parent/carers agreed strongly or agreed with the statement "The school makes sure its pupils are well behaved". 65.6 % strongly agreed which is 7.7% higher than the North Tyneside primary average. 0.9% disagreed or strongly disagreed with the

statement which is less than half the North Tyneside primary average.

In the 2014 Pupil Questionnaire, 94% answered yes or mostly to the statement "I feel safe when I am at school." 99% answered yes to the statement "There is an adult at school that I could go to if I am worried."

In the 2015 parent questionnaire, 99.1% of parent/carers agreed strongly or agreed with the statement, "My child feels safe at this school." Only one parent disagreed.

100% of staff agreed, mostly strongly, that "Children are safe at school."

School records indicate that disruptive or bullying incidents are extremely rare. In the 2015 parent questionnaire, only one parent/carer disagreed with the statement, "The school deals effectively with bullying." Staff adapt the provision and also work with external agencies which has secured improvements for the small minority of pupils that exhibit

challenging behaviours. Assemblies, family group time themes and lesson time ensures that pupils understand bullying, (including prejudice based bullying), E-Safety as well as celebrate difference.

Overall, attendance is high. Persistent absence is at very low levels. There are systems in place to support pupils' overall punctuality and attendance.

In the 2014 summer term visit report, the Local Authority School Development Partner stated, "Behaviour and safety in the school are excellent. In the lessons I have observed, pupils have been highly attentive and motivated. Their behaviour for learning is excellent. Behaviour in the playground is also excellent. A well resourced play area is very well used by the pupils for positive play. The very few incidents that occur are recorded and the records analysed.

Behaviour is very well managed across the school."



How does Marine Park promote Positive Behaviour?

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community. Values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of rules, but the aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

School Rules:

Do be gentle

Do not hurt anybody

Do be kind and helpful

Do not hurt people's feelings

Do work hard

Do not waste your or other people's time

Do look after property

Do not waste or damage things

Do listen to people

Do not interrupt

Do be honest

Do not cover up the truth

The staff at school reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. In September 2011, we initiated mixed age "family" groups. A whole school reward scheme was introduced to promote and reward high standards in many areas such as school work and citizenship. The groups currently meet monthly and this provides explicit opportunities for learning, caring, sharing, discussion and democracy.

The school employs a number of sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. In the vast majority of cases, and for most pupils, the rewards and strategies identified in the

previous paragraph result in high standards of behaviour.

Each class typically develop their own sanction system which is devised through mutual agreement between the pupils and adults that work in the class. There are also whole school sanctions which are known to all staff and outlined in the Staff Positive Behaviour Policy. The Headteacher regularly reviews the frequency of these incidents and supports the pupils and staff.

A message from the Chair of Governors

As Chair of Governors, as well as a parent with two children at Marine Park First School, I have great confidence in the quality of education it provides. I am privileged in my role to witness how the school operates and can see firsthand that the leadership team, teaching and support staff of the school are all dedicated to providing the best education and care for pupils. I am happy to assist the school where I can, along with the Governing Body, helping the school's strategic planning and providing constructive support and challenge. Should any parents feel they have concerns which cannot be resolved by the usual school channels I hope they feel confident that they can contact me directly.

Leadership and Management

School Judgement	Outstanding
Local Authority School Development Partner Judgement	Outstanding

In the 2015 Spring term report, the Local Authority School Development Partner stated, "The school, and in particular the Headteacher, is to be commended on this rapid and sustained improvement." A Local Authority Review of the School in 2012 stated "The entire staff team are committed to the school's drive to be even better."

Parents/carers have confidence in the leadership and management. In the 2015 Annual Parent Questionnaire, 97.2% of respondents agreed or agreed strongly to the statement "The school is led and managed effectively?" Only one parent disagreed.

In staff questionnaires, circulated annually since 2011, the overwhelmingly majority of staff have agreed, mostly strongly, that the "School is well led."

Expectations and ambition are high.

The effectiveness of the governing body is good with outstanding features. A core of highly dedicated Governors with diverse skills undertake monitoring activities across the year based on agreed themes such as maths, health and safety, the curriculum, marking and assessment, behaviour, attendance and target

setting. Governors and all sub-committees meet regularly and receive a detailed Headteacher report/update. This always includes an update followed by a discussion about the School Development Plan, staffing and self evaluation. Governors receive and discuss attainment, achievement and targets on a termly basis.

Governors fulfill their duties to safeguard and promote inclusive practice relating to special educational needs, race equality, disability and gender equality. Annual policy reviews ensure duties are upheld.

The number and range of ways we gather views from parents/carers is well established. In spring 2015, governors consulted parents/carers, staff and the wider community about the single equality scheme.

Examples of what Marine Park First School is doing to improve leadership and management further:

1. The school has reviewed and aligned the curriculum with school priorities and the 2014 National Curriculum. Target, tracking systems and reporting arrangements (to parents/carers) are aligned with the removal of levels in Y1,3 & 4.
2. Leadership has been reviewed and restructured. The Local Authority School Development Partner stated "A new leadership structure has been put in place and is proving very effective. The Headteacher now has a more focussed team to move the school forward. Leadership at all levels has recently been enhanced and is now strong."

Pupil Premium Review from a System Leader

The school commissioned a Pupil Premium Review from a Headteacher of an outstanding school and School Inspector. The review took place in March 2015. The report stated:

"The school currently has a very comprehensive school development plan in place. The school effectively uses a range of both quantitative and qualitative data to identify where and how support should be delivered. The school has effective systems in place to address the wide gap between FSM6 pupils and the rest of the cohort. Pupil premium pupils are effectively monitored and their progress is tracked very effectively. As a result, they make at least good progress. Successful implementation of maths initiatives is securing very good levels of pupil progress. The school clearly recognises the 'whole child' in its strategy and effectively ensures pupils become lifelong learners. An inclusive approach ensures that pupils social and emotional aspects of learning are supported and developed. Pupils are confident and have an excellent attitude towards learning."

The effectiveness of the Early Years Provision

School Judgement	Outstanding
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A Local Authority Assisted review in 2012 stated, "Exceptionally strong relationships between staff and children and teaching that is often of the highest quality, result in children making good and often outstanding progress across the Early Years Foundation Stage. This has led to consistently above average outcomes by the end of Reception. Teaching is outstanding within the Early Years Foundation Stage. Teachers work highly effectively with their teaching assistants to model effective use of language and build children's curiosity. Every effort is made to integrate all aspects of learning, especially those that are most crucial to development."

What is Marine Park doing to improve further?

Key Priorities for 2014 -2015 (taken from the School Development Plan)

Priority 1: Increase the proportion of consistently good and outstanding teaching so that it is outstanding overall.

Priority 2: Ensure that the learning of groups of pupils, particularly those who are disabled, those who have special educational needs, those for whom the pupil premium provides support, and the most able is consistently good or better.

Priority 3: Adapt and refine the successful approaches used to enable all pupil groups to achieve well in reading, writing and maths including the development of more targeted, additional support for those pupils who struggle.

Priority 4: Align assessment, tracking and intervention with the EYFS outcomes, 2014 National Curriculum, SEND reforms and ongoing national/local guidance.

Priority 5: Implement a curriculum that contributes very well to pupils' academic achievement, their physical wellbeing, and their spiritual, moral, social and cultural development. Align resources and training to maximise the effectiveness of the curriculum.

Priority 6: Undertake an intensive leadership and management evaluation and review of key systems alongside the interim Deputy Head in order to secure improved outcomes for learners. Develop (and recruit as required) to the roles of a new leadership structure to align with long term School

More information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us (see below).