

Marine Park First School Annual Report

Report Date: 2018

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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 first/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 governor

managed before/after school and 30 hour provision. A large number of children take advantage of this facility.

This is the seventh year we have produced an Annual Report. This year we have used quotations directly from Local Authority Termly School Development Partner Reports (from 2016-18) and aligned them with the current OFSTED key judgements. As such, it aims to give an external evaluation against the key judgements.



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.

Outcomes for pupils

School Judgement	Outstanding
Local Authority School Development Partner Judgement	Outstanding

Statements taken from Local Authority School Development Partner Reports:

“Achievement is outstanding because the vast majority of pupils throughout school make outstanding progress from their starting points, leaving with standards that are generally above national.”

“Pupil outcomes continue to be strong. From broadly average starting points in nursery, attainment by the end of key stage 1 in reading, writing and mathematics is high. This is further improved upon in key stage 2 such that a higher proportion of pupils attain highly by the end of year 4. The school’s detailed assessment information shows that pupils in all year groups are making strong progress.

Work seen in pupils’ books confirms that this is accurate. All groups of pupils are well prepared for the next steps in their education.”

Early Years Foundation Stage (EYFS):

“The majority of pupils entered at developmental bands typical for their age and went on to make progress, such that the proportion of pupils achieving a good level of development in 2017 was above the national average. Children are extremely well prepared to start Year 1.”

Key Stage 1:

“Pupils’ attainment at the end of Year 2 was higher than the national figure for reading, writing and mathematics combined. In addition, the proportion of pupils reaching a greater depth of understanding in reading, writing and mathematics was significantly higher than national. School performance information shows that the most able attain highly because they are

challenged in their learning and pupils who have special educational needs and/or disabilities achieve well because they are well supported in their learning. There are no significant differences in the progress of different groups of pupils. Leaders are very skilled in identifying any barriers to learning that pupils might encounter and they use the pupil premium very effectively to overcome them.”

Key Stage 2

“A high proportion of pupils who leave EYFS, not having reached a Good Level of Development, make accelerated progress throughout key stages 1 and 2 such that they attain expected standards by the time they leave the school at the end of year 4. Attainment overall continues to be well-above the expected standards by the time pupils leave the school. The school’s transition and progress matrices show that the proportion making expected or above expected progress is high. They are exceptionally well prepared for upper key stage 2.”

The quality of teaching, learning and assessment

School Judgement	Outstanding
Local Authority School Development Partner Judgement	Outstanding

Statements taken from Local Authority School Development Partner Reports:

“Overall, the quality of teaching, learning and assessment over time is outstanding. This is due in part to the very high expectations of leaders which are reflected in the quality of the checks on teaching carried out across the school. It is also due to the willingness of staff to keep improving their own practice in order to do the best for pupils throughout the school. Peer planning, teacher learning communities and observations have also contributed to the high quality of teaching.”

“At the start of the school year, steps to sustain the high quality of teaching, learning and assessment, were accurately identified and have been addressed.”

“The ‘Talk for Writing’ initiative has supported pupils to recognise the importance of reading to help them to become better writers.”

“Phonics teaching is effective and has recently been reviewed to ensure that more pupils reach the expected standard in the Year 1 phonics check in 2018. From the learning walk, undertaken during the spring term SDP visit, it was clear that the school had acted upon the advice

provided by Local Authority advisors.”

“The school is also currently developing a new initiative, ‘Talk for Reasoning’, to provide regular opportunities to revisit and apply maths in order to accelerate progress in less secure areas of maths, especially for girls. Many opportunities to deepen pupils’ understanding of mathematical concepts are offered to all year groups.”

“Opportunities to practise literacy and numeracy skills are provided in other subjects as well. This has enabled pupils to develop excellent knowledge, skills and understanding.”

“Work scrutiny also shows the impact of marking systems such ‘Now Try This’ and ‘Now Spell This’. These systems, alongside ‘Purple Pen’ response activities, are supporting pupils to continually improve their knowledge, understanding and skills.”

“Teachers have excellent subject knowledge and a very clear understanding of the curriculum. The effectiveness with which they teach the different aspects of the curriculum can be seen in the outstanding progress in pupils’ books.”

“Staff ensure that work is carefully planned to meet the needs of all pupils. The most able pupils are offered work with greater levels of challenge, and this enables them to progress and deepen their levels of understanding

over time. For example, work in pupils’ English books shows that pupils were given opportunities to develop their skills by writing longer pieces of work for a wide range of different occasions.”

“Teaching assistants work alongside teachers and support pupils’ learning to very good effect. Teachers and teaching assistants are skilled at asking questions which encourage pupils to think and learn independently.”

“Classrooms are designed to enable pupils to access resources without adult help. This further contributes to pupils becoming confident learners.”

“Learning journeys and homework books are well established throughout school, as a means of engaging parents and carers in their children’s learning. These books provide information, support and activities which promote learning and enhance the home-school partnership.”

“Pupils throughout school make sustained progress with their learning, which leads to outstanding outcomes.”



Personal development, behaviour and welfare

School Judgement	Outstanding
Local Authority School Development Partner Judgement	Outstanding

Statements taken from Local Authority School Development Partner Reports:

“The school’s work to promote pupils’ personal development and welfare is outstanding. Discussions with pupils and visits to classrooms showed that pupils enjoy working hard and trying their best. They look after each other, their school, their books and their resources well. Pupils learn to become active, reflective participants in their community as a result of the wide range of opportunities provided by the school.”

“Displays around school show how pupils celebrate and thrive on the diversity of their school community and how they learn to appreciate each other’s views and beliefs. Pupils report that they feel welcome and safe as a result.”

“Pupils’ behaviour, both inside and outside the classroom, is exemplary. They understand how to behave well and why it is important to do so. Pupils continue to uphold high standards of behaviour and good manners at all times of the school day and when supervised by all adults. They also understand how their excellent behaviour contributes to the success they experience in learning. They show exceptionally polite and caring attitudes to each other, staff and visitors.”

“Parents and pupils are overwhelmingly positive about the school’s behaviour management strategies. Pupils say that they are very rarely interrupted from getting on with their work by poor behaviour. When this does happen, staff adopt a very effective reflective approach to supporting pupils. School records confirm the effectiveness of this strategy.”

“Pupils have been taught how to reduce risks to themselves in their everyday lives, including when using the internet. They learn simple but effective strategies to help them evaluate risks for themselves, for example pupils have learned to S.T.O.P. (Start Telling Other People) about bullying. “Pupils respect one another, play safely together and show consideration for the views of others. Bullying and other forms of discriminatory behaviour are unusual. Clear strategies are in place for pupils who can sometimes find it hard to manage their own behaviour in order that they may learn the importance of self-discipline.”

“Overall absence for the first four half terms of 2016/17 was 3.0%, which is likely to be below the national figure. Overall persistent absence for the first four half terms of 2016/17 at 4.4% was higher than last year, but again, likely to be below the national figure. No specific pupil groups raise cause for concern.”



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

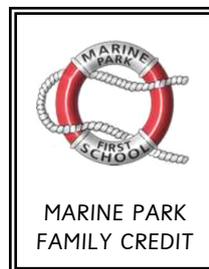
Do not cover up the truth

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 half-termly 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 and a parent whose children have both attended the 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 first hand 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.”

Effectiveness of leadership and management

School Judgement	Outstanding
Local Authority School Development Partner Judgement	Outstanding

Statements taken from Local Authority School Development Partner Reports:

“Leadership and management is outstanding at all levels because the headteacher ensures that high expectations are shared and upheld by all.”

“Senior and middle leaders are effective in ensuring that the quality of teaching, learning and assessment is outstanding. As a result, outcomes for pupils are outstanding.”

“Leadership tasks are shared effectively between senior and middle leaders, with middle leaders playing a very active part in monitoring and evaluating the quality of learning in their subject areas and key stages. They set challenging timescales and ambitious measures of success. Leaders examine information about pupils’ achievements in great detail. Their evaluations are accurate and skilfully used to check that actions are effective.”

“Leaders are highly regarded, offering professional support and training to other schools.”

“Subject reviews, self-evaluation and

improvement planning are well informed by current good practice.”

“Systems in place to manage the performance of teachers and plans for further training are rigorous. The headteacher ensures that all staff benefit from high quality professional development. As a result, pupils benefit from highly skilled teaching and make outstanding progress in their learning and personal development.”

“The pupil premium funding for disadvantaged pupils is used effectively to support their development and ensure that they enjoy an equal opportunity to succeed. As a result, disadvantaged pupils achieve exceptionally well.”

“The curriculum inspires and motivates pupils.”

“Governors question the school’s leaders effectively because they understand a wide range of information about pupils’ outcomes.”

“Leaders and governors ensure that the arrangements for safeguarding are effective and consistently well implemented by all staff.

Governors carry out a suitable range of checks to ensure that their statutory duties in relation to safeguarding are met.”

The effectiveness of the Early Years provision

School Judgement	Outstanding
Local Authority School Development Partner Judgement	Outstanding

Statements taken from Local Authority School Development Partner Reports:

“The majority of pupils entered EYFS at developmental bands typical for their age and went on to make progress, such that the proportion of pupils achieving a good level of development in 2017 was above the national average. Children are extremely well prepared to start Year 1.”

“Children in Early Years are happy and learn exceptionally well in a caring and well-organised environment. The foundations for establishing excellent behaviour and positive attitudes to learning are highly evident.”

“Teachers in Early Years carefully consider children’s interests and abilities, using them to plan rich and memorable experiences through which children can deepen and extend their knowledge, skills and understanding in many different ways. Classrooms are full of examples of child initiated learning and challenging activities for all abilities. Adults have skilfully planned the indoor and outdoor areas so that they both contribute to accelerating pupils’ learning. Each area of learning is well represented and children are given every opportunity to develop their skills.”

Overall effectiveness (including the provision for pupils’ spiritual, moral, social and cultural development)

- Key judgements are outstanding. Teaching, learning and assessment have improved and are outstanding.
- In the large, highly cooperative school environment, pupils develop the skills and personal qualities necessary for living and working together in Modern Britain, and their understanding of their own culture and those of others locally, regionally and nationally.
- Transition, artistic, sporting and cultural opportunities are coordinated, diverse, proportionate and increasingly targeted.
- Safeguarding is effective.

Statements taken from Local Authority Assisted Review in 2017:

“The school develops pupils’ spiritual, moral, social and cultural education very well, in particular through the broad and colourful curriculum, where exciting extra-curricular provision enriches pupils’ learning experience.”

“The 2017 review confirms that the school’s self evaluation is accurate and that there is sufficient evidence to support an overall effectiveness judgement of OUTSTANDING.”

What is Marine Park doing to improve further?

Overarching aim: To further improve the quality of teaching, learning and assessment so that increased proportions of pupils make sustained, rapid progress and achieve highly.

Priority 1: Embed formative assessment as a tool to improve the quality of teaching, learning and assessment; update and refresh teacher learning communities (TLCs) as the professional development model to empower teachers to work together, share, discuss, evaluate, observe and develop best practice.

Priority 2: Further raise attainment and rates of pupil progress, particularly boys and other vulnerable groups, through the roll out of Talk for Writing, training (including phonics) and through enhancements to SEN systems and a whole staff behaviour policies/practices. Build on PE provision and opportunities.

Priority 3: Review leadership, management and monitoring arrangements to accurately evaluate and secure further improvements.

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).

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