

Marine Park First School Annual Report

Report Date: 2016

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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.

This is the fifth year we have produced an Annual Report. This year we have used quotations directly from Local Authority Termly School Development Partner Reports and align 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 directly from Local Authority termly School Development Partner Reports over the last year:

“Achievement is outstanding because pupils make outstanding progress from their individual starting points, leaving with standards that are well above expectation.

“The achievement of pupils at the end of Early Years is outstanding.

“The majority of pupils leaving the Early Years Foundation Stage (EYFS) in 2015 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 2015 was well above the national average.

“The achievement of pupils at the end of Key Stage 1 is outstanding.

“The proportion of Year 1 pupils working at or above the expected standard in the phonics screening check is in line with the national average.

“As a result of staff training and revised provision for those pupils in Year 2, who had not reached the required standard in Year 1, there was a significant increase in the proportion of pupils meeting the standard in Year 2, when compared to the previous year. This proportion was well above the national average for Year 2 pupils who were required to take the phonics screening check again.

Year 1– Year 2:

“Pupils make substantial and sustained progress from their starting points, entering the Key Stage with above average levels of attainment and leaving with standards that are significantly above national average.

“Attainment indicators in all subjects have been significantly above national averages for the last 4 years.

“The achievement of pupils in Key Stage 2 is outstanding.

“Attainment is often well-above the expected levels by the time pupils leave the school at the end of Year 4.

“Progress in lower key stage 2 is higher than the local authority and local first school average in reading, writing and maths. The proportion making expected or above expected progress is also significantly higher than the local authority and local first school average in reading, writing and maths.

“The school’s assessment tracking system ‘Target Tracker’ has a data set of 20,000 pupils; using this as a comparator, pupils in Year 4 were performing significantly better than those in the data set, with almost all pupils in the school working within or exceeding the age related expectations for Year 4 pupils.”

The quality of teaching, learning and assessment

School Judgement	Outstanding
Local Authority School Development Partner Judgement	Outstanding

Statements taken directly from Local Authority termly School Development Partner Reports over the last year:

“Teaching, learning and assessment are outstanding, because they have led to progress and outcomes for all pupils that are outstanding overall and never less than good.

“Observations of learning in lessons, the work in pupils’ books and the schools’ own assessment of pupils’ progress confirm the impact of consistently good and outstanding teaching over time.

“In making this judgement, a range of evidence provided by the school and first-hand evidence has been considered. From the evidence gathered, **it is clear that school leaders, teachers and**



support staff are having a significant impact on pupils’ progress.

“The headteacher has put in place a detailed monitoring and evaluation plan that specifies key questions that will be explored throughout the year. Over the course of the year, every pupil in the school is involved in this plan in some way, which means that school leaders are able to make highly accurate judgements about teaching and its impact on the learning of all pupils.

“Teachers expect pupils to work hard. They devote time and effort to understanding how each pupil learns best. Teachers use their extensive, accurate knowledge of pupils to plan and teach very effective, interesting lessons. **This results in outstanding outcomes for pupils.**

“The CPD work that all teachers are involved in, based upon Teacher Learning Communities, has resulted in teachers creating the right conditions to ensure that pupils feel comfortable when trying challenging work and are resilient to failure. For example, the development of ‘hinge questions’ and ‘random questioning’ has increased pupil engagement and ensured that teachers use ongoing assessment during lessons to move learning forward. Teachers and support staff now use questioning exceptionally well

to check pupils’ understanding and promptly address their misconceptions.

“Scrutiny of work shows clear evidence of progress over time. Pupils are provided with straightforward guidance that enables them to know how well they are doing and how they can improve. Appropriate levels of challenge are evident, especially in maths books where there are numerous examples of ‘Now Try This – NTT’ being used as a strategy to help pupils think more deeply about concepts.

“Teachers use their assessments effectively to plan effective, interesting lessons. To ensure consistency of these assessment judgements, moderation takes place regularly across the three classes in each year group, across year groups within the school and also across schools which are also using ‘Target Tracker’ as their system of assessment.

“From evidence provided beforehand and first-hand evidence gathered on the day, it is clear that school leaders have a persistent focus on ensuring that the quality of teaching leads to pupils learning exceptionally well, which is consistently resulting in outstanding outcomes for pupils.”

Personal development, behaviour and welfare

School Judgement	Outstanding
Local Authority School Development Partner Judgement	Outstanding

Statements taken directly from Local Authority termly School Development Partner Reports over the last year:

“Pupils have excellent attitudes to learning. This is supported by the school's own evidence. The behaviour I have observed in lessons is consistently outstanding. This is supported by what pupils told me. The playground provides excellent opportunities for a wide variety of play and resources are provided. Children make excellent use of the resources available and behaviour is excellent. **“The school has strong systems in place to develop and reinforce good behaviour and to deal with the rare occurrences of poor**

behaviour. The staff keep careful records of any incidents. Should any pupil need support with behaviour a range of internal and external resources are available. A very small number of pupils have been referred to external agencies. There are no current or recent exclusions.

“Incidents of bullying are very low. The school has undertaken work on internet safety with pupils which includes simple safe practice rules. Pupils were very clear about bullying and all reported that it was absent. They also understood about Cyber bullying, from the work the school had done, but all reported that they had not been affected. Pupils respect for each other and adults in the school is clear in the behaviours they exhibit. Work about respect happens and it is clearly effective.

“Attendance rates are very high with the school being above national averages. The incidence

of persistent absence is low and below national averages. Virtually all pupils arrive at school on time. The very few who don't are carefully monitored by the school staff. The school's vigilance about punctuality and attendance has been very effective and this is reflected in the high levels of attendance.

“A good range of initiatives are undertaken to develop pupils understanding of safety and how to keep safe. In discussion with pupils they talked about: bike ability, road safety and internet safety. Pupil and parental surveys show that pupils feel safe at school with very high levels of support. The school has good systems for recording of accidents, racist incidents and behaviour.

“Extensive use of surveys provides exceptionally strong longitudinal evidence that pupil and staff believe that behaviour and safety are outstanding. The percentages have increased over recent years.”

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

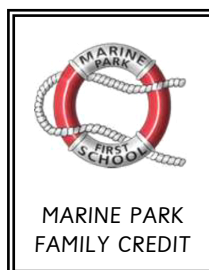
Do not cover up the truth

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 and a parent with my youngest child still attending the school and eldest having just left last year, 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.

Effectiveness of leadership and management

School Judgement	Outstanding
Local Authority School Development Partner Judgement	Outstanding

Statements taken directly from Local Authority termly School Development Partner Reports over the last year:

“Leadership and Management are outstanding.

“The leadership in the school has gone from strength to strength over recent years. The school is, in most instances, showing exceptional performance.

“The Headteacher has been unwavering in his focus on developing the leadership team of the school. With the revisions to the Leadership Team, leadership is now shared. Monitoring and evaluation is a particular strength in this school. Very strong systems are in place and these are continually reviewed and updated. The school has been particularly effective in analysing its own areas for improvement and then producing and implementing measures for improvement.

“The steady increase in teaching standards over recent years is very impressive. The Headteacher has been relentless in tackling underperformance and this has resulted in the now very high levels of good and outstanding teaching.

“The Governing body have a number of strong members

who make a significant contribution to the school. They undertake visits to the school and are fully aware of the school’s, areas for development, data and the school development plan. The school works closely with parents and provides regular information letters. The web site is exceptional and provides comprehensive information about the school.

“Pupil Premium pupils are assessed and suitable interventions employed. The school has comprehensive data on these pupils to monitor progress and the evidence is that these pupils are making good or better progress.

“The school carries out an annual review of all aspects of safeguarding to ensure that requirements are fully met.

“The school is an active participant in the Whitely Bay Collaborative of schools. Additionally it offers specific help to other schools, for example the introduction of assessment without levels.”

The effectiveness of the Early Years Provision

School Judgement	Outstanding
Local Authority School Development Partner Judgement	Outstanding

Statements taken directly from Local Authority termly School Development Partner Reports over the last year:

“The achievement of pupils at the end of Early Years is outstanding.

“**Outcomes in Early Years are on an upward trend.** Pupils achieving the expected level of development in prime areas was well above the local and national averages. The proportion achieving at least the expected level in all learning goals was also above the national average.

“A focus on provision and support for the lowest achieving in the cohort resulted in a significant narrowing of the gap between the median score of all pupils and the mean score of the bottom 20%.

“The attainment of boys has improved and is now well above boys nationally.

“Early Years Foundation Stage assessments were moderated by the Local Authority in June 2015 and judged to be robust.”

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 directly from Local Authority termly School Development Partner Reports over the last year:

“The curriculum is very strong and promoting British Values has been a recent focus. British Values are implicit in all the work of the school and training has been provided for the staff. The school took the opportunity to make use of the learning opportunities provided by the recent General Election and have elected a Head Girl and a Head Boy. Spiritual, Moral, Social and Cultural education is addressed through specific activities and assemblies as well as part of the normal curriculum.”

What is Marine Park doing to improve further?

Overarching aim: To further improve the quality of teaching 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; use teacher learning communities (TLC) 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 in writing, particularly boys and other vulnerable groups, through the roll out of Talk for Writing, training and carefully evaluated initiatives.

Priority 3: Adapt school 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).

Marine Park First School
Park Road
Whitley Bay
United Kingdom, NE26 1LT
Tel: 0191 2008723
<http://www.marineparkfirst.co.uk/>
MarinePark.First@northtyneside.gov.uk