



MARAZION SCHOOL SELF EVALUATION

September 2021

Review: July 2022

Context

- We are working in a post pandemic context. Challenges remain in continued unprecedented times
- Marazion School is a foundation school and is part of Penwith Education Trust (PET)
- Marazion School is a maintained school
- The NOR is currently 130. This currently includes 16 pupils in Reception who receive EYFS provision.
- Current PAN is 17 with 5 classes for 2021-22: YR/1; Y1/2; Y3/4; Y4/5 and Y6
- Class teachers from September 2021 include 2 teachers in their first 5 years of teaching
- There is specialist provision for PE and School Sport; Music and Art and DT across the school
- Marazion School is a previous winner of the Cornwall Time to Move Primary School Award for excellent practice in PE and School Sport and has been previously nominated and shortlisted for the YST Outstanding Primary School of the Year
- The indices of multiple deprivation indicate that the school is in the most deprived 30-40%
- Annual attendance data has been disrupted due to school closures
- Marazion School works closely Marazion Oasis, which is managed by Ludgvan Childcare, sharing some of the school site for learning outside the classroom
- There is a high percentage of pupils (85%+) attending a wide range of after school clubs organised by the school
- The school uses Seesaw as its online learning platform
- There are opportunities for pupils to take part residential visits from Year 2 to Year 6
- The latest Ofsted Report (September 2017) judged the school to be Good with elements of Outstanding
- Key partners: Penwith Education Trust (PET); Marazion Oasis; School Effectiveness Cornwall (SEC); Penwith Primary Heads Association (PPH); Cornwall Association of Primary Headteachers (CAPH); Youth Sports Trust (YST); Penwith PE Network; Wave Behaviour Support Service; Devon and Cornwall Maths Hub; Headteacher is a member of Cornwall Council Standards Board

Key strengths of the school:

- Exceptional leadership and management ensuring a relentless drive to raise standards
- Leaders and governors have an outstanding strategic vision for the school
- A committed team of staff, governors and parents who are passionate about Marazion School and have very high expectations of their pupils, ensuring all pupils maximise their potential and make excellent progress
- Innovative and outstanding character education – providing essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said
- A creative bespoke curriculum including learning outside the classroom and real-life experiences
- Robust and rigorous review of, and reflection, about pupil progress
- Pupils who show an extremely positive attitude to learning and school life, thriving in a happy, nurturing environment.

Key priorities 2021-22 :

- To REIMAGINE school life in response to a global epidemic: to RETAIN; RESTORE and REINVENT

- To explore FLEXIBLE WORKING PRACTICES
- To further develop our curriculum to be DIVERSE; BEAUTIFUL AND HAPPY
- To map out a consistent and sequenced curriculum, which is secure and has definite end points and destinations, organised into termly units with personal, health and social education at its heart
- To continue to involve the local community in the life of the school, including developing a very close working relationship with *Marazion Oasis* in order to further improve the life chances of pupils
- To sustain the very effective role of governance in providing relentless support for and challenge to senior leaders, holding them to account effectively, in particular **focusing closely on the impact of teaching on the progress and attainment of pupils (Ofsted Action Point)**
- **To ensure that pupils consistently produce high-quality writing (Ofsted Action Point)**
- **To embed the teaching of reasoning in maths, so that opportunities for pupils to explain and articulate their reasoning are extended across the school (Ofsted Action Point)**
- To continue to develop the school site to include more opportunities for learning outside the classroom, working with a range of local and national agencies.

1. The quality of education

The quality of education is Good.

September 2017 Ofsted Inspection:

The quality of teaching is consistently good. Teachers have extremely high expectations for all pupils. Teachers are skilled in using a range of questioning to probe pupils' understanding and develop their knowledge. Well-trained teaching assistants support teachers in extending the learning of different groups of pupils. Teachers assess pupils' progress in lessons and adapt their teaching quickly in the light of their findings.

Tasks are well matched to (pupils') needs.

The teaching of phonics is very effective.

The school promotes a culture of reading.

The skills and confidence that pupils gain from a wide and varied curriculum mean that pupils are very well prepared for the next stage of their education.

Headlines supporting current judgement as Good:

Intent

Marazion School's curriculum builds resilience, independence, resourcefulness, creativity and empathy and aims to respect uniqueness and individual talents. We value the importance of a broad curriculum bespoke to our school created with input from all of us, supporting the whole child to be the BEST they can be. These experiences are essential for pupils to be happy and to thrive, learn and be successful. Within an ambitious immersive topic based curriculum we are developing a two year rolling plan to ensure coverage of all objectives in the national curriculum and other content that is relevant to the school's unique cultural context. Visits out and visitors into school enrich learning and give a meaningful context. Quality 'Outcomes' ensure that children's work is presented to a wider audience at the end of a topic, in a range of formats, giving children a purpose for their work. The maths curriculum is based on mastery principles, well-resourced with manipulatives, models and images and supported by a comprehensive, progressive calculation policy. Living, Learning, Laughing (LLL) books capture topic learning in one place and there is a minimum expected genre coverage map, which is used alongside storytelling units in order to make sure there is progression as well as exposure to a wide variety of story types. Foundation subjects are planned in block units with a strong focus on building on previous knowledge, anticipating misconceptions and planning for effective questioning.

Implementation

The school has the taglines: *Living, Learning, Laughing* and *Bright Futures Start Here* as well as a strong vision and aims focusing on the 'place' and 'voice' of our children. Learning environments are enabling and stimulating – they reflect ambitious intentions for children and inspire, motivate and support learning. Reading is taught explicitly in all year groups and teachers work hard to develop a love of reading. Teachers rigorously track children's reading abilities and ensure that the books that they read provide appropriate challenge and build on existing phonics knowledge. Pupils thrive on the challenges of learning and work with a We Are Learning To (WALT) / What I am Looking For (WILF) ladder, which provides access for all and a choice of levels of differentiation. Training based on mastery in mathematics and discovery maths, using 'White Rose' materials, BEAM resources and websites such as NRICH, has enabled teachers to use effective open questioning to extend and deepen pupils' understanding. Teachers use visual literacy, drama, talk for writing, storytelling and first-hand experience to enhance the

teaching of English. The school uses a basic marking system in LLL and maths books. Weekly Progress Meetings provide quality time for feedback and reflection with pupils working in small groups to critique their work with the support of an adult. Phonics and Arithmetic Pupil Progress Meetings (PPMs) evaluate impact and pupil progress with further actions identified for pupils who are not making expected progress. Progress Books and weekly Progress Meetings are established from Year 1 to Year 6. Progress Meetings for parents involve pupils, teachers and parents in the spring term. Some pupils lead these meetings. Parents can review their child's work through our online platform: Seesaw. Early intervention for reading and writing is embedded in KS1 and lower KS2. A One to One Tuition programme, as part of our 'Back to School' curriculum, is established across the school. Early language intervention is also developing in Foundation Stage. Provision mapping is reviewed at least termly by the SENCO and TA deployment is adjusted according to impact on pupil progress.

Impact

- Evidence from lesson study; learning walks, work scrutiny and pupil conferencing indicate that pupils are making good progress
- Children receive a rich broad, ambitious curriculum and as result develop essential interpersonal and intrapersonal skills together with the cultural capital that they need to be successful in later life - this is also reflected in feedback from secondary feeder schools, parent comments and Year 6 Exit Surveys
- Results for each year group are cohort specific due to some small cohort numbers; mobility; the number of PP pupils; deprivation and different starting points
- Some pupils enter Reception with very low starting points
- A global pandemic led to national lockdowns, closure of schools and remote learning for the majority of our pupils. There has been continued disruption to children's learning
- There has been increased mobility in some cohorts due to the development of local housing
- 2020 and 2021 end of year primary statutory assessments were cancelled
- 2021 Phonics Screening Checks for Year 1 and Year 2 children (now Year 2 and Year 3) are taking place during autumn term 2021.

School Improvement Plan/Ofsted Action Point Key Drivers:

- To continue to improve outcomes for all pupils by ensuring that teaching is at least consistently good across the school
- To establish a diverse, beautiful and happy curriculum, with a clear and consistent progression of knowledge and skills
- To ensure that pupils consistently produce high-quality writing (Ofsted Action Point)
- To embed the teaching of reasoning in maths, so that opportunities for pupils to explain and articulate their reasoning are extended across the school (Ofsted Action Point).

2. Behaviour and Attitudes: Outstanding

The last inspection grade in this area was Outstanding.

September 2017 Ofsted Inspection:

Pupils' attitudes to learning are excellent. They take great pride in their school and their behaviour is outstanding. They get on really well together and feel very safe in school, as a result of the high priority leaders place on ensuring pupils' safety and well-being.

Pupils are very confident and self-assured learners. They show enjoyment, perseverance and resilience. Their positive attitudes to learning have a strong impact on the progress they make.

Pupils across all year groups demonstrate very positive attitudes to learning.

Pupils, parents and staff feel strongly that pupils are safe, happy and well looked after at school.

The behaviour of pupils is outstanding. Throughout the school, pupils live up to the very high expectations set for them by staff.

Pupils enjoy and value their education.

Headlines supporting judgment as Outstanding:

- Staff, pupils, parents and governors have very positive attitudes to behaviour and safety with consistent high expectations for behaviour during all parts of the school day - after school, out of school, during school visits and when pupils are representing the school
- Pupils have a love of learning and are passionate about their school
- Visitors comment on this positive, inclusive culture and the outstanding relationships that exist at all levels
- All stakeholders are committed to the high expectations for behaviour and conduct

- There is improvement of behaviour over time for pupils showing challenging behaviour
- There is a zero tolerance approach to bullying, again with all stakeholders understanding that everyone works together to achieve this
- Pupils have a very positive approach to their learning, showing passion and commitment
- Behaviour and attitudes are exceptional
- There is an extremely positive climate for learning, which has a very strong impact on pupil progress

School Improvement Plan/Ofsted Action Point Key Driver:

- **To maintain exceptional behaviour and attitudes securely and consistently.**

3. Personal Development: Outstanding

The last inspection grade in this area was Outstanding.

September 2017 Ofsted Inspection:

The school's work to promote pupils' personal development and welfare is outstanding.

Pupils' spiritual, moral, social and cultural development is at the heart of the school's work.

(Pupils) are committed to improving their work and older pupils understand why their learning is important to fulfil their aspirations.

Pupils enjoy and value their education.

Headlines supporting judgment as Outstanding:

- Marazion School is passionate about developing the whole child and maintains that the most important thing is for us all to be kind – nothing beats kindness, it sits quietly beyond all things
- There is a strong whole school programme supporting social, moral, spiritual and cultural education with whole school assembly themes linked into class assemblies and circle time, providing outstanding character education
- There are half termly 'precepts' which encourage pupils to reflect and think more deeply about their actions and how to be a better person
- The school vision and ethos aim to provide children with an understanding of their 'place' and 'voice'
- Adults and pupils promote respect and challenge prejudicial or discriminatory behaviour
- There is a restorative approach to racism and prejudice
- Marazion School is committed to providing specialist teaching in PE, School Sport, Music and Art/DT as part of a bespoke creative curriculum that meets the needs of our learners
- Marazion School is committed to promoting a healthy active lifestyle with Games Afternoons every week; fixtures in a wide range of sports; high quality hot and cold school meals
- Forest Fridays include pupils from Year R to Year 6 and through circle time discussions and outdoor learning, sessions promote resilience, independence and creativity with children developing positive relationships, showing love, tolerance and respect. Termly Super Learning Days and World Book Days also offer opportunities for children to add depth and breadth to their learning
- Year 6 pupils have a 'Bright Futures' project with a focus on the next stage of their education as well as higher education and career choices, including opportunities to encounter the world of work
- There is an annual programme of training linked to safeguarding and staying safe for staff, pupils, parents and governors, including E-Safety; Keeping Children Safe in Education (KCSIE)
- The school has an innovative bespoke primary school counselling service with the aim of early intervention also being available for mental health issues
- Pupils uncover confidence and resilience due to the wide range of opportunities available to them.

School Improvement Plan/Ofsted Action Point Key Driver:

- **To continue to be committed to the importance of an enriched curriculum bespoke to our school created with input from all of us, supporting the whole child to be the BEST they can be**
- **To make sure that our pupils know that they have a 'place' and a 'voice' and are committed to the equality of opportunity for all.**

4. Leadership and management: Outstanding

The last inspection leadership grade was Outstanding.

September 2017 Ofsted Inspection:

The headteacher and leaders at all levels, including the governors, have created a vision of excellence, enjoyment and high expectations.

(The headteacher, leaders at all levels and the governors) have a strong ambition for continuing improvement and so consistently set high expectations for the pupils' achievement and the quality of teaching.

There is a relentless pursuit of excellence from all staff and, consequently, an outstanding capacity for continuing improvement.

Leaders and governors have a very accurate view of the school's effectiveness.

Governors are highly ambitious for the school and its pupils. They rigorously challenge school leaders about pupils' progress and outcomes.

Members of the strong governing body have an accurate understanding of the school's strengths and areas where development is needed.

Governors ask challenging questions of leaders as well as supporting the school.

Headlines supporting current judgement as Outstanding:

- Staff are aware that safeguarding is everyone's responsibility and that it is better to help as early as possible. Staff create a 'Culture of Vigilance'
- Safeguarding training is up to date, in place and robustly implemented for all staff including governors
- Feedback from the annual Cornwall S175 safeguarding audit is consistently strong year on year, in particular linked to the management of safeguarding and how we promote and support mental wellbeing in our children.
- There is an inclusive culture with appropriate support for all pupils
- Staff and governors are aware of the barriers to learning for pupils and the strategies in place across the whole school to address these barriers
- A team of Learning Support teaching assistants (organised and managed by the SENCO) are deployed in order to deliver early intervention in reading, writing and maths, maximising progress for individual pupils and/or focus groups of pupils. This provision includes one to one and group sessions before and after school. This provision is reviewed at least termly.
- There is a strong, experienced FGB who have a strong ambition for continuing improvement
- Senior leaders provide the school with passionate and committed leadership
- There is a determination shared by staff and governors to improve the life chances of all pupils
- There are high expectations of, and a shared common vision about, the next steps in the direction of the school
- Senior leaders and governors share a common vision about providing high standards of teaching and learning to ensure that all pupils maximise their potential
- The school has a strong established ethos of respect and tolerance with very effective relationships at all levels. There are high expectations for all within a very positive attitude to learning
- Governors and staff analyse school and national data; parent, staff and pupil feedback; local and national initiatives and post Ofsted actions as part of an annual school monitoring cycle in order to monitor school performance and hold senior leaders to account
- Staff take ownership of their continuing professional development (CPD) for example, middle leaders are gaining experience of the school improvement cycle, carrying out monitoring across the school
- Staff work together to maintain a positive culture around their workload and looking after each other.

School Improvement Plan/Ofsted Action Point Key Drivers:

- **To sustain a whole school culture with robust and rigorous safeguarding procedures**
- **To ensure highly effective 'good' leadership and management securely and consistently at all levels – with shared leadership embedded across the school**
- **To maintain a very strong governing body with an accurate understanding of the school's strengths and areas where development is needed**
- **Governors to continue to rigorously challenge school leaders about pupils' progress and outcomes and the quality of teaching.**

1. Effectiveness of the early years provision: Good

The last inspection leadership grade was Good.

September 2017 Ofsted Inspection:

Children make a good start to their education in the early years and they are well prepared for the learning they will experience in Year 1. Leaders of the early years are determinedly focused on improving outcomes for all children.

The quality of provision in the early years is very strong. Leaders, teachers and other adults know children's learning needs exceptionally well.

Children in the early years show positive attitudes to learning and make good progress because teachers' careful planning has created interesting ways for them to explore their learning.

In the delightful outdoor learning environment, there are activities for children to investigate, which help them to develop the skills they need for successful learning across the curriculum.

As a result of learning opportunities that are well matched to their needs, different groups of children, including the most able and pupil premium, are making good progress

Headlines supporting current judgement as Good:

- Children live in one of the most deprived areas of the UK
- Most children typically enter the Reception class at a level below that of children their age
- Staff have developed an effective relationship with Marazion Oasis, including joint Makaton training; invitations to end of topic outcomes; singing together during Forest Fridays; Marazion Oasis using the school site for Woodland School. There is now more effective organisation and management of transition arrangements with a clear timetable that enables all pupils to take part in transition sessions. Marazion Oasis also offers after school care
- Pupils make good attainment and progress from their starting points so that they are well prepared for the next stage of their learning
- COVID lockdowns have had a massive impact on attainment and progress for pre-school children
- Teaching is judged to be at least Good
- Pupils are keen to learn and motivated to take their learning further working independently within a broad range of interesting experiences. There is a focus on real life opportunities and cultural capital
- Learning 'enabling' environments continue to be high quality and offer opportunities for curiosity and investigation
- There is a focus on getting back to an extensive programme of school visits and experiences, including weekly Beach / Woodland School as part of Forest Fridays
- Parents are well informed about their children's progress, through Seesaw; individual observations, including video; group learning; WOW work. Mini Outcomes continue to be developed to support children's learning.
- Pupils learning has a focus on process not outcome through a skills-based curriculum.

School Improvement Plan/Ofsted Action Point Key Drivers:

- **To continue to improve outcomes for all pupils by ensuring that teaching is at least consistently good across the school**
- **To respond to the changes in the Early Years Foundation Stage Profile, in particular to inform assessment procedures**
- **To review phonics learning and teaching across foundation stage and key stage 1**
- **To make sure that outside areas are high quality enabling environments, including working with MO to further develop Marazion Woodland**
- **To develop 'curiosity' as a key learning theme.**