



# MARAZION SCHOOL SELF EVALUATION

## January 2024

### Context

#### Class Structures and Focus Groups:

Class January 24	Year	Total	Boys	Girls	PP	SEN Support EHCP.	EAL
<b>Curious Clouds</b>	Foundation	11	6	5	1	0	0
	Year 1	7	3	4	2	1/1	0
<b>Rivers</b>	Year 1	6	3	3	0	0	
	Year 2	15	8	7	5	5	0
<b>Luxulyan Valley</b>	Year 3	14	5	9	7	5	0
	Year 4	11	5	6	8	1	0
<b>Deltas</b>	Year 4	6	4	2	2	0	0
	Year 5	20	7	13	2	2	0
<b>Tectonics</b>	Year 6	25	10	15	11	3 / 1	0
<b>Totals</b>	School	115	51	64	38	17 (2)	0

- **We continue to work in a post pandemic context.**
- Marazion School is a foundation school and is part of Penwith Education Trust (PET)
- Marazion School has joined the local 'Leading Edge Academy Partnership' (LEAP) as an Associate Partner with a view to join as a full partner when this is possible:  
<https://www.leadingedgeacademies.org/>
- Marazion School is a maintained school
- The NOR is currently 115. This currently includes 11 pupils in Reception who receive EYFS provision
- Current PAN is 17 with 5 classes for 2023-24: YR/1; Y1/2; Y3/4; Y4/5 and Y6
- Class teachers from September 2023 include 1 ECT teacher in their second ECT year
- 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%
- Current attendance data is 93.4%
- 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
- Marazion School provides wrap around care before school (Breakfast Club) from 7.45-8.30pm
- Marazion Oasis provides after school wrap around care until 5.30pm
- 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 outcome of the latest Ofsted Report (July 2023) was that Marazion School continues to be a good school
- Key partners: Penwith Education Trust (PET); Marazion Oasis; Kelley Butcher, School Improvement Partner; Leading Edge Academy Partnership (LEAP); Cornwall Association of Primary Headteachers (CAPH); Youth Sports Trust (YST); Penwith PE Network (PPN); Devon and Cornwall Maths Hub;

- Recent termly safeguarding/prevent focus include 'hot spots' in school; violence against women and girls (VAWG); *Incel* culture and 'manosphere' – grooming of white males 11-18; far right views: homophobia; racism; sexism;

### Focus groups across the school:

- 21% of FS/KS1 pupils receive pupil premium funding (PPF); 40% of KS2 pupils receive PPF - 38% overall - national PP is 26.6%
- 0 pupils have a child protection plan; 0 pupil have a child support plan; 0 children are in care; 2 children are being supported through Early Help; 1 pupil has a parent who is supported by Adult Social Care.
- 1 pupil is undergoing assessment for an Education Health Care Plan (EHCP)
- 19 pupils are on the Record of Need: SEN Support (17): 15%; EHCP (2) 1.7%
- The majority of pupils are from White Cornish backgrounds; 1 pupil is ethnic minority.

### Key strengths of the school:

- **Leaders and staff are ambitious for all children**
- **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, ensuring children maximise their potential and make excellent progress**
- **A creative bespoke curriculum, which is ambitious, broad and balanced and includes learning outside the classroom and real-life experiences**
- **Innovative and outstanding character education – providing essential knowledge that pupils need to be educated global citizens, introducing them to the best that has been thought done and said**
- **A creative bespoke curriculum, which is ambitious, broad and balanced and includes learning outside the classroom and real-life experiences**
- **Meeting the needs of our children with 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**
- **Robust and rigorous review of, and reflection about all children's progress**
- **Children who show an extremely positive attitude to learning and school life, thriving in a happy, nurturing environment.**

### Key priorities 2023-24:

- **To promote resilience and determination for all, adjusting our sails in stormy weather so that we can make a difference in a volatile and unstable world**
- **To further develop assessment policy and procedure to ensure that children know and remember more over time (Ofsted Action Point)**
- **To ensure that assessment is rigorous and used with precision**
- **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**
- **To continue to explore FLEXIBLE WORKING PRACTICES.**

## 1. The Quality of Education

July 2023 Ofsted Inspection:

*Expectations for learning are high.*

*Leaders and staff are ambitious for all pupils. They are determined for pupils to achieve well, particularly pupils with SEND or those who are disadvantaged.*

*Leaders' careful approach means that pupils with SEND learn effectively across the school.*

*Leaders have designed a curriculum that is broad and balanced. It starts in the early years and is well sequenced  
Pupils are excited about their learning.*

*Each topic has a purpose.*

*Leaders have identified the important knowledge pupils need to know and remember. Leaders make it clear to teachers when this knowledge should be taught.*

*Staff use subject-specific vocabulary and encourage the children to think deeply about their learning.*

*Pupils have opportunities to learn and try out new skills across a wide range of exciting activities. Older pupils talk about their favourite authors with enthusiasm. Pupils show a genuine love of reading.*

## **Headlines:**

### **Intent**

Marazion School's curriculum builds resilience, independence, resourcefulness, creativity and empathy, aiming 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 children to be happy and to thrive, learn and be successful. Our ambitious immersive topic based curriculum ensures coverage of 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. Marazion School is a Reading School - children 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, which provides access for all. 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 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. A One to One Tuition programme is established from Year 1-6 as part of the whole school intervention programme. Provision mapping is reviewed at least termly by the SENCO and TA deployment is adjusted according to impact on children's 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
- Leaders, governors and staff analyse the data context proportionately
- Some children enter Reception with very low starting points
- We are still working in a post pandemic environment
- 2023 KS2 Test and Teacher Assessment Results – Reading 72%; Writing 78%; Maths 61%; RWM 39%; GPS 50%
- In the 2023 KS1 Phonics Screening Check, 60% of pupils achieved the expected standard. In the Year 2 Phonics Recheck, 54% of pupils achieved the expected standard.
- 23% of EYFS pupils achieved a Good Level of Development (GLD).

### **School Improvement Plan/Ofsted Action Point Key Drivers:**

- **To continue to improve outcomes for all children by ensuring that teaching is at least consistently good across the school**
- **To ensure that assessment is rigorous and used with precision so that children use their knowledge as well as they can over time.**

## 2. Behaviour and Attitudes: Outstanding

July 2023 Ofsted Inspection:

*A focus on kindness starts in the early years and continues through the school to Year 6.*

*Staff know the pupils well.*

*Relationships are warm and nurturing. Pupils care for each other and act responsibly.*

*Leaders have made sure that pupils know what to do if they have a worry. This means that pupils feel safe in school.*

*Expectations for behaviour are high, including for pupils with SEND. Pupils live up to these expectations and behave well in lessons and at playtimes.*

*Staff feel valued. They are proud of the school.*

### Headlines:

- Staff, children, 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
- Children have a love of learning. Children are proud of, and passionate about, their school
- Visitors comment on the happy, positive, inclusive culture and the outstanding relationships that exist at all levels
- Stakeholders are committed to the high expectations for behaviour and conduct
- Stakeholders aspire to being excellent role models
- There is a zero-tolerance approach to bullying, again with all stakeholders understanding that everyone works together to achieve this
- 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:

- **Stakeholders to continue to aspire to be excellent role models**
- **To maintain consistent exceptional behaviour and attitudes.**

## 3. Personal Development: Outstanding

July 2023 Ofsted Inspection:

*Pupils in Year 6 take on positions or responsibility to help younger pupils.*

*Pupils enjoy the lunchtime and after-school clubs on offer.*

*School life is further enriched by engaging visits. These prepare pupils to be independent and resilient...and broaden pupils' world views.*

*Leaders have carefully considered how to support pupils' wider development. They have designed a personal development curriculum that covers diversity and equality.*

*Pupils talk about respecting difference and embracing everyone for who they are. This means pupils can understand and appreciate the unique qualities they all have.*

### Headlines:

- 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 children to reflect and think more deeply about their actions and how to be a better person
- Children discuss key questions in 'Big Thinking' sessions
- The school vision and ethos aim to provide children with an understanding of their 'place' and 'voice'
- Adults and children 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/Funky Fridays include pupils from Year R to Year 6 – these sessions promote resilience, independence and creativity with children developing positive relationships, showing love, tolerance and respect. Termly Super Learning Days / Marazion Book Days and No Pens Day (twice a year) also offer opportunities for children to add depth and breadth to their learning
- Year 6 pupils have a 'Bright Futures Start Here' 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 Online Safety; Keeping Children Safe in Education (KCSIE)
- The school has an innovative bespoke primary school wellbeing service with the aim of early intervention also being available for emotional health
- Pupils uncover confidence and resilience due to the wide range of opportunities available to them.

#### **School Improvement Plan/Ofsted Action Point Key Driver:**

- **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 in our multi-cultural world**
- **To promote resilience and determination for all, adjusting our sails in stormy weather so that we can make a difference in a volatile and unstable world.**

## **4. Leadership and management: Outstanding**

July 2023 Ofsted Inspection:

*Leaders are ambitious for all pupils. They are determined for pupils to achieve well.*

*The culture of inclusion is strong. Leaders work closely with parents, carers and teachers to identify the support each pupil needs.*

*Leaders and governors make sure that staff well-being is high.*

*Workload is well managed by leaders.*

*Governors are committed and passionate about the school. They know it well. They hold leaders to account effectively for the quality of education.*

*There is a strong culture of vigilance at the school.*

*Leaders work with outside agencies to follow up concerns with tenacity and rigour. This means that pupils and their families get the support they need.*

### **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 staff and 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 emotional wellbeing for our children
- There is an inclusive culture with appropriate support for all children
- 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
- Intervention programmes are organised and managed by the SENCO – additional adults are deployed to deliver intervention in reading, writing and maths, maximising progress for individual pupils and/or focus groups of pupils. This provision includes a one-to-one tuition programme before and after school. This provision is reviewed at least termly.
- There is a strong, experienced FGB who have a strong ambition for continuing school 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 children
- 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 part of the school improvement cycle, carrying out monitoring across the school; ECTs have a robust support programme
- Staff work together to maintain a positive culture around their workload
- Staff look after each other.

#### **School Improvement Plan/Ofsted Action Point Key Drivers:**

- **To sustain a whole school culture of vigilance 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 children's progress and outcomes and the quality of teaching.**

### **Effectiveness of the early years provision: Good**

July 23 Ofsted Inspection:

*A focus on kindness starts in early years.*

*Children in Reception have a flying start.*

*'Class Angels' act as mentors and support in the classroom and the playground.*

*Children learn to read as soon as they start in Reception. They practise their phonics by reading books, which contain sounds that they already know.*

*Pupils show a genuine love of reading.*

#### **Headlines:**

- Children live in one of the most deprived areas in northern Europe
- Most children typically enter the Reception class at a level below that of children their age. Home visits ensure that staff have a full understanding of each child's starting points and prior development. Cultural capital and life experiences are captured on their 'All About Me' forms.
- Typically, there is a high percentage of pupils that have Speech and Language needs. However, this year's cohort seems to be an exception
- Staff work effectively relationship with Marazion Oasis, including joint training; invitations to school events; organisation and management of transition arrangements
- Children make good attainment and progress from their starting points so that they are well prepared for the next stage of their learning
- Teaching is judged to be at least Good
- Children are keen to learn and motivated to take their learning further, working independently within a broad range of interesting experiences
- Learning 'enabling' environments continue to be high quality and offer opportunities for curiosity and investigation
- There is an extensive programme of school visits and experiences, including weekly Beach / Woodland School as part of Funky/Forest Fridays
- The outside learning environment is being developed in order to offer more opportunities for outdoor learning within the school site
- Parents are well informed about their children's progress, through *Meet and Greet* sessions/Open Afternoons/Outcomes, which are at least half termly
- Children's learning is shared via *Seesaw*, with many parents interacting and offering feedback on their children's progress and achievements
- Parents are in regular contact via teacher emails/*Seesaw*
- Children's 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 further develop assessment policy and procedure to ensure that children know and remember more over time (Ofsted Action Point)
- To ensure systematic phonics sessions following Smart Kids Letters and Sounds
- To ensure that the phonics Programme continues to be well resourced, updated when needed and that phonics assessment is precise
- To further develop the working partnership with Marazion Oasis, including shared learning experiences between FS1 and FS2 pupils
- To develop the school site to include more high quality opportunities for learning outside the classroom
- To develop 'curiosity' as a key learning theme.