

MARSHAM PRIMARY SCHOOL



Our school is unique for many reasons: The number of children on roll ranges from 30-40 children, the proportion of pupils with special educational needs and/or disabilities is 26%; much higher than the national average as is the proportion of pupils eligible for the Pupil Premium funding, which is 69%. Behaviour is often challenging and mobility is exceptionally high. The school has a long established partnership with Hevingham Primary School and shares the same Head teacher, Assistant Head teacher, subject co-ordinators and a federated governing body.

Approximately half of the children were not making at least Expected Progress, with no children making Above Expected Progress when Ofsted rated the school as Requiring Improvement in April 2013.



The first thing we did as a senior leadership team was to share the outcomes of the report with all staff; we gave them time to talk and listened to their views. We also met with families and governors to ensure we worked together as a team, clarifying our high expectations and ‘can do’ attitude in all areas of the school. We revisited our vision of challenge, perseverance and resilience.

We wrote a clear action plan focussed on teaching and learning: we set challenging targets with numerical milestones which enabled us to monitor and evaluate our progress on a half termly basis. We weren’t afraid to change practise and policies accordingly, if something wasn’t working. All members of staff and the governing body were involved and knew the part they had to play to ensure the plan was successful.



We identified our key priorities as: improving subject knowledge, embedding Assessment for Learning and developing a clear progressive skills based programme of study across the year groups in the core subjects of English and Maths.

To address these issues we worked in a range of partnerships to provide quality professional development for all class based staff; both on an individual and whole school level. We introduced a two year Assessment for Learning programme and are half way through a two year Pie Corbett Talk for Writing programme. We employed a Maths specialist to lead the introduction of a Cluster Calculations policy to ensure a consistent approach across the primary and secondary phases.

Teachers now plan lessons based on accurate formative and summative assessment, using strategies such as hinge point questions and entrance and exit cards. Their improved subject knowledge and skilled questioning allows them to teach through understanding, taking into account the misconceptions which arise from the children.

As a result of re-writing our Feedback and Marking policy we have seen a noticeable improvement in teachers' comments. These focus on success and bringing about improvement in the form of a reminder, scaffold, example or prompt. This shows pupils how to improve their work and they are given time to respond to the comments at the beginning of each lesson.



In Maths, we have introduced 'Challenges' allowing children to choose their own level of challenge and focused on conceptual understanding ensuring children are given the opportunity to learn through open ended investigations ensuring breadth and depth.



The improvement in the quality of the language featured within lessons and around the school has been measurable. This has led to an increase in the number of children achieving higher levels of attainment. Visitors comment on the language rich environment in our school.

Working closely with families was and continues to be a key part of our success. Building good relationships enables us to facilitate a collaborative approach to learning. Employing a non-class based Nurture teacher has led to a rapid response to the many complex and individual needs of the children.

Our most recent Ofsted in April 2015 confirms we are now a Good school. We will be continuing our improvement journey working within the successful partnerships we have created.



KS1-2	2012		2013		2014	
	2 Levels +	3 Levels	2 Levels +	3 Levels	2 Levels +	3 Levels
Progress measure	60%					
English						
Writing – TA	-		100%	33%	100%	13%
Reading	-		100%	67%	100%	35%
Mathematics	40%		100%	100%	88%	25%