

# MARYLAND PRIMARY SCHOOL, NURSERY & CHILDREN'S CENTRE

## STRATEGIC EVALUATION FORM, SEPTEMBER 2021

*“Maryland is a most excellent school. Not only is it a centre for innovation, but it builds careers for children. Maryland is a case study for British top quality education with my post-graduate students, in Japan.”*  
*I am deeply impressed by your approach to keep developing your pupils even in this serious situation.*

**Professor Kihara, Education Studies,  
Osaka Kyoiku University, 2020**

*“It has been fantastic to see the school develop and flourish, it’s great that other schools in the area can visit and see their brilliant Read Write Inc. lessons in action.”*

**Wendy Lewis, Consultant,  
Oxford University Press**

*“This award recognises your exceptional work in sharing good practice and helping to boost education for all Londoners.”*

**Sadiq Khan, Mayor of London  
(Maryland was chosen as a School for Success for being in the top 6% of schools in London for progress)**



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*“The timing of online meetings are very convenient and duration is reasonable, online tasks are arranged simply so that my child can access, complete and submit them independently.”*

**Parent feedback, 2021 Parent Survey**

*“Home Learning is excellent. Maryland’s strength is definitely providing feedback. Children know if they done work properly and how to correct for improvement”*

**Parent feedback, 2021 Parent Survey**

*“The communication and professionalism of the staff are real strengths of the school. Maryland is a nurturing school that gets the best out of every student.”*

**Parent feedback, 2019 Parent Survey**

*“The EYFS staff have a ‘nothing is impossible’ attitude (to ensure the children get the very best)”*

**Tahirah Gynn,—Local Authority  
Officer, 2018**



## SCHOOL CONTEXT

### PUPILS

**Location:** Located in a high density, economically deprived area of East London.

**Number of pupils on roll: 430** including Nursery (2 form entry)

**Gender: 51% male 49% female**

**Languages: 53%** of pupils first language **not** English. (Approx. **37** languages and **44** dialects spoken)

**Ethnicity: 92%** minority ethnic groups. Largest ethnic group is Eastern European (**22%**)

**Pupil premium: 32%**. Details of pupil premium spend are available on the website.

**Free School Meals: 32%**

**SEND: 9%**

**Mobility:** Approx. **23%** of Year 1-6 population are mid phase admissions

**Attendance: 91%**

**Local area:** The school location and pupil base deprivation indicators is in quintile 4 (more deprived) of all schools.

### WORKFORCE

We have a stable and long serving staff.

**Opportunities for development:** We talent spot and provide opportunities for development and progression. 7 members of our teaching team have TLR of UPS responsibilities and all teaching staff who are NQT+1 or above shadow a subject area or responsibility.

**Highly trained support staff:** Our teaching assistants are trained as tutors and are highly effective at teaching their own RWI groups.

**Staff attendance:** Autumn term 2021/22 **98.5%** Autumn term 2020/21 **95.5%** Autumn term 2019/20 **90.2%**

**Wellbeing:** All members of staff have a personal interview with the Headteacher twice a year to discuss workload and wellbeing. Actions for support are put in place by the leadership team because of these meetings.

### Area for development

Leaders and those responsible for governance should ensure that more challenging activities are set to improve pupils' outcomes particularly for the most able pupils at KS2, OFSTED 2017

#### Progress:

- More rigorous assessment, reporting and pupil progress analysis systems have been put in place so that leaders now more closely track all groups, including the most able.
- Rigorous training for staff on how to teach for greater depth through the introduction of 'gold work'
- Rise in percentages of pupils achieving greater depth at KS

x

## MARYLAND'S Bespoke Curriculum

### CURRICULUM DESIGN

Topics are planned over a long period of time enabling time for consolidation.



### Actions from September 2021

- An audit of subjects has been completed to find out which units were not taught in the Summer '20 and spring '21 term and an action plan has begun so that these missing units are integrated seamlessly into 2021-22
- **Subject leaders have carefully reviewed their curriculum so that pupils develop a greater depth of knowledge in each year enabling them to refine and develop their subject knowledge, year on year.**
- CPD time has been dedicated to support teachers in assessment for learning techniques to ensure that all pupils have secured the basics. Teachers will use the non-negotiables in maths and English from the year before for some children to support progression
- From September 2020, leaders monitored social and emotional wellbeing through base line aptitude tests and teacher assessments to find out how the school closure has impacted upon the social and emotional wellbeing of Maryland pupils, with priorities placed on developing collaboration, resilience, emotional literacy, community, self-esteem, empathy, mindfulness, and kinaesthetic learning
- As a lead RWI school, we make the teaching of reading a priority. We have strong routines to learning to help settle pupils into school
- Daily tutoring for RWI has helped pupils catch up with their reading in reception and year 1.
- A tuition masterplan has been devised identifying pupils who might need support and provide practice with a well-trained adult for phonics in KS1 and English and maths in KS2.
- We are working in partnership with TutorMate and NTP
- For history, geography and science, where there has been a lack of educational visits that bring enrichment, we have focussed on using our rich outdoor resources, our local area, and online virtual visits instead. E.g. Geobus, Museum of London, etc..
- In some cases, we have made minimal changes aiming to maintain our curriculum ambition and rigour. However, teachers have identified lessons where we could recap knowledge that pupils have encountered during remote teaching.
- In KS2, through careful formative assessment teachers have been able to identify gaps in knowledge, lessons have been adapted to ensure thorough re-teaching. For example, assessment revealed that pupils lacked confidence when planning well structured pieces, therefore we have prioritised the modelling of writing. From March 2021 onwards we focussed on shorter writing tasks to allow pupils to focus in sentence structure and spelling.

### SDP PRIORITIES:

- To adapt the curriculum including providing bespoke tuition to minimise the impact of lockdowns on pupil achievement and wellbeing.
- To continue to develop subject leader accountability in readiness for Ofsted.
- To embed the new EduKey Provision Map to consolidate all tuition and intervention.
- To embed the revised EYFS curriculum Sept 2021 onwards



INTENT

- Curriculum design, coverage and appropriate-ness

The curriculum is designed to meet the needs of Maryland’s community. It is ambitious and ensures there is strong challenge for all groups of pupils. The intent and implementation are clearly embedded through a clear structure and sequence. The curriculum is continually reviewed and developed to ensure that it continues to inspire our children and skills progression is carefully planned for in all subjects. All work given to pupils matches the aims of the curriculum and shows sequence in how knowledge and skills build for future learning. Pupils outcomes are consistently of a high quality, including disadvantaged pupils and pupils with SEND.

Curriculum provision is based on our ethos of innovation and international research to provide the best educational opportunities. We nurture links with leading educationalists for example University of Osaka, Japan and the engineering department at UCL. Our vision is to create learners who are ready for the fast-moving developments of the 21<sup>st</sup> century, hence our motto **‘Where our children’s future matters most’**. We aim to develop caring, confident and curious citizens. The curriculum goes well beyond the academic to build cultural capital through music, the arts, sports and languages and international links.

We have a rich out of hours learning provision to give pupils opportunities that they would not otherwise encounter e.g. fencing and engineering.

We organise varied and memorable educational visits and out of classroom experiences for pupils to engage in workshops, theatre, and performance. We utilise the rich learning opportunities at museums and galleries on our doorstep in London and work closely with the Olympic Park Legacy education team to make use of unique environment at the nearby Queen Elizabeth Olympic Park.

IMPLEMENTATION

- Curriculum delivery
- Teaching (pedagogy)
- Assessment

A quality first teaching approach ensures that lessons are consistently good or outstanding. Leaders monitor teaching and learning weekly to ensure high standards. Methods of monitoring include pupil conferencing, book looks, learning walks and planning scrutinies. Phase leaders work closely with their phases to ensure consistency of high expectations.

Assessment systems are well-established with a particular emphasis on AfL and formative assessment so that misconceptions and gaps in knowledge can be addressed systematically. Teachers adapt their teaching to meet pupils’ learning needs and have the highest expectations of all pupils. Teachers use assessment well to ensure confidence and fluency. Pupils build on previous learning, practise and automaticity. Pupils are involved with assessing their own work and identifying next steps. OTrack is used to track the progress of small steps of learning and this is used to inform future planning, teaching and target setting.

There are three summative assessment periods each year, followed by Pupil Progress meetings. All groups are tracked and actions are identified to ensure the best possible outcomes for pupils during these meetings. Intervention programmes, planned by senior leaders, are put in place to support pupils who are not making expected progress. Assessment data and outcomes from monitoring are used to inform the School Development Plan and the school’s professional development programme. When introducing new curriculum and assessment initiatives staff are consulted, so that there is no unnecessary addition to workload.



## IMPACT

- Attainment & progress
- Reading

Pupils' work across the curriculum is outstanding. Progress in national tests is well above national averages in all subjects from KS1 to KS2.

	2016	2017	2018	2019
<b>Reading</b>	<b>+0.9</b>	<b>+1.6</b>	<b>+0.1</b>	<b>+2.2</b>
<b>Writing</b>	<b>+3.1</b>	<b>+1.5</b>	<b>+2.0</b>	<b>+2.2</b>
<b>Mathematics</b>	<b>+1.2</b>	<b>+1.9</b>	<b>+2.8</b>	<b>+2.5</b>
<b>RWM</b>	<b>+1.1</b>	<b>+1.3</b>	<b>+2.2</b>	<b>+2.6</b>

Attainment at KS2 is above the national average. The percentage of pupils achieving the expected standard in Reading, Writing and

	2016			2017			2018			2019		
	EXS	National	GDS									
KS2 % of pupils												
READING	102/64%	66%	26%	103/70%	72%	20%	104/73%	75%	24%	104/76%	73%	22%
WRITING	79%	74%	19%	68%	77%	10%	87%	78%	11%	76%	79%	15%
GPS	104/79%	73%	19%	104/68%	77%	18%	107/84%	78%	42%	106/84%	78%	36%
MATHS	103/79%	70%	19%	104/78%	75%	16%	105/85%	76%	22%	105/85%	79%	25%
COMBINED	62%	54%	9%	64%	62%	8%	73%	64%	2%	73%	65%	4%

Maths combined has grown from 62% in 2016 to 73% in 2019.

The percentage of pupils at KS1 achieving the expected standard in Reading, Writing and Maths combined is in line with national. The percentage at expected standard and greater depth has grown year on year from 2016-2019. Our KS1 phonics results are well above the national average with 92% passing and 100% passing the Year 2 re-check in 2019.

KS1 % of pupils	2016			2017			2018			2019		
	EXS	National	GDS									
READING	66%	74%	8%	71%	74%	17%	74%	75%	30%	72%	75%	24%
WRITING	66%	65%	3%	71%	70%	10%	70%	70%	19%	67%	69%	17%
MATHS	67%	73%	12%	80%	79%	12%	79%	76%	21%	72%	76%	21%
RWM	60%	60%	0%	63%	65%	9%	65%	65%	12%	66%	66%	16%

## SDP PRIORITIES:

- Ensure outcomes of the English review continue to impact on standards and increase the number of pupils achieving the expected standard and greater depth in writing increases, with an emphasis on boys writing.
- More rigorous monitoring of formative assessment to ensure that lesson planning is based on accurate and frequent assessments to meet the needs of all pupils including the least and most able.
- Provide opportunities for teachers to observe and share outstanding practice with a focus on greater depth.

## EFFECTIVENESS OF LEADERSHIP & MANAGEMENT

OUTSTANDING

AREA OF FOCUS	EVIDENCE & COMMENTARY
VISION & ETHOS	Leadership and management are exceptional. Our Headteacher, SLT and staff share a clear vision of high expectations for all despite challenging circumstances. External appraisals have judged our Head Teacher's leadership to be 'outstanding' consistently. She mentors other Head Teachers across London. Our experienced SLT provide high quality pedagogical support to all teachers so that training is personalised and teaching is outstanding. All staff and subject leaders are supported to build knowledge and skills to consistently improve the curriculum.
STAFF DEVELOPMENT	Curriculum and subject leadership is developed with an eye for potential and which helps ensure sustainable leadership at all levels. Effective succession planning ensures the school is stable and maintains high standards of leadership into the future. Professional development needs are identified through monitoring and link to the school development plan. ECTs and students receive high quality mentoring, resulting in rapid progress. Leaders undertake national professional qualifications such as NPQH & NPQSL. Leaders are ambitious in providing high quality education for all pupils. Induction of new staff is rigorous and strong support is available to all pupils. Maryland is committed to equality of opportunity, inclusion and the Equality Act, 2010
STAFF WORKLOAD & WELLBEING	Leaders are committed to staff wellbeing and regularly consult on ways to reduce teacher workload. Staff are consulted on new policies and initiatives to take account of workload and report strong support for leaders Personal interviews are conducted bi-annually with the HT to gauge staff satisfaction. We have a range of wellbeing strategies, e.g. interactive wellbeing board in staffroom, gym equipment available, staff counselling available. This is evident from attendance figures which have not only remained high but <b>improved</b> last year, this is due to the level of support the senior leadership Staff attendance
GOVERNANCE	The Governing board is robust in holding the school to account, they know the school well and present effective challenge and support to leaders. Governors are well trained and contribute valuable skills to impact on school improvement. Link governors for each curriculum area and safeguarding visit the school regularly and are part of the monitoring process.



## SAFEGUARDING

Leaders have developed a strong culture of safeguarding. Safeguarding teams in school have ensured all staff are vigilant to signs of risk or harm. Pupil mental health and well-being are carefully supported and pupils are aware of the need to keep safe in the wider community. We have our own Family Support Worker, who reaches out families and focuses on school readiness, overcoming barriers to learning, and responding to local and national priorities such as mental health.

## PARENTAL ENGAGEMENT

We have very high attendance at parent events e.g. Meet The Teacher Evening approx. 200 parents. We conduct an annual parent survey, as well as Parentview surveys at events such as Parents Evening and the results feed in to the school development plan.

## SDP PRIORITIES:

- SLT to embed a termly calendar for pastoral and standards monitoring. Observations and monitoring are more frequent and effect quicker improvements on pupil outcomes.
- To continue to develop subject leader accountability so that all leaders are unanimous in their ambition for the best for all Maryland pupils.
- To develop a more rigorous CPD programme and appraisal process for support staff.

## EFFECTIVENESS OF EARLY YEARS PROVISION

## OUTSTANDING

### INTENT

The school provides a rich and exciting curriculum, with a strong focus on active, play based exploration to develop curiosity, critical thinking and a love of learning both indoors and outdoors. Teachers use Development Matters non statutory guidance produced by the Department for Education to plan for progression in the seven areas of learning with the aim of children achieving all 17 revised Early Learning Goals by the end of their Reception year.. Teachers use their assessments of pupils to adapt and differentiate teaching and provision. Communication & Language are prioritised because of the diversity and language needs within our community. This area of learning also supports the children's ability to self regulate eg. guide their own actions and play. PSED is another key focus so that pupils can learn to operate and interact well in a social setting, as this is often the first educational experience for them, especially post pandemic. We support the children to develop their self-confidence and independence in order to become resilient to face future challenges. Our rich and stimulating learning environment provides memorable and unique experiences to enable pupils to understand the world and develop imagination e.g. the school has built its own beach within the Nature Garden and children are involved in caring for the school chickens. We are an international model school for RWI and phonics education begins in the Nursery to give children a solid foundation in their early reading. Our curriculum is designed to reduce disadvantage and facilitate all children achieving the best possible start to their early education.

### IMPLEMENTATION

Pupils are provided with a balance of both child and adult-led learning opportunities across a range of topics. Teacher planning is based on emerging pupil interests. For example, investigating static electricity which could lead to further science experiments. Teachers also plan to cover some topics which might not necessarily be of interest to a child initially (but may develop into one) due to their prior limited experiences, such as exploring famous artists through the use of paint, colours and patterns. This helps to broaden the children's knowledge and interests. Staff support pupils in both adult and child-led play (and then also focussed activities later on) by developing 'shared sustained thinking' through the use of a variety of prompts and questioning to enhance learning opportunities.

Resilience and growth mindset are integrated into the day-to-day teaching of the curriculum and not just isolated to subject specific teaching eg. Personal Development. The children are introduced to growth mindset dinosaurs such as 'try-a-saurus' which shapes the children's approach to their learning.

Observations of lessons show that the quality of teaching and support is good with a high proportion of outstanding due to the commitment of our



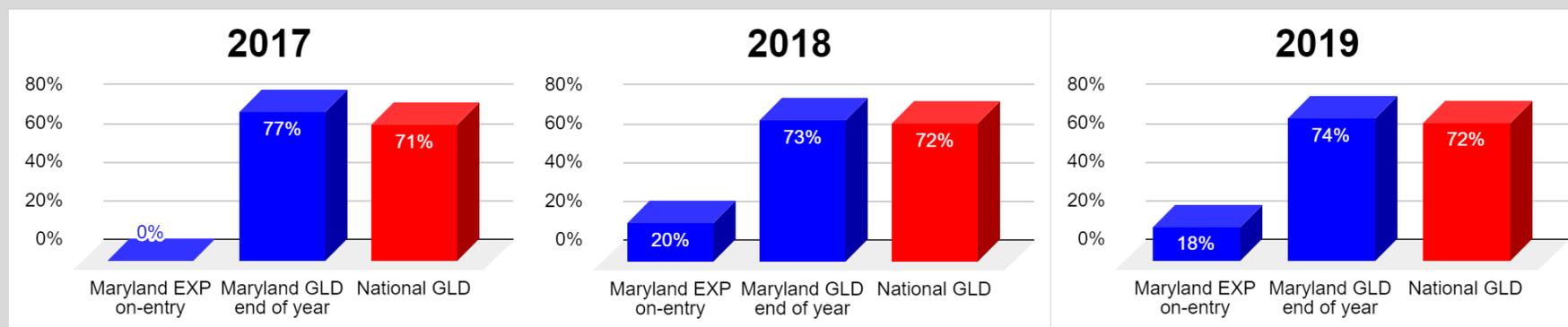
staff, support provided from SLT and through training opportunities.

The Baseline test provided by DfE is administered in Reception within the first 6 weeks on entry. Before this, class timetables are relaxed so that staff are able to spend extended amounts of time settling and getting to know the children by assessing their confidence, independence & physical development – this helps staff to begin to plan access to the provision. Following the submission of the Baseline data, summative assessments are completed termly. This is monitored by SLT and reviewed at pupil progress meetings, where interventions are planned for to support pupils who are not making expected progress. Programmes, such as Box Clever, are used for speech and language. Teachers use their ongoing formative assessments to plan for early intervention groups to enable children with low starting points to catch up. SEND pupils are identified quickly and support put in place early.

Staff also carry out home visits before Nursery admissions to build knowledge of pupils' backgrounds and circumstances which informs provision planning and support that is put in place. This helps to ensure children transition well and begin to make progress earlier on.

## IMPACT

Baseline assessment shows that pupils are well below the national averages on entry. The school has participated in the 2019 DfE Baseline pilot, and from this, teachers use the information to plan next steps for pupils.



Source: Perspective Lite & internal baseline data

Progress is outstanding from overall low starting points. GLD is consistently above national standard.

In 2019, 76% of children who had been with us since Nursery achieved a Good Level of Development compared to 65% for children who joined in Reception.

The LA moderation process in 2018 demonstrated that our end of year reception judgements were highly accurate. The moderator commented, "The EYFS staff have a 'nothing is impossible' attitude (to ensure the children get the very best)"

## SDP PRIORITIES:

- To raise the attainment of boys and summer born pupils
- Provide CPD opportunities for EYFS staff at all levels to ensure support for pupils is of the highest standards
- Further embed progressive, sequential learning across the EY phase in line with the revised Early Learning Goals

**BEHAVIOUR**

Behaviour and attitudes are outstanding. Pupils demonstrate high levels of respect for each other. They recognise and celebrate difference. Behaviour is always positive in classrooms and playgrounds. Pupils uphold the school's core values of kindness, resilience, ambition, courage, respect, teamwork. Pupils play an active part in the life of the school through head pupils, Eggsperts, eco warriors, school council members. All staff have consistently high expectation of behaviour and low level disruption is not tolerated. Behaviours to learning are always positive and pupils show strong resilience in their learning through the Growth Mindset pedagogy. Relationships between staff, pupils and parents are very positive. Pupils feel safe in school and well looked after.

Our behaviour policy is based on the *emotional coaching* approach, where staff are trained to connect with children and understand the causes of unacceptable behaviour. The SEMH leader manages a dedicated team that monitors behaviour to ensure that the approach is consistently applied by all adults. Children have a sense of responsibility and fairness.

Our 'Time Owed' initiative, which is a consequence for consistent low-level disruption or unsociable behaviour, has proved very successful at reducing incidents with a reduction of children attending. Our monitoring shows that classroom disruption is extremely rare. Exclusions are rare. In 2018/19 there were only 2 pupils who were given a fixed term exclusion on one occasion.

**ANTI-BULLYING**

Incidents of bullying, including cyber bullying incidents, are rare but when they do occur they are dealt with swiftly and effectively, The potential dangers of bullying and use of social media are regularly addressed in class, assemblies, parent's meetings and newsletters. Racist incidents are rare and are dealt with swiftly and followed up with lessons focusing on equality and tolerance.

**ATTENDANCE**

Attendance is well above the Newham and National average consistently. Our in house attendance officer robustly and successfully tackles persistent absence. Our attendance rate is 97%. Our persistent absence rate is 6% compared to 8.7% nationally.

**FAMILY SUPPORT**

Maryland is a model school for family support work, offering training to other schools on this area. Exemplary work of our learning mentors and family support workers ensure vital crisis support for parents, so that pupils living in difficult circumstances do not have their schooling interrupted. The impact is that Maryland has one of the highest attendance rates in the local authority. We have a Children's Centre on site, which provides services for the families of 0-5s in the local community.

**ATTITUDES TO LEARNING**

Pupil satisfaction is high, resulting in 97% attendance as children want to come to school and not miss out on memorable experiences we continually provide. Pupil conferencing gives children a voice and children are fully involved in the decision-making processes within the school (e.g ambassadors, head students, school council) to ensure that children are happy and enjoying learning.

**SDP PRIORITIES:**

- Develop strategies for key pupils to support emotional wellbeing using SEMH approach. Keep training up to date with all staff for consistency of approach.



**MARYLAND & BRITISH VALUES**

The school goes above and beyond the expected to enable all pupils to have access to unique and meaningful experiences that would be unavailable to them outside of school and make Maryland an exciting place to learn. All disadvantaged pupils have priority in after school clubs. Play therapists, speech and language therapists, sports coaches, mental health first aiders all support personal development, character and wellbeing. Character education is embedded through teaching our 6 core values (ambition, teamwork, respect, resilience, kindness and courage) which permeate school life. Pupils are confident in understanding the Maryland values and are taught about these in assemblies, CPSHE and other areas of the curriculum. They are praised and encouraged to demonstrate these values in their approach to school life. Pupils have made international links to schools in Ghana as part of British Council project.

Pupils develop resilience in a rich learning environment that promotes strong spiritual, moral and social cohesion. Leaders offer strong pastoral support and pupils are highly knowledgeable about physical and mental health well-being. Pupils are aware of age-appropriate relationships, they respect differences and understand fundamental British values.

As a lead E4C school, teachers seamlessly weave diversity and anti-racism into curriculum and conversations, building in opportunities to expand horizons, tackling unconscious bias and activating change. Pupils have a global perspective and are well prepared for life in modern Britain.

**HEALTHY LIVING INCLUDING SEMH**

SEMH is very well provided through assemblies, lessons and school events. As a result, pupils are kind and caring and understand how to regulate their emotions. Staff have all received CPD on how to use emotional coaching to support pupils with social and behavioural difficulties. We have a sensory room, which we use to help pupils regulate their emotions. Healthy lifestyles are promoted e.g. children grow their own vegetables at school to promote nutrition.

**CPSHE & SMSC**

We bring the motto of 'where our children's future matter most' to life through the headteacher's vision, e.g sustainability. This vision is built into curriculum planning and delivery, whole school homework projects, exhibitions and educational visits. Pupils demonstrate care and concern for issues locally and globally e.g. homelessness in our community, sustainability issues such as over fishing and the impact of single use plastic on the environment.

**CAREERS GUIDANCE**

Pupils are taught to be ambitious through values education. We showcase their talents to enable them to develop confidence, oral presentation skills and work ethic. We educate the children about multiple intelligences so they can identify their strengths e.g. logic, language and creative thinkers.

**EQUALITY & DIVERSITY**

This is a strength. The diversity of the school community is reflected in staffing and pupils that come from 64 different countries. Racist incidents are very rare. Different cultures are celebrated e.g. we have cultural evening and celebrate international events. The children feel valued as their cultures are represented in everything from the school menu to our uniform.

**SDP PRIORITIES:**

- To develop the support given to new mid phase admissions (particularly those with little English or no previous schooling) so they have that they can settle in to learning and wider school life quickly.
- Continue to add additional after school activities to engage hard to reach pupils.



## JARGON BUSTER

ARE	Age Related Expectation
CDP	Continuing Professional Development
CPSHE	Citizenship and Personal Social and Health Education
EYFS	Early Years Foundation Stage
GLD	Good Level of Development
KS1	Key Stage 1
KS2	Key Stage 2
ECT	Early Career Teacher
PSHE	Personal, Social, Health and Economic Education
RMW	Reading, Maths, Writing
RWI	Read Write Inc
SDP	School Development Plan
SEMH	Social, Emotional & Mental Health
SEND	Special Educational Needs & Disability
SLT	Strategic Leadership Team
STEM	Science, Technology, Engineering and Maths
SCITTELS	School Centred Initial Teacher Training in East London Schools
UCL	University College London
RHE	Relationship & Health Education
EXS	Expected standard
GDS	Greater depth

