

MARYLAND PRIMARY SCHOOL

STRATEGIC EVALUATION FORM, SEPTEMBER 2022

“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” Professor Kihara, Education Studies, Osaka Kyoiku University, 2020

“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) took me to a **thrilling and enchanting** place I could explore, reflect, and feel inspired.



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“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

“In awe of the Heroes Exhibition by pupils at Maryland Primary School sponsored by Newham to celebrate Black History Month. This is education at its best.” Mayor Rokhsana Fiaz, OBE, 2021

“I was particularly humbled and overwhelmed by the kaleidoscopic approach you have taken to building a wonderfully powerful and enriching learning environment for children and staff, offering them awe and wonder at every head turn, to inspire, motivate and guide them in their learning, growth and development.”

Paul Smith, Head of Learning and Achievement at Newham



SCHOOL CONTEXT

PUPILS

Number of pupils on roll: 438 including Nursery (2 form entry)

Gender: 51% male 49% female

Languages: 75% 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: 38%.** Details of pupil premium spend are available on the website.

Free School Meals: 35%

SEND: 10%

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

Attendance: 94%

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

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

* Data accurate from May 2022 census

** DfE March 2022

WORKFORCE

We have a stable and long serving staff.

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 ECT+1 or above shadow a subject area or responsibility.

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%

AutumnTerm 2019/20 90.2%



STRATEGIC DEVELOPMENT PRIORITIES 2022-23

1. 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

- More rigorous assessment, reporting and pupil progress analysis systems have been put in place
- Rigorous training for staff on how to teach for greater depth through setting 'gold work'
- To increase the percentage of pupils achieving greater depth

2. To closely monitor the progress of pupils, in particular, the progress of vulnerable pupils through effective planning, assessment and enrichment opportunities.

Vulnerable is defined as: SEND, PP, LAC, No Recourse Public Funds, CP, Medical needs, Mental Health, Lowest 20%, Attendance.

- To focus on overcoming barriers to learning such as SEND, wellbeing and attendance, wellbeing, and ensure the provision and enrichment for vulnerable pupils such as disadvantaged and SEND is of the highest quality.
- Continue to promote reading for pleasure and explicit reading comprehension strategies
- Bespoke and targeted tuition support in English and maths to minimise the impact of lockdown on pupil achievement and wellbeing.
- A language rich environment for our pupils with broad and rich curriculum opportunities

3. To continue to develop a curriculum that champions diversity and equality

- Sustaining and leading on our equality and diversity work for the school and wider community and local authority.
- Focus on celebrating equality, diversity and anti-racism in our daily practice
- Provide rich and broad experiences that develop resilience, self-confidence and raise aspirations.

Pupil voice is consulted on key decisions across the school.

A values led curriculum that instils values such as ambition, kindness towards others, resilience, teamwork, respect as well as honesty and determination through the prism of British Values.

Maryland construct of education is one of inclusion and equality and we are a model of inclusion based on equality and unique characteristics.

MARYLAND CURRICULUM INTENTION: OUR PUPILS WILL HAVE ACCESS TO 'THE BEST THAT HAS BEEN THOUGHT AND SAID'



Accounting for our strengths and challenges our three curricular goals are:

CURRICULUM GOAL 1 : To ensure every child is secure in their understanding of the core subjects (English, maths and computing)

Core skills in English, maths and Computing underpin all aspects of learning and provide necessary skills to become ‘uture ready’.

CURRICULUM GOAL 2: To deliver a broad, balanced curriculum that creates active, independent and resilient learners

Our six school values underpin this ethos: teamwork, respect, kindness, courage, ambition, resilience.

CURRICULUM GOAL 3: Deliver a curriculum that champions diversity and equality

Pupils have a global perspective and are well prepared for life in modern Britain. Our pupils see themselves represented in what they learn and the school itself so that equality, diversity and anti-racism are seamlessly interwoven into the curriculum



IMPLEMENTATION



- The intent and implementation are clearly embedded through a clear structure and sequence. Pupil 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 21st century, hence our motto ‘*Where our children’s future matters most*’.
- We follow the National Curriculum, going beyond it in some areas and have developed age-related curricular end points through progression documents in the core subjects. We go well beyond the academic to build cultural capital through music, the arts, sports and languages and international links.
- Schemes are in place in literacy (RWI and Literacy Tree), in maths (White Rose) and computing (Kapow and Teach Computing) to provide a strong foundation and consistency for all our staff when delivering core subjects. As they have been developed by curriculum experts, they are carefully sequenced to ensure careful progression and clear end points.
- We have adopted a subject specific approach and have made careful cross-curricular links to optimise this understanding where it is sensible to do so.
- We deploy internal expertise (team teaching and planning support) to support across the curriculum such as PE, French, art and design, computing and science.



- We pursue a mastery agenda across all subjects, building up learning in small steps and ensuring student's progress, learning lessons from current research. Our approach to planning across the curriculum ensures that children revisit concepts to ensure knowledge, vocabulary and skills shift from working to long-term memory.
 - Medium term plans in all subjects mean all staff are aware of where learning fits into a broader sequence of learning.
 - Our intervention programmes are carefully targeted and rigorous, ensuring that pupils who begin to fall behind are targeted for further support enabling them to keep up.
 - Maryland's **anti-racism and equality programme** empowers teachers, children, young people and communities with the courage, confidence, and self-belief to create a safe environment for meaningful conversations about the existence and impact of racism.
 - We teach equality and anti-racism through our project '**Art4Change**'. Art4Change includes three art projects designed to challenge racism through conversation and curriculum. They are '**Recognising the Past, Shaping the Future**', '**Strength, Determination and Courage**' and '**A United Future**'.
- Learning through Art about subjects such as History and English, enriches the very nature of those subjects, **bringing them to life visually**.
 - The Arts encourage self-expression, creativity and can build confidence, as well as a sense of **individual identity**.
 - Our pupils experience how to take time to observe the world and different cultures.
 - Teaching through the Arts can help present difficult concepts, such as **diversity** visually, making them easier to understand.
- Education builds understanding. Pupils know the difference between **anti-racist and non racist**. They stand up and say if something is not right. They appreciate the richness of culture in our diverse community, and celebrate **differences**.



- Pupils' learning experiences are one of awe and wonder, both engaging them in the 'here and now' but also providing them with moments that will **shape their future lives**.
- The mayor of Newham requested that Maryland pupils devise a **'Kids Takeover' as part of World Children's Day**. The children applied for and took on leadership and key roles in the school such as the headteacher, the site supervisor, the office and senior leadership team.
- Maryland curriculum is based on the philosophy of **'Ubuntu', we are what we are through the contribution of others**.

IMPACT: ATTAINMENT & PROGRESS

Progress in national tests is well above national averages in all subjects from KS1 to KS2.

	2017	2018	2019	2022*
Reading	+1.6	+0.1	+2.2	DfE guidance
Writing	+1.5	+2.0	+2.2	States 2022 KS2 data
Mathematics	+1.9	+2.8	+2.5	Does not need to
RWM	+1.3	+2.2	+2.6	Be published

Attainment at KS2 is above the national average.

The percentage of pupils achieving the expected standard in reading, writing and maths combined has grown from 62% in 2016 to 79% in 2022.



	2018			2019			2022*		
	EXS	National	GDS	EXS	National	GDS	EXS	National	GDS
KS2 % of pupils									
READING	104/73%	75%	24%	104/76%	73%	22%	82%	74%	28%
WRITING	87%	78%	11%	76%	79%	15%	68%	69%	14%
GPS	107/84%	78%	42%	106/84%	78%	36%	81%	71%	25%
MATHS	105/85%	76%	22%	105/85%	79%	25%	60%	59%	5%
COMBINED	73%	65%	4%	73%	64%	2%	79%	72%	28%

*unvalidated data, September 2022

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 91% passing.

	2018			2019			2022		
	EXS	National	GDS	EXS	National	GDS	EXS	National	GDS
KS1 % of pupils									



READING	74%	75%	30%	72%	75%	24%	64%	67%	25%
WRITING	70%	70%	19%	67%	69%	17%	59%	58%	11%
MATHS	79%	76%	21%	72%	76%	21%	77%	68%	21%
RWM	65%	65%	12%	66%	66%	16%	59%	53%	11%
									* unvalidated

SCHOOL DEVELOPMENT PRIORITIES 2022-23

PUPIL PROGRESS

- A bespoke programme of tuition has been written by the teachers which is personal to the needs of the pupils for each year group.
- To develop character education and learner profiling so that we can identify and channel strengths and identify potential barriers to learning
- Teachers to review those children who did not achieve the exp in RWM in Summer '22 assessments and target with in class support as borderline. (Prioritise meaningful marking/feedback, teacher and TA support in class, LbQ to identify misconceptions and check progress, mathematics homework, Numbots (KS1), TTRS (KS2) SLT support).

WRITING

- To improve outcomes in writing and to increase the number of children achieving greater depth in writing.
- Year 2 - in the Spring term, most children move to Literacy Tree texts to prepare for the transition to KS2.
- Develop opportunities to grow chn on the cusp of achieving GDS through early identification and teaching strategies
- More regular writing moderation planned into staff meetings 3 times per year, collaborating with local schools
- English and Curriculum leaders to review writing standards in the Autumn term



- An extra hour of English to be incorporated into KS1 timetables. Planning monitored and supported by English leader and Cm leader.

EFFECTIVENESS OF LEADERSHIP & MANAGEMENT

VISION & ETHOS



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 and was recognised in the Queen's Platinum Jubilee honours list with an MBE for services to education.

The Headteacher is National Leader of Education and mentors other Head Teachers across London and beyond.

Our experienced SLT provide high quality pedagogical support to all teachers so that training is personalised and teaching is outstanding.

SLT are mentors to subject leaders to mentor and build knowledge and skills so that the curriculum is consistently reviewed and improved.

STAFF DEVELOPMENT

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 & NPQLTD.

Induction of new staff is rigorous and strong support is available to all pupils including wellbeing via the Family Support team.



<p>STAFF WORKLOAD & WELLBEING</p>	<p>Leaders are committed to staff wellbeing and regularly consult on ways to reduce teacher workload.</p> <p>All members of staff have a personal interview with the Headteacher twice a year to discuss workload and wellbeing. Actions lead to school improvement.</p> <p>We have a range of wellbeing strategies, e.g. wellbeing time (gift time) wellbeing board in staffroom, gym equipment available, use of Google to collaborate, staff counsellor onsite, mentors to support workload.</p> <p>This is evident from attendance figures which have not only remained high but improved last year, this is due to the level of support the senior leadership team.</p>
<p>GOVERNANCE</p>	<p>The Governing Board is robust in holding the school to account, they know the school well and present effective challenge and support to leaders. Challenge relates to ensuring high standards in the curriculum and ensuring the school manages its finances effectively eg. best value for money</p> <p>Governors are well trained and work closely with the senior leadership team and contribute valuable skills, evidenced by skills audit to impact on school improvement.</p> <p>The school holds separate challenge and support meetings where governors hold the school to account on key areas. Reports from link governors have actions built into the school development planning</p>
<p>SAFEGUARDING</p>	<p>Safeguarding teams in school have ensured all staff are vigilant to signs of risk or harm. The school uses systems to record and that this data is analysed, maybe include training opportunities for staff and governors</p> <p>Pupil mental health and well-being are carefully supported, and pupils are aware of the need to keep safe in the wider community.</p> <p>We have 1 Family Support Worker, who reaches out to families and focus on wellbeing, school readiness, overcoming barriers to learning, and responding to local and national priorities such as mental health</p>



PARENTAL ENGAGEMENT

We have very high attendance at parent events e.g. Meet The Teacher Evening approx. 2-300 parents. We conduct an annual parent survey, as well as ofsted's Parent View surveys at events such as Parents Evening and the results feed into the school development plan.

SCHOOL DEVELOPMENT PRIORITIES 2022-23

SUBJECT LEADER ACCOUNTABILITY

To continue to develop subject leader accountability

- By summer 2023 most subjects will have had a 'deep dive' to give leaders a thorough understanding of the area at Maryland and feed into school development.
- Link governors will have visited to provide further monitoring and support and develop accountability. The senior leadership team will be able to use the monitoring outcomes to feed into 2022-23 school development priorities

PRIORITIES FOR 2022-23

To minimise the impact of lockdowns on the most vulnerable, including SEND

- Pupils will have access to intervention designed to support them with set targets and make substantive progress that will ensure their enjoyment and self- fulfilment. For some of them, the gap between where they are and age related expectation will begin to narrow.
- All SEND pupils will make progress relevant to their individual abilities against their targets at the end of the year

EQUALITY & DIVERSITY



- To continue to ensure equality and diversity are seamlessly interwoven into all that we do, for example as a golden thread to leadership and governance meetings, in the CPSHE curriculum and into safeguarding.
- Ambition for Maryland to lead on learner profiling so that all children's talents are identified and channelled from the outset
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EFFECTIVENESS OF EARLY YEARS

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

Communication & Language are prioritised because of the diversity and language needs within our community.

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.

Our curriculum is designed to reduce disadvantage and facilitate all children achieving the best possible start to their early education.



IMPLEMENTATION



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 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 using paint, colours and patterns.

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

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

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)”

SCHOOL DEVELOPMENT PRIORITIES

By Spring 2022

-Implement NELI (Nuffield Early Language Intervention) oracy intervention (funded by DfE) to target those pupils whose language skills are not at the expected level



BEHAVIOUR & ATTITUDES

BEHAVIOUR



Pupils demonstrate high levels of respect for each other. They recognise and celebrate difference.

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.

ANTI-BULLYING

Incidents of bullying, including cyber bullying, 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 94% which is above the national average. The school uses strategies to keep attendance rate high, eg. rewards for high attendance, children feedback they enjoy coming to school, high quality teaching and learning with unique opportunities for cultural capital.



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 ensures 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. 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. The school values has a clear impact on pupil's behaviour for learning.

PERSONAL DEVELOPMENT

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, winning and International School Award.



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.

Teachers seamlessly weave equality, diversity, inclusion 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 Maryland's values led curriculum in 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 understand provenance.

Oral health is promoted from Nursery to Year 6 through science and CPSHE. The school adopts the HAES (Health At Every Size) approach which promotes fitness, diet, stamina and body confidence which is evidenced at playtime, lunchtime, in PE, science and CPSHE.



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

