

MARYLAND PRIMARY SCHOOL
STRATEGIC EVALUATION FORM, JANUARY 2023

“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)

“I wish this had been a part of my life when I was a child in Sussex. My heart sings to think of the wonderful young people this school will nurture using the arts.” Patrice Lawrence, MBE, award winning children’s author, 2022



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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: 423 including Nursery (2 form entry)

Gender: 50% male 50% female

Languages: 78% of pupils' first language not English. (Approx. 37 languages and 44 dialects spoken)

Ethnicity: 92% minority ethnic groups. Largest ethnic group is Eastern European (24%)

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

Free School Meals: 31%

SEND: 10%

* Data accurate from Oct
2022 census

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

Attendance: 96%

** DfE March 2022

Located in a high density, economically deprived area of East London; the pupil base deprivation indicators place Maryland School in quintile 4 of all schools (within the more deprived category).

WORKFORCE

We have a stable and long serving staff. We talent spot and provide opportunities for development and progression.

Seven members of our teaching team have TLR or UPS responsibilities; all teaching staff who are ECT+1 or above, shadow a subject area or a responsibility. Our teaching assistants are trained as tutors and are highly effective at teaching their own RWI groups.

Staff attendance:

Autumn term 2022/23 96%

Autumn term 2021/22 98.5%

Autumn term 2020/21 95.5%



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

- 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.
- To continue to promote reading for pleasure and explicit reading comprehension strategies
- To continue with our Bespoke and targeted tuition support in English and maths to minimise the impact of lockdown on pupil achievement and wellbeing.
- To develop a language rich environment for our pupils with broad and rich curriculum opportunities.
- To raise outcomes in writing and increase the number of children achieving greater depth in writing.

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

- To continue to lead on our equality and diversity work for the school and wider community and nationally.
- Provide rich and broad experiences that develop resilience, self-confidence and raise aspirations through celebrating equality, diversity and anti-racism in our daily practice.
- 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.



QUALITY OF EDUCATION

OUTSTANDING

CURRICULUM INTENTION

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

Implementation

- Core skills in English, maths and Computing underpin **all aspects of learning** and provide necessary skills to **become ‘future ready’**.
- The intent and implementation are clearly embedded through a **clear structure and sequence**. Pupil outcomes, including those of disadvantaged pupils and pupils with SEND, are consistently of a high quality.
- 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.
- We follow the National Curriculum, **going beyond** it in some areas by **building cultural capital** through **music, the arts, sports, languages and international links**. Most importantly, we have developed age-related curricular end points through progression documents in core subjects. Schemes that have been developed by curriculum experts, carefully sequenced for progression and clear end points are in place in literacy (RWI and Literacy Tree), in maths (White Rose) and computing (Kapow and Teach Computing). These provide a **strong foundation** and **consistency** for all our staff when **delivering core subjects**.
- 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 pursue a **mastery agenda** across all subjects, **building up learning in small steps** and ensuring students **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.



QUALITY OF EDUCATION

CURRICULUM INTENTION

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

Implementation

- Our six school values underpin this ethos: **teamwork, respect, kindness, courage, ambition, resilience**.
- We deploy internal expertise (team teaching and planning support) to support across the curriculum in PE, French, art and design, computing and science.
- 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.**
- 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'**.
- 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.



QUALITY OF EDUCATION

CURRICULUM INTENTION

GOAL 3: To deliver a curriculum that champions diversity and equality

Implementation

- 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**'.
- Teaching through the Arts can help present difficult concepts, such as **diversity** visually, making them easier to understand. The Arts encourage self-expression, creativity and can build confidence, as well as a sense of **individual identity**.
- Maryland curriculum is based on the philosophy of '**Ubuntu**', **we are what we are through the contribution of others**.
- Our pupils experience how to take time to observe the world and different cultures.
- 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**.



IMPACT: PROGRESS & ATTAINMENT KS2

2022 PROGRESS KS1 TO KS2

- Maths: the average progress score for the last 3 academic year(s) is +2.1.
- Reading: the average progress score for the last 3 academic year(s) is +0.4
- Writing: average progress score for the last 3 academic year(s) is +1.3.
- Maryland has been above the National average 3 times in the last 3 academic year(s) for maths progress.
- Maryland has been above the National average 2 times in the last 3 academic year(s) for writing progress.
- Maryland has been above the National average 2 times in the last 3 academic year(s) for reading progress

ATTAINMENT KS2

	2018			2019			2022		
	EXS	National	GDS	EXS	National	GDS	EXS	National	GDS
KS2 % of pupils									
READING	73%	75%	24%	76%	73%	22%	81%	74%	28%
WRITING	87%	78%	11%	76%	79%	15%	67%	69%	14%
MATHS	85%	76%	22%	85%	79%	25%	81%	71%	25%
COMBINED	73%	65%	4%	73%	64%	2%	60%	59%	5%

- Maryland has been above the National average 3 times in the last 3 academic year(s) for the expected standard in Reading, Writing & Maths.
- Maryland's expected standard percentage in Reading has increased by 4 % from 76% in 2018/19 to 81% in 2021/22.
- 81% achieved the expected standard in Reading, 6 % higher than the National average of 76%. This is equivalent to 4 more pupils achieving the expected standard compared to the National average.



ATTAINMENT KS1

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

- 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.

SCHOOL DEVELOPMENT PRIORITIES 2022-23

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



EFFECTIVENESS OF LEADERSHIP & MANAGEMENT

OUTSTANDING

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. She was recognised in the Queen's Platinum Jubilee honours list with an MBE for services to education. In December 2022, she was awarded The Freedom of the Borough of Newham for her longstanding service to schools.

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

Our 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 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.

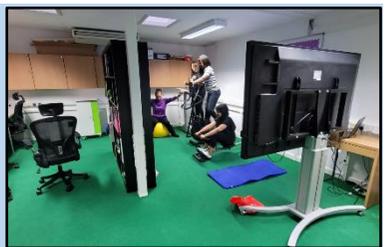
STAFF WORKLOAD
& WELLBEING

Leaders are committed to staff wellbeing and regularly consult on ways to reduce teacher workload.

All members of staff have a personal interview with the Headteacher twice a year to discuss workload and wellbeing. Actions lead to school improvement.

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>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 e.g. 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 a Family Support Worker, who reaches out to families, focuses on wellbeing and school readiness, all of which ensure that barriers to learning are removed. Our Family Support Worker also responds to local and national priorities such as mental health.</p>	
<p>PARENTAL ENGAGEMENT</p>	<p>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 survey at these events. The results feed into the school development plan.</p>	



**SCHOOL DEVELOPMENT
PRIORITIES 2022-23**

Subject Leader Accountability

To continue to develop subject leader accountability

- 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.

EQUALITY & DIVERSITY

- To lead equality work in the community and nationally with the Maryland Equality Team through CPD and networking to share best practice.



EFFECTIVENESS OF EARLY YEARS

OUTSTANDING

INTENT



- At Maryland, we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond.
- Our curriculum is the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. They can only do that if we embed the right habits for learning through the **Characteristics of Effective Learning - Play and Exploration, Active Learning and Creative and Critical Thinking.**
- Many of our pupils arrive well below national expectations for their age and a high proportion come from disadvantaged backgrounds and some with complex needs. We support them to listen, speak and manage their emotions by **working together and being kind.** As such, we **prioritise personal, social and emotional development, communication, language and physical development** in the Nursery curriculum.
- 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 at Cluckingham Palace.** The rich and exciting curriculum has a strong focus on **active, play based exploration** that **develops 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. Our **enabling environment** and **warm, skilful adult interactions** support the children as they begin to link learning to their play and exploration.
- As the pupils **move into Reception**, we invest time and energy into helping pupils aim high and develop a love of reading, writing and number. This is delivered through a holistic curriculum which maximises opportunities for **meaningful cross-curricular links** and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking following children's interests and ideas.



IMPLEMENTATION



- Pupils learn through a **balance of child-initiated and adult-directed activities**. The timetable is carefully **structured** so that children have **rigorous directed teaching** in maths and phonics everyday with regular circle time sessions to focus on **PSED**.
- **Reading** is at the **heart** of our curriculum. Children follow the **rigorous** and highly successful Read, Write Inc. program **faithfully** so that they meet **good outcomes** for reading with almost all children passing the **Year One phonics screening**
- **Resilience** and **growth mindset** are integrated into the day-to-day teaching of the curriculum and not just isolated to subject specific teaching e.g. Personal Development. The children are **introduced to growth mindset dinosaurs** such as ‘**try-a-saurus**’ which shapes the children’s **approach** to their learning
- We follow the **Maths Mastery approach** in Reception with an emphasis on **studying key skills** of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Pupils **learn through games and tasks** using **concrete manipulatives** which are then rehearsed and applied to their own learning during **exploration**. **Nursery pupils** begin to develop these key skills where they explore sorting, quantities, shape, number and counting awareness. These **early mathematical experiences** are **carefully designed** to help pupils remember the content they have been **taught** and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts.
- Our **inclusive** approach means that all children **learn together** but we have a range of **additional intervention and support** to **enhance** and **scaffold** children who may not be reaching their potential or moving on children who are doing very well. For example
- Our **regular monitoring** of teaching and learning includes **coaching** and **feedback** from the **phase leader** so that teachers develop a **good subject knowledge** and are **effectively supported**. We tailor our staff personal development to be early years specific and are focused on **moderating outcomes** across the phase so that **every member** of our team **feels confident** in making accurate judgements about where individual pupils are and their next steps for learning.



IMPACT



- Progress is outstanding from overall low starting points. GLD is consistently above national standard.
- Our curriculum needs to meet the needs of our children, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group, class, groups and individuals.
- 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 Summer 2023

-Implement Colourful Semantics intervention to target those pupils whose language skills are not at the expected level.



BEHAVIOUR & ATTITUDES

OUTSTANDING

BEHAVIOUR



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

The school uses unique approaches which are preventative rather than punitive for example, the headteacher inspires and motivates children to behave well through dance, music and sports projects. E.g. The Cool Crew, the headteacher’s dance group.

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.



<p>FAMILY SUPPORT</p>	<p>Maryland is a model school for family support work, offering training to other schools on this area.</p> <p>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.</p> <p>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.</p>
<p>ATTITUDES TO LEARNING</p>	<p>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.</p> <p>Pupil voice is consulted on key decisions across the school.</p>

PERSONAL DEVELOPMENT OUTSTANDING

<p>MARYLAND & BRITISH VALUES</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>HEALTHY LIVING INCLUDING SEMH</p>	<p>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.</p> <p>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.</p>



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

