



The Marches School

**ANNUAL
REVIEW
2020/21**

Vision & Values

Our vision:
Achievement
through caring



Excellence

Excellence: striving
always for mastery
and personal success

Integrity

Integrity: consistently
acting with honesty,
compassion and
respect

Empathy

Empathy: embracing
and supporting the
uniqueness of every
individual

Creativity

Creativity: inspiring
and challenging
through invention,
experimentation
and exploration

Equality

Equality: ensuring
fair opportunity
for all

Reflections

Alison Pearson - Headteacher

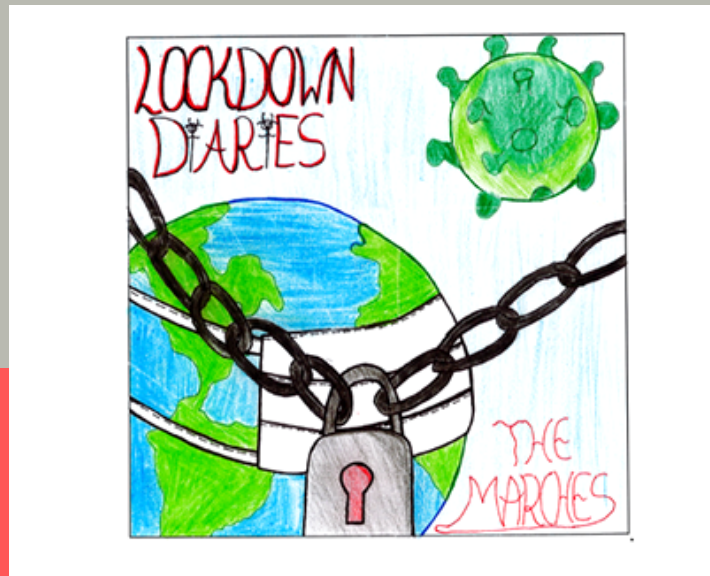
Our year began in school, with year group bubbles and lunch arrangements that have transformed social times, to such an extent that they will stay in place after restrictions are lifted. Year 7 students were seen to be playing in ways we have not seen before. Our Standards Review was strong with high quality teaching and learning identified and the positive ethos in the school recognised by visitors. Data projections were positive with clear plans in each department.

With the arrival of a second lockdown, we built on last year with our online provision, training staff to go deeper into the tools available and adding a live element to lessons. We continued to consider the whole child, with wellbeing calls made weekly and more often in some cases, and our new mascot, Loric the Lemur, was out on our Rewards Bus with House and subject awards through the term.

Students' return brought with it the logistical challenge of mass Covid testing and ensuring the mental wellbeing of students was secure.

This was closely followed by the need to assess and grade exam students with integrity, something our staff have risen to superbly.

We have aimed to continue with as much of school life as possible, as well as having plans in each subject to bring every student to the right point and to support and mentor those that have needed more.

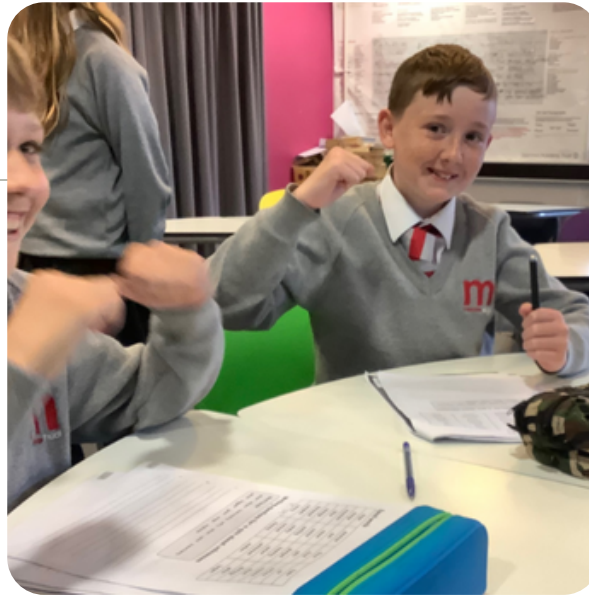
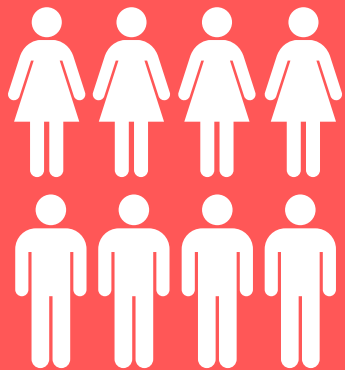


Attendance

Attendance in the school has remained better than national average (88%), although this dipped in the summer as Years 11 and 13 were offered a different programme. National in June, without Years 11 and 13 was 92.4%. School figure - 94.8%

Year 11 were the year group most affected by outbreaks, leading to online learning from home. To date, Year 7 attendance is greater than 96% with Years 8-10 at 94/93%.

There has been significant absence of staff, with complying of isolation procedures being the most significant reason. Staff in this position have continued to deliver lessons on screen with a cover teacher in the lesson.



School of the Future

Along with all other schools in the Trust, we have been considering the skills and experiences that our students need. Our ambitions for Year 1 are now embedded into our development plan, with a focus on learner skills, literacy, independence and IT use.

2021



Improvements to Infrastructure & Processes

The school has begun a period of significant investment with funding from the Trust.

Plans are currently awaiting approval for a new reception space which is fit for purpose and reflects the vibrancy of the school, whilst being a focal point for visitors.

The Sixth Form space will be expanded as a result of the Alliance of Leading Learning moving downstairs in the Arthur Walpole building.

New study spaces, a further canteen and classroom space will become available. The external space will be completed with new social and study zones.

A large fitness suite and dance studio will compliment our PE facilities.

The school has also continued to focus on the fabric of the building, with painting and maintenance and the introduction of large vinyl murals in MFL and Science.

Our Follow Me teaching plan, with laptops for each teacher, is due for new devices over the summer with an improved specification and an out-facing camera acting as a visualiser to enhance learning.

Further fencing work has been completed alongside a new layout to the pastoral spaces, making this space more effective and the school more secure out of hours.

New windows will be fitted to the Digital Suite this summer.





Local Governance

- The Local Governing Body have been significantly involved in forming our vision of the School of the Future and our development plan for year 1. They have challenged the leadership to be able to evidence how the life of the school reflects our school values and how these are embedded in our students. This has led to a set of measures and a tool for recording these.
- Following the Trust Scheme of Delegation Review, our Local Governing Body have taken on additional responsibility to approve staff salary increase within normal pay progression and deal with complaints up to Stage 3. Our governing team also continue to support in staff appointments.
- Termly meetings with the Trust take place with our Local Governing Body Chair for a cohesive approach to governance.
- Our Body have conducted a skills audit in accordance with NGA guidance, along with a training audit to identify any training needs they may have and we have taken a full part in the training opportunities offered by the Trust to develop governance.
- One new governor joined an established team this year following a parent governor election.
- Close work with our Maths leaders has taken place to ensure the department have clear plans for the development of this area.
- Governors have also come into the school to take part in our mass student Covid testing, allowing them to see the school in action and being able to speak to the students about their feelings regarding a return to school.

School Improvement



- The Professional Performance Review process, covering all aspects of appraisal, has been developed to ensure all staff are reflective of their own practice and are invested in thorough personalised professional development.
- Staff have engaged in RBL (Research Based Lesson Study) as part of their Professional Performance Review which ensures that all teaching and learning is developmental and reflects current best practice. Outcomes from this have been shared in an event to spark further thinking.
- External reviewers have been engaged to support the quality assurance process. The reviewers have provided scrutiny on Behaviour and Attitudes through observing school activity and monitoring documents, Quality of Education through lesson observation, leadership and management through scrutiny of school accountability documents, personal development and wellbeing through student and staff voice.
- In addition, throughout the year a number of reviews have explored both in-class and online learning - with online learning walks taking place. Work scrutiny of assessment and books by both departments and the Leadership Group has given actions to develop practice further.
- The tutor system has been reviewed at the start and the end of the year and Reading School is regularly monitored.
- Parent voice has been a driver regarding the quality and style of online lessons, with significant development as a result.
- Briefings and bulletins are used to share and showcase great practice.
- Our Pillar system, with follow-up Director meetings, continues to ensure outcomes are on track through the year, with actions where needed.



People First

Our staff have always been our biggest asset. This year we have invested time on a weekly basis for professional development including Research Based Lesson Study, and when evidence was showing us that we needed time to develop our skills with online learning, a remote learning day was put in place for students to allow us to run an online tools conference, with significant and immediate impact.

Our staff Wellbeing Group, with representatives from all areas of the school, have continued to meet both in and out of lockdown. This has provided the platform for issues to be raised and to check in to ensure that procedures and expectations were manageable for all.

Along with all schools in the Trust, we have chosen the fully resourced package of support for new staff joining in September and are committed to giving all mentors the correct time allocation to do this job well.

Our October PD Day was rated highly by teaching and non-teaching staff, with special time in the day for groups to come together to pause as a family of colleagues over good food. All our staff are valued and this was just one demonstration of this.





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