



marches school

Part of the **Marches** Academy Trust

LGB ANNUAL REPORT 2022/23

Our 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

Working towards Trust Strategic Priorities

The school has a development plan that links closely to the Trust priorities.

People First Strategy - Our associate team are invested in so they have the skills to support learning and feel their contribution is valued.

Learning for Life - Literacy across the school is a focus, alongside further development of our strong curriculum to ensure it is inclusive for all.

Connecting with our Community - Our strong community engagement continues to grow with local partners supporting us to make learning real. We give back with litter sweeps and charity giving to local charities - this year being OsNosh. We are focusing on building the support for parents and carers to be able to guide their child through school.

Sustainable Future - We aim to cut our energy consumption by 20%.



Reflections

This year has seen the return of overseas travel with visits to Paris with 130 Year 7 students, ski trips in the Alps and studies at the battle fields of Belgium. Students gain immensely from this learning beyond the classroom.

Learning has been strong and there has been a focus on a 'no hands up' policy - which ensures students remain engaged and focused with them always expecting a question to come their way.

We have seen a very settled Year 11 and Year 13 through their exam preparations and the exam season itself.

The national challenges in ensuring the school is fully staffed with strong teachers has been felt here and we have had to be agile in our recruitment, enabling us to secure the best for our students. With a lack of trainees joining the profession, staffing will continue to be a pressure for us into next year.

We have been pleased to be able to continue to deliver a broad and balanced curriculum with a wide choice of GCSE and A Level choices.

We end the year in a strong position.



Alison Pearson

Headteacher



Attendance

Attendance across the school has not yet recovered to the pre-pandemic levels, however much progress has been made toward this aim, with Year 7 having the strongest pattern - now back to 94.9%. The school data is securely above average now, building upon a much lower picture in autumn. This significant shift is partly due to a new Attendance Officer joining the school and the development of robust systems that are now a strength of the school - following supportive development work from the DfE.

Our Sixth Form attendance is high - in the top 3% for Year 12.

Students struggling to attend have bespoke support and access to our Raise area to support a transition back into learning.

Rewards for attendance is growing and has been a focus for this year which is seeing results, and our close monitoring allows us to identify students at risk of persistent absence so that action can be taken quickly.



School Development Plan

Much has been achieved this year.

Literacy has been a focus with a clear plan for reading school and literacy across the school, with all staff teachers of literacy, and strong intervention for those joining the school and needing more.

Our curriculum intent, and teachers knowledge of this has been strengthened with students who can talk about their learning journey.

Our Marches Great Teaching Model has been key to our work to develop staff, with many in the early stages of their careers. We have focused on assessment strategies and inclusive practices.

A KS3 data project has grown to become Trust wide, with a development plan that moves into next year, which will allow more time to be spent on delivering the knowledge the students need.

Our key learning attributes - LORIC has begun to be embedded into our Futures Pathway, with a full curriculum in place for September and metacognition has been the focus with students this year.

EDIB - Equality, Diversity, Inclusion and Belonging work has led to the development of lesson resources that reflect this in our curriculum.

Attendance has been a focus, with significant impact as a result of the changes put in place. Our sustainability aims have been developed along with awareness work such as our Switch Off Day.



Improvements to Infrastructure & Processes

The current buildings have been maintained with extensive repairs to the Maths block and Technology roofing and a new CCTV system has been installed which has an impact every week, on the safe running of the school.

An extensive fencing and fob system has been installed to build on the safe environment of the site, with exit points secured and a safer system for releasing students for buses at the end of the day and the clear separation of cars and students on the site.

Fencing was the final stage in the completion of our build project, with an investment of over 1.2 million pounds resulting in a new reception and administration block that gives the first impression of the school that it deserves.

The bringing together of all the associate staff functions has allowed for greater team belonging and efficiency.

Our Sixth Form central quad is now complete, with space for students to work outside as well as enjoy their leisure time. Our Sixth Form centre is now a cohesive set of study and learning spaces.

At the top of school, the new gym has opened, with use by staff as well as students. The gym contains state of the art equipment and is complemented by the dance studio which now has TV screens and a professional sound system built in.





LGB & Governance

The governing body is full, with one parent governor and two community governors joining the team, with extensive experience in industry and commerce to support the continued development of the school.

Governors have developed their knowledge of the school with visits in the school day and to key events such as our school performance.

The group have been active in the design of next year's development plan and have engaged in Ofsted readiness training.

In their monitoring role, they have made safeguarding checks and have been involved in Health and Safety walks, scrutinising policy and testing the practice in place.

Involvement in interviews is a key role, to support the recruitment of the best staff and the group take an active interest in staff wellbeing as well as the wellbeing of the Headteacher.

Community engagement is monitored and the group are active in attending school events such as Presentation Evening and careers mock interviews, as well as tapping into their networks to support careers events and charity giving.

The school's Eco commitment has been reviewed and adopted and there has been a review of phone and make-up policies this year.





People First Strategy

Staff have taken advantage of the new suite of National Professional qualifications including in Developing Teachers, Senior Leadership and Executive Leadership, leading to promotions in the Trust for a number of staff.

The school's Standards Review has led to a group of staff with developing talent to be intensely supported with our Improving Teacher programme and coaching.

All staff undertake their own Academic Research Project, exploring an area of learning that has been seen to have impact in schools.



This work allows staff to collaborate and share their practice, taking risks in a low threat environment.

A number of staff have had the opportunity to lead on training other staff throughout the Trust at our annual conference and all staff have benefited from a Team Teach course to build understanding of behaviours in young people and how best to respond.

Staff wellbeing is taken seriously and the school's wellbeing group meet each half-term to raise issues, which are acted upon, with outcomes shared in the staff bulletin.

This year, there has been the addition of a Collaboration Day - an opportunity for students to learn online, building their LORIC skills so that staff can meet to work on key developments across the Trust, which has been a significant advancement that staff have valued.

Learning for Life

Careers work in the school is now a real strength, with all Gatsby Benchmarks being judged as 100% by our external validator.

Students experience real local job opportunities in careers fairs, sustainability futures events, visits and with guest speakers and virtual opportunities.

All students in Years 10 and 12 complete a week of work experience and all Year 11 students complete CVs and go through a mock interview with our local Rotarians.

Our Sex Education programme is robust and adapted to represent local need and we are able to take quick action when a risk is assessed for our students - this year, with a Vaping Education programme that has been shared and showcased to all other county schools. Students learnt about the health risks compared to smoking, as well as the law and the environmental impact of disposable vapes.

Online safety is covered and was reinforced in response to need this year.



Connecting with our Communities

Our community connections have grown further this year starting with our school vote to support OsNosh, a local food waste charity. Our partnership has led to weekly cooking experiences for a group of students and the opportunity to cook in a professional kitchen for 60 guests at a charity dinner hosted by Aico, a large employer in the town. TNS, the local Football team, in a partnership with the police, have funded a project and worked with some of our disaffected Key Stage 3 students to develop team responsibility and resilience, with impact seen in school.

As part of our pledge, all our Year 7 students visit the local museum who close for a week to support this.

We are active in our community with litter picks and visits into town to spread kindness, for example with our annual Pride Walk to the park, this year to joined by the Town Mayor to distribute cup cakes.

We link with our primary partners to provide STEM days, language and coding days, the Year 5 Big Sing, Orchestra Extravaganza and more.



Our links with the Town Council have supported us to plant hundreds of trees on site this year and the two local Rotarian groups have supported with prizes, numerous competition opportunities, and professionals to take part in our Year 11 mock interviews.

Through our engagement with the local Chamber of Commerce, businesses have supported our many careers events and include Agrii, Natures Safe, Maelor Forest Nurseries Paveaways, Thomas Consulting, MULE, Aico, Interactive Opportunities and the Centre for Alternative Technologies.

Students have had the opportunity to appear in promotional videos for Eva Store Document Management and Coral the Fish has been provided by The Ironworks to allow the students to collect crisp packets to turn into blankets for the homeless.

School Improvement



The school has carried out quality assurance throughout the year, involving many external views, including the Trust leads.

Teaching and Learning development post Covid continues to be a focus, further supporting staff who trained and began their careers in that period.

Literacy plans have had extensive work to build a whole school approach to literacy in every subject, with the most effective strategies, from research, being utilised.

Curriculum experts have taken part in deep exploration of some subjects leading to plans to develop further.

A long term project to give the school a new approach to targets, data and assessment in Key Stage 3 has begun and has been taken Trust wide.

Our staff development programme which runs each week has developed our staff in diversity, inclusion practices and the support of disadvantaged students as well as reinforcing our Team Teach approach to behaviour management, one that understands that behaviours can be a means for a child to communicate, whilst maintaining the culture of high expectations.

Sustainable Future

Our student evolved, Eco School Project has been adopted by the school and aims to increase biodiversity, we have planted over 600 saplings across the site and are exploring adding a green roof to the school. Our Eco Zone, pond and dome are maintained by the group.

We aim to reduce waste and litter in our local area beyond school. Our food service is now fully recyclable with minimal packaging and we continue to use water bottles and do not sell bottled drinks.

Our paper recycling is well established.

We have encouraged switching off at weekends and in-between lessons and are investing in improved lagging, as well as zoning the areas open after hours. A "Switch Off" Day this year with no projectors on is estimated to have saved £2000 if we had sustained this for a month.

Our new system for centrally requesting stationary for departments is reducing loss, waste, parcel delivery and costs, with staff able to request items in-house from our stores.

In early stages are our conversations with Solar Coop to explore solar panels on our roof.

Our final areas of school have now switched to LED lighting, saving energy and costs to the school.





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