



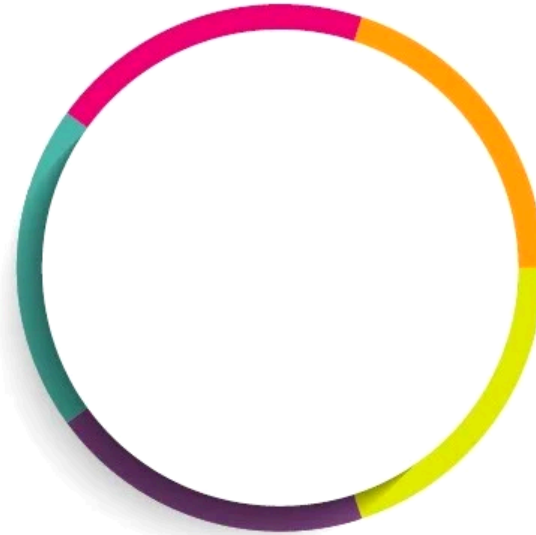
marches school

Part of the **Marches** Academy Trust

ANNUAL REPORT 2025/26

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

Reflections – A Summary of the Year



Sally Wilmot
Headteacher

What a fantastic year it has been for our school community. There is a real sense of pride in what we have built together, and our values are not just spoken about—they are seen and felt every day. Our Ready, Respectful and Safe culture is firmly embedded, creating calm classrooms and positive relationships across the school.

One of the highlights this year has been the continued growth of Crew, which sits at the heart of everything we do. It has strengthened our sense of belonging and ensures every student is known, supported and valued, helping us develop kind, resilient and aspirational young people. Teaching and learning has continued to improve, with greater consistency in classrooms driven by Teach Like a Champion and our growing instructional coaching programme. Student voice remains strong, with students increasingly confident in shaping their school experience and telling us they feel safe and valued.

Our curriculum and enrichment offer continue to evolve, providing students with the knowledge, experiences and opportunities they need to succeed. It is also particularly pleasing that attendance in Years 7–10 is now above national figures for each year group, reflecting the strength of our culture and students' engagement with school.

Overall, this has been a year of real momentum, with our strong culture making a genuine difference for our students.

I am so immensely proud of every student and staff member we have in our school community. The Marches School is a special place and being the Headteacher is a joy and privilege. I want to thank families for their continued support so that together we are providing a great place for our young people to flourish.

School Priorities (SDP) 2024 – 2025



The School Development Plan runs from April 2025 to April 2026, and over this period there has been much to celebrate in how we have moved forward as a school.

Our priorities have been closely aligned to the Trust's strategic pillars—People First, Anytime Anywhere Learning, Belonging, and Working Today to Protect Tomorrow—ensuring a clear and shared direction for improvement.

This has led to tangible impact across a number of key areas. We have seen a significant reduction in lateness and truancy, and attendance in Years 7–10 now sits above national figures for each year group. Alongside this, our Ready, Respectful and Safe culture continues to strengthen, with a sharper strategic focus through the introduction of our culture KPI, ensuring consistency and high expectations across the school.



School Priorities (SDP) 2026 – 2027



Our Culture

Our Ready, Respectful and Safe culture continues to go from strength to strength and is clearly reflected in the day-to-day experience of our students. Expectations are now well understood, creating a calm, purposeful environment where learning can flourish. The shared language of RRS is becoming increasingly embedded and shapes how we interact with, support and challenge our young people across the school.

This is reflected strongly in our student voice survey, where 74% of students report that expectations for behaviour are clear, and around 70–72% say they feel safe both in lessons and around the school..pdf) Importantly, feedback shows that bullying is rare, with 87% of students reporting that they have not experienced bullying.

These outcomes give us confidence that our culture is not only visible, but truly felt by students. It is a culture they recognise and value—one where they feel safe, respected and ready to learn.



		Year 12	Year 7	Year 13	Year 10	Year 11	Year 8	Year 9
		64%	56%	53%	46%	46%	44%	44%
Everyone has the right to feel safe and happy, and we must look after each other.		—	—	—	—	—	—	—
37) How safe do you feel during class?	72%	91%	81%	88%	72%	60%	67%	64%
38) How safe do you feel in school outside of class?	70%	91%	75%	82%	68%	63%	65%	66%
39) How safe do you feel on your way to and from the school?	77%	89%	79%	84%	75%	71%	76%	76%

CREW



Crew continues to be a central part of our school culture, providing dedicated time for students to come together in small groups, sitting in a circle with their Crew leader to engage in purposeful conversations about important issues. This structure ensures every student is known, supported and able to contribute, strengthening our sense of belonging.



This year, Crew has played a key role in embedding our Ready, Respectful and Safe culture. Students have been developing the confidence to “make a stand” for positive behaviour, learning how to challenge appropriately and respectfully. Crew is also used to reinforce routines, celebrate successes and support attendance and positive learning habits.

Importantly, our student voice survey highlighted the value of Crew, with students identifying their Crew leaders as a trusted source of support. Crew was referenced positively by students, giving us confidence that it is making a meaningful difference to their experience of school.

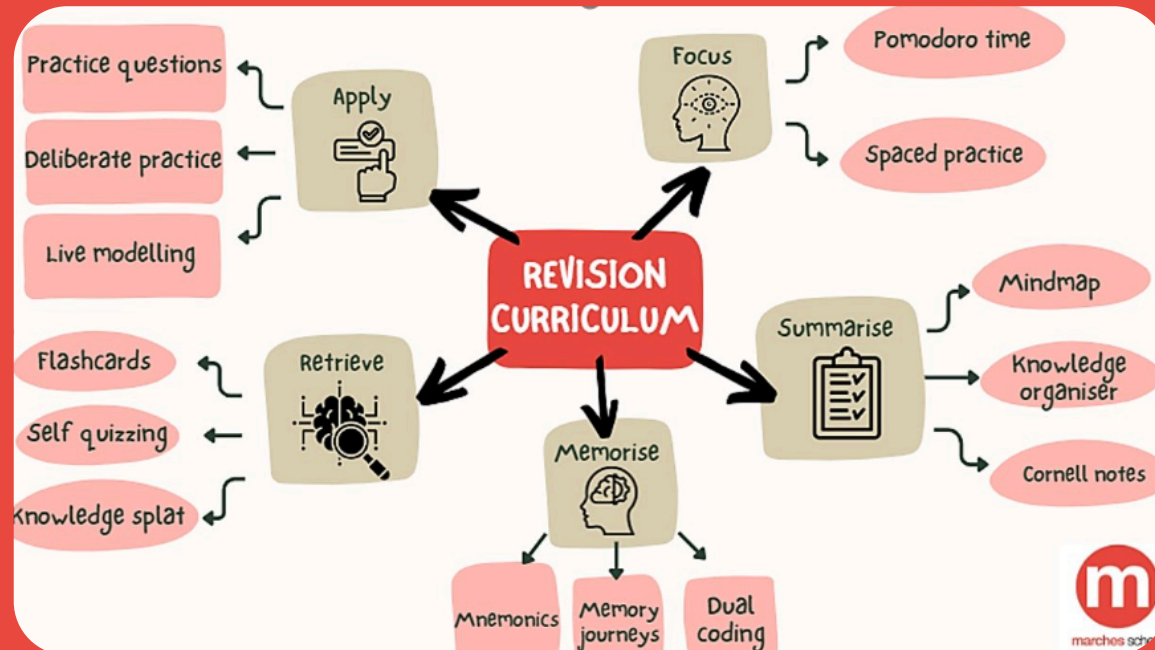
A recent visitor spent time in our morning Crew sessions and was genuinely moved by what she saw. She commented that “**Crew is just beautiful**”—a lovely reflection of the calm, caring atmosphere and the strong relationships that are such a feature of our school

Revision Curriculum

Building on its successful launch last year, our revision curriculum is now becoming fully embedded across the school. What began as a structured approach to supporting recall and exam preparation is now a consistent feature of classroom practice, helping students to revisit and secure key knowledge over time.

The focus this year has been on ensuring consistency and quality, with departments refining how revision is integrated into everyday learning. Students are now more confident in using revision strategies and are developing stronger independent study habits, which is beginning to impact their confidence in lessons and assessments. Importantly, this is reflected in student voice, where students speak positively about the revision curriculum and recognise how it is helping them to remember more and feel better prepared. It is becoming a valued part of their learning experience, rather than something additional or separate.

Overall, the embedding of the revision curriculum is strengthening our approach to knowledge retention and helping students to build the confidence and resilience they need to succeed, particularly as they move towards key assessment points.



Enrichment



Our enrichment offer continues to be a real strength of the school, with staff once again going above and beyond to provide a wide range of opportunities for students. Since September, 38 clubs have been on offer, led by 28 dedicated staff who have generously given their time to build relationships, develop talents and create memorable experiences for our students.



Sport has been particularly strong with 16 clubs throughout the year, alongside an extensive fixtures programme that has included 19 tournaments and 33 individual fixtures. This has provided students with regular opportunities to represent the school and develop teamwork, resilience and pride.

Performing Arts has also been a highlight. In addition to 7 regular clubs, the team delivered an outstanding production of *School of Rock*. This involved significant commitment from staff, including twice-weekly evening rehearsals and full weekend sessions, culminating in a production of exceptional quality. The team also achieved notable success in local competitions, showcasing the talent and dedication of both students and staff.



Across the wider curriculum, enrichment continues to flourish. Gardening Club remains a valued part of the offer, enhancing the school environment, while Ub Club has been particularly impactful in engaging students who may previously have lacked confidence to take part. House competitions have further enriched school life, with strong participation and a sense of healthy competition—Hargreaves House being crowned winners of the Bake Off pizza challenge.

We are incredibly grateful to all staff who have contributed to this programme. Their commitment ensures that enrichment remains a vibrant and integral part of the student experience at our school.

Literacy

Literacy remains a key priority across the school, with a continued focus on embedding the Science of Reading, strengthening oracy, and ensuring regular, meaningful opportunities for students to read across all subjects. There has been a clear shift towards more deliberate vocabulary instruction, with staff increasingly confident in selecting and teaching the most important “keystone” words to support understanding, while maintaining fluency in lessons.

Alongside this, curriculum work with a focus on knowledge organisers is helping to expose students to ambitious, subject-specific language and build stronger foundations for learning over time. This consistent and joined-up approach is beginning to embed across departments, strengthening both teaching practice and student experience.

The impact of this work is clear. Standardised Age Score data shows accelerated progress across all groups (ALL +4.64), with particularly strong outcomes for SEND (+4.89), EAL (+5.91) and lower prior attainers. This demonstrates that our targeted strategies are successfully closing gaps and supporting students to access the curriculum more effectively.

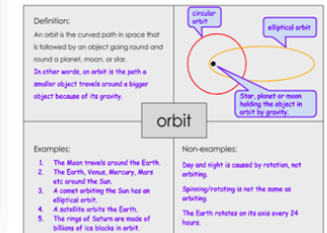
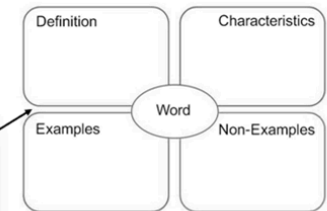
Overall, the strength of this approach is not only improving reading and understanding, but also helping to build confidence and independence in learners, ensuring that literacy continues to support success across the curriculum

KS3 Curriculum Development: 2025-2027

Powerful Knowledge
Explicit vocabulary instruction
Knowledge organisers
Revision Curriculum
Oracy
Reading Curriculum
Independent Learning

Key term	Definition
Drainage basin	An area of land drained by its river and tributaries.
Long Profile	The gradient of a river from source to mouth.
Erosion	The process of wearing away the land.
Hydraulic action	The force of water eroding the bed and banks of the river.
Abrasion	Rocks and material carried in the river wearing away the bed and banks.
Deposition	Where material in the water is dropped as the river loses energy.
Transportation	The movement of material in the river.
Meander	A bend in the river.
Slip-off slope	An area of deposition on the inside of a meander.
Floodplain	An area of flat land either side of a river.

Curriculum time set aside for the **explicit teaching of tier 3 vocabulary**. Students should be able to use that vocabulary confidently.



Your impact

- **2,194,000** total words read overall, and **6,771** words read per learner.
- **5,790** total words learnt overall.
- **+22%** average cohort attainment growth based on pre-test and post-test assessment.
- **+26%** Pupil Premium average attainment growth based on pre-test and post-test assessment.
- **+33%** SEND average attainment growth based on pre-test and post-test assessment.
- **+19%** Female and **+24%** Male average attainment growth based on pre-test and post-test assessment.

If you'd like to get your hands on your raw attainment data, follow [our guidance here](#) to find your insights.

School Governance

The Marches School is supported by a highly effective and cohesive Governing Body, bringing together a broad range of skills and experience. The Governing Body has continued to be led by Chair Vince Hunt, this year, whose guidance has been invaluable, alongside our dedicated parent, staff, and community governors.

Governance continues to play a vital role in helping the school achieve its strategic priorities. Governors provide both challenge and support in equal measure, working diligently to understand the school's strengths and areas for development. They serve as both champions and critical friends, committed to the school's ongoing success.

Our governors are immensely proud of the school and the way staff consistently embody the vision of Achievement Through Caring. School leaders respond positively to governor challenge, fostering a culture of reflection, accountability, and continuous improvement.





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Part of the **Marches** Academy Trust

#togetherwegrow



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