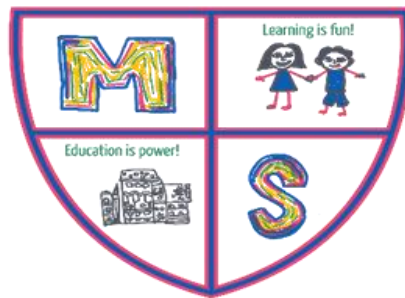


MARNER



PRIMARY SCHOOL
The Story of Us

Marner Primary School

A summary of:

The Story of Us

Devas Street, Bow, E3 3LL

2020 - 2022

www.marnerprimary.com



TOWER HAMLETS



A member of the Poplar
Partnership of Schools

Connecting Communities

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About the School – The Story of Us

Marner Primary School is a large three-form entry primary school, with a nursery, based in Tower Hamlets in the East End of London. We are a local authority community school admitting children from the ages of 3-11. The school hosts a satellite autism provision, with children attending on-site from Phoenix Special School, demonstrating our commitment to a learning model for social inclusion; we strongly believe benefits all our pupils.

We are a happy school and the “The Story of Us” is about the pupils, the staff and the whole community that surrounds our school. We are a diverse community and value every child as an individual. It is our responsibility to ensure our children enjoy coming to school and that we build their enthusiasm and passion for learning. Our staff team care for and nurture these young minds, in a strong partnership with the parents who take an active part in their child’s school life.

Our Vision is that in working together we will enable all our children to become resilient, lifelong thinkers and learners based on the values of:

- Respect
- Happiness
- Growth
- Hope
- Motivation

Visit our website for videos, newsletters full of photographs which capture our broad and enriching curriculum, along with the many partnership pathways the school is proud to be part of or sign post parents to.



We are a UNICEF Rights Respecting School

Marner Primary School is a rights respecting school. Our school is made up of many different families from a range of different backgrounds, contexts, faiths, beliefs and cultures. Members of our school community speak a range of languages and we take a child-centred approach where every child is valued as an individual.

Whilst we are learning about all the articles in the UNCRC, as a school we are focussing on the following articles as we work towards Silver Accreditation:

- Article 2 - All children have these rights no matter what!
- Article 12 (respect views of child) - You have the right to say what you think should happen and be listened to.
- Article 19 (safe) - You should not be harmed and should be looked after and kept safe.
- Article 6 - You have the right to life and be healthy.
- Article 24 (food, water and safe environment) - You have the right to good food and water and to see a doctor when you are ill.
- Article 29 (goals of education) - Your right to become the best that you can be.
- Article 31 (leisure, play and culture) - You have the right to relax and play.

The RRSA encompasses all that we do as a school to allow our children to flourish into kind and respectful lifelong learners who advocate the rights of every child everywhere and make a positive contribution to society. By learning about their rights, our children also learn about the importance of respecting the rights of others.

The UNCRC is at the heart of teaching and learning in Marner Primary School and is embedded within our school goals, ethos and practice. Children learn about their rights across the curriculum, children learn to respect each other's rights:

- in the classroom (Article 28: the right to an education),
- in the dining hall (Article 24: the right to nutritious food and clean water),
- in the playground, (Article 31: the right to relax, play and take part in a wide range of cultural and artistic activities),
- in the local community (Article 2: child rights apply to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.),
- and as a global citizen (Article 4: implementation of the Convention) Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.)

Teaching, Learning and the Curriculum

At Marner Primary, we believe that high-quality teaching, targeted academic support and our wider school strategies, which address the non-academic barriers to success in school, enacted with skill and determination, will enable all children to come back stronger and go onto succeed in this academic year and the years, which follow.

We know that primary school is one stage in our children's learning journey and we want our children to have the knowledge and skills they need to succeed – to take advantage of opportunities, responsibilities and experiences as they move through our school, onto secondary school, through further education and into the wider world.

With this in mind, we continue to develop our curriculum. We think carefully about the knowledge and skills we want our children to learn. Knowledge brings more knowledge – the more you know, the easier it is to learn new things and we are determined that the knowledge our children build at Marner is powerful: our children acquire knowledge that takes them beyond their own experiences whilst still making sense to them and who they are. In a knowledge-rich curriculum, skills and understanding are seen as forms of knowledge to be taught within subject specific contexts. At Marner, vocabulary development is a priority – we know that by developing our children's critical and creative thinking skills, collaboration and oracy skills, we support our children to successfully use the vocabularies we work so hard with them to build.

Please visit the [Learning](#) section on our school website, where you will be able to see the [Approach to Teaching and Learning at Marner](#), along with our [curriculum and CPD for staff](#).



English

At Marner, we are committed to ensuring our children leave us as confident readers, writers and communicators. We use a range of strategies to teach our children the necessary skills to succeed in the English Language, and the wider world.

When children enter our school, they begin to progress through our systematic phonics programme. Children who struggle with this programme are identified quickly and support in the form of interventions is put in place. We follow the THEP phonics scheme.

Alongside the phonics teaching, we start to develop a love of reading from an early age. We know the biggest influencers on children's desire to read are parents and other role models in the family home. To enable our families to support this, we hold parent workshops, use a robust home reading strategy and work in conjunction with Book Trust to provide books in the home.

Reading is encouraged and celebrated throughout children's school life, in classrooms, at home and in our school library. Writing is the next step for our children as they become more confident readers and speakers. We are a Storytelling school, and this approach is used throughout our curriculum.

Our English texts are chosen carefully to either correspond with children's learning across the curriculum or inspire their imaginations. At Marner, we are committed to an Anti-Racist approach to our curriculum, and as such we ensure we are exposing children to a wide range of diverse authors and ideas.

Maths

At Marner we love maths!

We believe that all children can be successful in maths and Marner is full of enthusiastic mathematicians.

Marner Mathematicians:

- Use concrete hands-on resources to build understanding
- Practise their number facts
- Draw, talk and do whatever they need to do to make sense of their learning
- Talk about their maths and enjoy proving why their answer is correct
- Make mistakes and learn from those mistakes.

And they're resilient – they think:

- This is hard!
- What do I already know?
- Now, how am I going to use it to help me work this question out?

We follow the White Rose Maths Scheme of Learning. The curriculum is broken down into a series of 'blocks' with each 'block' broken down into a series of sequenced 'small steps'.

Each step builds carefully from the previous step, building on pupils' prior knowledge to develop new skills. It is a cumulative curriculum so once a topic is covered, it is met many times again in other contexts.

Further detail on our curriculum can be found on our website.

Learning outside the classroom

'Forest School is an inspirational process, which offers all learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.'

Marner Forest School is within the school grounds in the school garden. The entrance is through the edible garden alongside the sports pitch. We have two staff members trained as Forest School Leads and we work in partnership with a local Woodlands based Forest School.

The Forest School ethos has roots reaching back to early years pioneers in education and the Scandinavian culture known as 'fruitsliv' meaning 'free open-air life'.

Within our Forest School we follow the principles defined by the Forest School Association.

We aim to:

- Support the holistic development of all participants. Our objective is to nurture and support the whole person including their physical, emotional, social and cognitive needs.
- Encourage a connection between nature and the participants. As our natural environment continues to be under threat it is vital that we learn about, experience its value for us, and understand the necessity to conserve and regenerate it. This is particularly important due to our location within a very built-up, urban area of London.
- Provide regular sessions led by trained practitioners, which build upon the interests and needs of participants.
- Provide the opportunity for participants to take supported risks appropriate to the environment and to themselves.
- Provide opportunities and activities to support and enable different kinds of play and learning styles. Learning is most effective and memorable when we are having fun!

This along with our Edible Garden, where each year group has raised beds to plant and grow seasonal produce, provides our children with many opportunities they would not have growing up in inner city London.

Our children are passionate about a Greener Marner. This year we achieved GOLD STARS Accreditation a scheme that inspires young Londoners to think differently about travel and its impact on their health, wellbeing and the environment

Inclusion & SEND

At Marner, all children are valued and respected. We recognise that each child has a variety of abilities and that a child with Special Educational Needs and/or Disabilities (SEND) will require additional support, over and above the usual differentiated activities to enable them to access a broad and balanced curriculum. At Marner, our commitment to children with a special educational need or disability is reflected in our whole school policy.

We believe that each child should participate in the everyday life of the School. We aim to respond with sensitivity to the needs of the individual and to work in partnership with parents and outside professionals to create the best possible learning path for their child. We know that at times this can feel stressful for parents, as they navigate the best options for their child. We strongly encourage parents to talk with us if they are worried about their child or need sign posting to wider services for support.

Please see the video on our website, found under the Inclusion tab, which explains the excellent collaborative work between Phoenix Special School and Marner Primary, demonstrating our joint commitment to a learning model for social inclusion; we strongly believe benefits all our pupils.

Safeguarding

At Marner Primary School our core responsibility is for the safety and well-being of the children in our care. As such we take our responsibility for safeguarding, including our statutory responsibilities, very seriously. Only if children are safe and happy are they able to fulfil their potential in their learning.

We achieve this objective by:

- Establishing a safe environment in which children can learn and develop.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe. Pupils are taught about safeguarding as a part of the national curriculum through PSHE, RSE and Religious Education.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with children.
- Staff development and learning to recognise children in need of protection.

We have a team of Safeguarding Leads, who work in partnership with the School Social Worker, Attendance Officer and the Pastoral Team, made up of a Parent Liaison worker and Learning Mentors.

Extended School Provision

Breakfast club runs every day between 8am and 8.45am in the main hall with the last breakfast serving at 8.30am. Healthy breakfast food is provided by The Magic Breakfast charity. The children have the opportunity to take part in a number of activities including sport, arts and crafts and computing.

A rich programme of After School Clubs run each term for each year group. Children enjoy these opportunities and clubs are well attended.

Through after school clubs and PE lessons, the school has built up a strong sporting reputation which we are proud of, achieving Gold School Sports Accreditation. We are committed to ensuring we provide opportunities and pathways for children to participate in a range of team sports such as: Cricket, football, hockey, athletics and boccia to name just a few. All our children leave us having had access to rock climbing and abseiling on our very impressive indoor climbing wall!

Our children are regularly congratulated on their sporting values, demonstrating they are able to represent themselves well in the community, in the ways our Rights Respecting School charters expect of them.

A list of all the clubs offered can be found on our school website along with many photographs of sporting moments in the highlights section.

Shine at Marner – Our Saturday School

Shine at Marner, which runs on a Saturday, provides 100 hours of additional and creative learning every year, designed to boost achievement levels. The project runs for 20 Saturdays a year, working with 50 students from KS2.

- It exists for students to achieve more and enhance their learning.
- It is designed to be distinctive from, but complementary to, the school week
- We have students and tutors (instead of pupils and teachers), with small classes of mixed ages and mixed abilities.
- We have older students to act as peer mentors from local Secondary Schools
- We have Queen Mary University undergraduates working as mentor volunteers.
- It emphasises excitement, enrichment and activity-based learning - each term has a main theme, supported by investigative learning in literacy, mathematics, science and technology
- It has an absolute commitment to raising expectations, attaining high standards and demonstrating improved performance
- To promote the development of the children in a safe, secure and happy environment.
- Shine on Saturday has well established monitoring procedures to evaluate the impact of each project.

- Expected outcomes include: high attendance; raised achievement in core academic subjects, increased confidence, improved attitudes to learning and higher aspirations.
- Shine on Saturday is about helping students to foster a love of learning!

Please visit our website for further information and to watch a video all about life at Shine School.

Partnership working

The school is a member of the Poplar Partnership which is a group of schools in and around Poplar who have worked together for several years to help to improve the lives of families in our local community. The partnership has charity status which enables us to fund collaborative projects for the benefit of the community. The partnership provides a strong professional support network for the Headteachers and subject leaders, which make up the Poplar Partnership Schools.

Governors

The Governing Body is made up from parents, people from the community, staff members and from the Local Education Authority (LEA).

Marner's Governors

Chair of Governors: Mr Henry Waite (Co-opted Governor)

Vice-Chair of Governors: Mr Mark Campbell (Co-opted Governor)

Acting Headteacher: Ms Janice Long

Parent Governors: Mr Abdul Miah, Mrs Nasrin Sardar (Two vacancies advertised.)

Staff Governor: Mr Stuart Seamark

Local Authority Governor: Ms Premalatha

Co-opted Governors: Mrs Helen Witty, Ms Rita Newland, Mr Nizam Miah

Staffing – Senior Leadership Team

The school leadership team is made up of the Headteacher, Deputy Headteacher, four Assistant Headteachers and the Inclusion and Transition Leader (SEND/CO). There is also a team of experienced Middle Leaders and teachers on the Upper Threshold.

Important Contextual Information

- Due to the sudden bereavement of the schools Headteacher, Nick Hague, in December 2020 as a result of COVID, the structure of the leadership team is currently altered.

Current Senior Leadership Structure:

- Acting Headteacher (was the Deputy Head): **Janice Long** (since January 2021)
- No current Deputy Headteacher (will return to post in September 2022)
- Assistant Headteacher: **Carol Doherty** (Safeguarding Lead, Shine on Saturday Lead, Attendance and Pastoral Lead)
- Assistant Head: **Jane Scott-Gall** (Phase Leader Y5, Y6, Maths Lead, Teaching & Learning Lead)
- Assistant Headteacher: **Abigail Kennedy** (Phase Leader Y4, Y3, Y2, English Lead, Curriculum Team)
- Assistant Headteacher: **Sam Sharpe** (Y1, EYFS Lead, Computing Lead, Curriculum Team)
- SEND/CO/Inclusion Lead: **Elaine Donisthorpe** (Acting Assistant Head till September 2022)
- School Business Manager: **Jackie O'Hara** (Supports the SLT and represents the school administrative and health and safety teams)



Pupil Outcomes

EYFS Results			
Subject/Aspect	School Results 2019	National Results 2019	
Good level of development	69%	72%	
Year 1 Phonics Check Results			
Subject/Aspect	2019 School Results	National Results 2019	
Overall	91%	82%	
KS1 Results			
Subject/Aspect	2019 School Results	National Results 2019	
Reading % ARE +	77%	75%	
Reading % greater depth	12%	25%	
Writing % ARE +	73%	69%	
Writing % greater depth	4%	15%	
Mathematics % ARE +	74%	76%	
Mathematics % greater depth	9%	22%	
KS2 Results 2018			
Subject/Aspect	2019 School Results	National Results 2019	School Progress Score
Reading % ARE +	77%	73%	+3.4
Reading % greater depth	30%	27%	
<i>Average scaled score in reading</i>	106	104	
SPaG % ARE +	88%	78%	
SPaG % greater depth	50%	36%	
Writing % ARE +	79%	78%	+2.0
Writing % greater depth	17%	20%	
Mathematics % ARE +	86%	79%	+2.3
Mathematics % greater depth	27%	27%	
<i>Average scaled score in maths</i>	106	105	
R, W&M % ARE +	67%	65%	
R, W&M % greater depth	8%	11%	



Short Inspection – 22 February 2017

Main Finding – **This school continues to be Good. Safeguarding is effective.**

Inspection findings:

- Good attendance is strongly promoted and the school has worked effectively to ensure that pupils, and their parents, know why it is so important to attend school regularly.
- As a result of action taken, attendance has improved since the previous inspection and the amount of persistent absence has reduced. The school can demonstrate that the improvement in attendance has led to better attainment and progress, both for individual pupils and in the school as a whole.
- The rate of improvement in attendance has not been as fast as the school would like. Leaders understand that they need to be more rigorous in their approach and implement the changes they propose more rapidly if they are to ensure that attendance is at least in line with the national average.
- You made improving the provision for pupils who have special educational needs and/or disabilities a high priority because over time, these pupils were not making as much progress as others. The recent review identified several key areas for improvement. You have already improved the quality of the additional support, with the result that pupils are making better progress than before.
- In reading and mathematics, current pupils who have special educational needs and/or disabilities make rapid progress. Teaching is well matched to their needs and additional adults give them good support in class. Progress in writing has not been as rapid because teachers' expectations have not been as consistently high.
- Senior staff are leading a drive to improve the quality of writing across the school and in all subjects. Teachers give pupils better guidance on what is expected when writing for different purposes.
- The impact of this is seen in the planning of tasks that interest pupils and encourage them to want to write. In key stage 1, teachers' strong emphasis on extending pupils' vocabulary and oral skills is helping pupils to become more confident writers.
- Although progress is evident, initiatives have not had enough time to show that they can fully deliver the improvements expected. In some classes, pupils have good opportunities to practise their skills and to write in greater depth in other curriculum subjects, but this is not happening consistently in all classes.
- Standards in reading have improved over the last year and it is clear from discussions with pupils that most of them enjoy reading. Younger as well as older pupils could talk knowledgeably about the books they had read and why they liked them.
- Children in the early years and pupils in key stage 1 receive a good grounding in phonics. This enables them to read unfamiliar words accurately, but some, particularly younger boys, do not always fully understand what they are reading.

Staff have been focusing on developing pupils' comprehension skills so that they read with greater understanding. So far, the evidence shows that this is working well.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- they improve attendance further by rapidly implementing the school's plans
- pupils have more opportunities to apply and develop their writing skills in greater depth in subjects other than English.

School Improvement Priorities

Overview of School Improvement Objectives.

1. A tiered approach
 - High quality teaching to improve attainment for all pupils.
 - Targeted academic support across spectrum of achievement.
 - Wider strategies; non-academic barriers to success in school
2. Whole school approach to Teaching & Learning at Marner
 - As a school we want to be evidence informed.
 - Evidence based practice – integrating professional expertise with the best external evidence from research to improve the quality of practice.
 - Establish a Marner shared framework for thinking and talking about teaching and learning (Policy).
3. Achieving the best possible outcomes for all pupils, particularly the most disadvantaged among them. (Recovery, Intervention and a curriculum for the future.)
4. To further develop learning in the outdoors improving problem solving, team work, creativity, wellbeing and physical health.

Recovery Funding Grants

High quality teaching for all.

School-Led tutoring programme – Mathsucan run by two specialist maths teachers.

Training of intervention staff – Year 1 to Year 4.

Diagnostic reading analysis, Lexplore. Accelerated reader and Bug Club to further support.

Tuition classes after school focusing on reading and maths intervention.

Mental Health and Wellbeing App, alongside Team Around the Child/family meetings.

External professionals e.g. Speech & Language team, ASD outreach team, Educational Psychologists, parent liaison workers and social workers.

Financial Statement

The School has a good record of careful budget management. The school completed a process of restructure during 2019/2020. Despite the challenges presented by the Covid-19 pandemic; the school has no financial concerns and works effectively with the School Governing Body to make sound financial decisions. The school is aware that in the years ahead, finances for schools will remain a key priority and area of challenge.

Premises

There are no significant premises concerns. There is one planned construction project to build a new front reception area and access point for the school. This is due to be completed by the start of the new academic year.

