

Marchwood Junior School Profile

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Marchwood Junior School
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Children's Service Authority:	HAMPSHIRE
Age range:	7-11
Number of pupils:	268
Head teacher:	Mrs. L. Anderson
Chair of governors:	Mr. P. Hoare

What have been our successes this year?

- Appointing a new headteacher and deputy headteacher to lead the school following the retirement of the previous post-holders.
- Restructuring the school day to increase the amount of learning time.
- Rigorous training to support the development of all teachers, working in partnership with MIS.
- We celebrated the Royal Wedding in spectacular style, with our own Marchwood Family Wedding.
- Introducing a termly Raising Attainment Plan (RAP) to support the School Assessment Plan (SAP), in order to keep a focus on the key priorities for improvement.
- Improving the opportunities for pupils to celebrate their successes with their parents, through the introduction of half-termly ace time.
- Introduction of WAM (Win a Minute) reward scheme for positive effort and behaviour, that is exchanged for reward activity of their choice

What are we trying to improve?

The progress and attainment of all our learners, particularly in English and Maths.

The assessment of our learners and how it is used to support learning and progress.

The consistency of good quality teaching throughout our school.

Communication to and involvement of our parents in our school and their children's experiences.

How have our results changed over time?

2011	Achieved	Reviewed target Sep 2010 based on adding 2 FL to Y5 results	Original school target	Original LA target
L4 English & Maths	84% Reading: 92% Writing: 74%	76%	84%	89%
English 2 levels	70%*	75%	75%	90%
Maths 2 levels	81%*	87%	86%	92%

Attainment & progress compared to previous cohorts:			
	2011	2010	2009
L4 E & M	84%	75%	73%
English 2 levels	70%	78%	72%
Maths 2 levels	81%	79%	83%

How are we making sure that every child receives teaching to meet their individual needs?

Restructuring of teaching groups into single year classes, which is enabling teaching to be clearly focussed on a specific year group and its needs.

Our new SENCo is reviewing all the pupils on the SEN register, to identify what further support should be put in place.

Implementing more rigorous, regular and frequent assessment, so that pupil progress can be better monitored, with outcomes influencing future lesson planning.

Ensure children working independently of the teacher are challenged in their learning

[How do we make sure our pupils are healthy, safe and well-supported?](#)

Health and safety audit & subsequent action.

Safeguarding training for staff and governors.

On-going improvements to the school site – front entrance, toilets etc.

Children now usually have one teacher for all of their school day, making it easier for pupils and parents to know who to turn to for advice.

Ensure all pupils are clear and confident with regards to adequate internet safety—both in and out of school

Pupils have the opportunity to experience a wide range of extra-curricular activities, such as orchestra, cookery club, Hi-5's and numerous other sporting activities.

Pupils have access to a range of play equipment via the Huff and Puff shack, which is managed by the pupils. There is also a breaktime Snack Shack, providing pupils with the opportunity to access healthy snacks.

Cycling proficiency training and the installation of pupil cycle racks in order to increase the number of pupils who are safely cycling to school.

[What have we done in response to our Ofsted report?](#)

Most recent Ofsted visit – Nov 2008:

Ensure that leaders at all levels use monitoring and evaluation outcomes rigorously to bring about rapid improvement in pupils' progress.

Teachers meet at least termly to monitor all childrens' progress. Senior Leadership Team evaluate the progress of pupils not making the expected progress.

Establish and embed clear expectations for target setting in Maths and English

Cohort, groups and individual progress is evaluated by leadership team

Improve the quality and consistency of feedback to pupils about how to improve their work, particularly through marking.

Widespread use of '2 stars and a wish'. Positive impact on child awareness of personal improvement targets for a piece of work.

Secure children's understanding of what their target is and how it can be achieved

Ensure that work always meets the needs of all pupils, especially the more able.

Inset Day focused on 'Differentiation' in January '09 covering all aspects of differentiation; monitoring/observations carried out in Spring/Summer'09 by previous HT and DHT.

Feedback given to individual staff and overall feedback with points for improvement to all staff; Autumn'09, review of differentiation evident in planning.

New Special Educational Needs lead has lead staff meetings focused on challenging able children

How are we working with parents and the community?

Open time has been introduced to give parents a regular opportunity to come into school and share their children's work with them.

Broaden the range of activities in which pupils take action to improve the school and wider community.

A parental questionnaire has fed in views that have been responded to

Heads at Marchwood Infant School, MJS and Applemore are meeting regularly and planning joint ventures, e.g. information/transition events, and fundraisers such as the Christmas Fayre, Fireworks Night and May Fayre.

A parent council is being set up to enable parents to be able to share suggestions and concerns on a regular basis.