



MARLBOROUGH PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN 2017-2018





SCHOOL DEVELOPMENT PLAN FOREWORD

In introducing our 2017-18 School Development Plan (SDP) this foreword sets out the journey both the school and I have been on over the last 12 months. This has been my first 12 months in post at Marlborough Primary School. It has been a tumultuous 'learning curve' and a year of many changes and developments at the school.

The year actually began in the summer of 2016, before the start of the new academic year with 2 tasks. The first was to undertake a thorough analysis of the 2016 standards and achievements, to inform SDP planning for 2016-2017. Secondly, It was also important (at the outset of my appointment) to do a thorough and robust review of all existing policies and practices. Feedback from school advisors and my own overview (gained following the Headteacher appointment process) indicated that some policies were not up to date, nor fit for purpose and needed revision. Conversely, other necessary key policies readily used in successful schools were not all in place at Marlborough Primary. The summer of 2016 was also a time for me to become familiar with our new school environment.

The outcome of the analysis of standards and achievement highlighted grave concerns about the quality of provision, the rigour of assessments and clear lack of understanding of curriculum entitlement. The necessary breadth of study and progression in skills were not embedded. The school was nowhere close to its current Ofsted 'Outstanding' grading. The end of Key Stage 2 achievement for 2016 (significantly below National Average - NA) was clearly a 'red flag' issue. The school achieved the 'floor standard' on progress as opposed to attainment. **The Reading, Writing and Maths combined measure in 2016 was just 23% compared with 57% nationally. By July 2017, the school's combined measure had increased significantly (+45%) to 72% compared with the interim national comparison of 61%.**

The previous 12-18 months had seen much turbulence in the school. This included the departure of previous Headteachers/SLT staff. There were also the stressful effects of everyone working in temporary facilities, whilst the new school was under construction. The effects of this turbulence could be seen in the heavy reliance on schemes, with little clear curriculum overview and little understanding of the importance of assessment for learning. Teachers were not fully clear about the profiles of children within the class and how their achievements compared with similar schools. There was also an overall lack of communication, informing staff of the changes in education since the introduction of new National Curriculum 2014. Sadly a culture had also been allowed to grow, which gave parents the perception that taking their children out of school (without any acceptable reason) was permissible. As such there was too little expectation regarding attendance data and levels and its effects on attainment. The RAISEOnline data clearly showed attendance had been below NA over the past 3 years.

At the end of 2016 the number of children persistently absent (PA) from school was 14.1% compared to 8.4% nationally. We are really proud that in the last 12 months (through new robust systems and practices) we have reduced this to 7.1%. Similarly our attendance in 2016-17 academic year ended at 96.1%! For the previous 3 years it had been below national average.



By November 2016 the new SLT had:

- Spent time training staff to understand overall achievement within MPS and the foci for the academic year
- Introduced a new form of planning; placing assessment within the teaching, learning and planning process
- Introduced a new assessment system; emphasising that staff needed to gain a clear understanding of performance objectives to be covered by the end of each year for all groups
- Trained all staff on a new and consistent approach to marking, providing feedback (where feedback was emphasised as a tool) to maximise and heighten standards. All of this was provided in a timely, regular and developmental approach, which allowed pupils time to review, reflect and respond to it
- Updated (and communicated to staff) all policies, practices and forms relating to attendance, punctuality and absence requests. This was augmented by introducing individual incentives and reward systems for children with 100% attendance weekly and those who achieved 96% attendance by the end of each term

Throughout the autumn term a clear policy and risk assessment schedule was put in place, with over 40 policies written and agreed by staff and governors. As Headteacher I also wanted to invest my time, ensuring that all staff had relevant safeguarding training. This included:

- Female Genital Mutilation (FGM)
- Child Protection and Safeguarding (CPS)
- Paediatric First Aid Certification
- Fire Safety
- Fire Marshalling
- Evacu-Chair usage
- 'Prevent' strategy

Strangely, up until October 2016 the school had also not conducted a fire drill with children present. Many key people were not clear about their roles and responsibilities in these circumstances. As such, another autumn term initiative was to invest time in seeking advice, training and practicing fire drills and routines, to ensure safety for all in our school. The second half of the autumn term 2016 involved developing and then embedding independent, visual learning which (up to this point) had not been modelled at Marlborough Primary as well as in other more successful schools. As Headteacher I also spent some time before the Christmas 2016 break working to develop partnerships with other local schools and had soon established school to school partnerships with Norbury and the Heathland / Whitefriars Academy.



By January 2017 all teachers had an opportunity to observe teaching and learning within one of these schools. It was crucial we all saw the clear vision, quality and consistency of practice within our school to school partnership's learning environments. January 2017 also saw a review of teaching and learning and at the same time, our Harrow School Improvement Partner (HSIP) reviewed safeguarding within the school. It was very encouraging that she was overcome by the significant impact since the first review. Straight after the teaching and learning audit review, the HSIP conducted the spring term visit, involving completing a book scrutiny. The focus here was on the progress and provision of disadvantaged learners. The findings were quite damning and I was determined to act on the HSIP report to make sure these learners had the best possible support at the school. The outcome even involved some experienced staff leaving the school as a result of the findings.

A combination of the HSIP visit, a teaching and learning audit and our SLTs own evaluations called for a greater focus to be placed on revision of the school curriculum. From this I identified five 'change agents' who would work with SLT to achieve four key things: These were;

- To write a teaching, learning and assessment policy making clear the school's vision, expectations and non-negotiables
- To map out a curriculum which ensured progression in skills and breadth of study for all year groups and all subjects - see curriculum and design policy
- To create an exemplary classroom to model the expectations when designing classroom and learning environments
- To coach colleagues to achieve the targets included within a 'my teacher record' sheet with an expectation that the first column be 'ticked off' in advance of the teaching and learning audit review scheduled to take place on 27th June 2017. Heathland colleagues provided coaching and mentoring training to all the change agents.

These key practices were introduced by the SLT and the Heathland school to school partnership, alongside coaching triads. At the same time, substantial training for teaching support staff was provided to deliver structured interventions; involving 'Building Reading at Primary and First Class at Maths 1 and First Class at Maths 2. Towards the second half of the spring term 2017 the school introduced clear and considered provision maps for all children either falling behind or at risk of falling behind. External training providers continued to support and provide this training well into the summer term. This allowed disadvantaged children in particular to make progress where provision in the classroom was not up to standard. As already mentioned, with some staff leaving during this time, the later spring term became an ideal time to consult staff on a proposed restructure of staffing. This process was completed early in May. The restructure was successful and now for 2017-18 (and beyond) the school has a clear staffing structure, which is fit for purpose and will enable the school to move forward. There is also opportunity for growth within the current structure. By the end of the spring term the school had successfully recruited all class teacher posts for September 2017.

The summer term 2017 saw the SLT focus on recruitment of the middle management tier, recruiting to all subject leader and phase leader positions. By the end of the July 2017 only three new positions are left to be recruited to:

- SENDCo (to be advertised externally in September)
- Inclusion Coordinator (to be advertised externally in September)



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- Assistant Site Manager (to be advertised externally in September)

By June 2017 a further teaching and learning audit review took place, which was a huge success and more recently still (July) this year's KS2 SATs results were published, which were also a huge success when compared to last year.

In reviewing a 'wider' scope of developments in the school, we were awarded the following accreditations during 2016-2017

- RRSA level 1
- Healthy Schools Bronze
- Walk to School Winners 2017
- Gold Travel Plan
- Silver School Sports Mark

At the beginning of this year we honestly evaluated ourselves as 'Requires Improving', (RI) in all areas. By July 2017 the HSIP confirmed the school's evaluations of 'Good' in all areas (although we only tipped into a grading of 'Good' on teaching and learning because of our pupil outcomes, so we know there is a lot more to be done to make this evaluation solidly good).

Our current (end of July 2017) position is that 13 members of staff have now left. All vacancies have been filled and I feel we have a stronger group appointed, which includes;

- 4 NQTs starting in September
- 3 Schools Direct placements, including experienced teachers, 2 of whom are outstanding practitioners joining year 6

In looking forward, during 2017-18 the school will have a heavy focus on challenging and heightening the progress of disadvantaged learners, as well as ensuring consistency in provision.

Mrs Daphne Byron
Headteacher



OUTCOMES FOR CHILDREN

1	TARGET:	1. Raise standards in English and Mathematics so that all children achieve and make good progress which meets the school's high expectations of all learners.
	OUTCOMES:	<p>1.1. Increase outcomes for pupil premium children achieving the phonics threshold at the end of Year 1.</p> <p>1.2. Increase the level of challenge for more able children in writing. Maintain challenge in Reading and Mathematics</p> <p>1.3. To increase the level of challenge for disadvantaged pupils so that more achieve greater depth.</p>

	ACTION POINTS	SUCCESS CRITERIA	MONITORING	RESOURCES	TIMESCALE	LEADERSHIP	NEXT STEPS
1.1. Increase outcomes for pupil premium children achieving the phonics threshold at the end of Year 1 so that this it is in line with national comparisons	<ul style="list-style-type: none"> Autumn term booster groups of children are identified to support disadvantaged children's accelerated phonics skills within half termly provision mapping Target setting and pupil progress meetings to make clear key groups of pupils to accelerate to achieve the expected standard Phonics phased groups commence during the 1st half of the autumn term Half termly tracking of children's progress in phonics across EYFS and KS1 Phonics parent and carer workshops to target the parents and carers of disadvantaged learners 	Disadvantaged children are supported to gain rapid and secure knowledge of phonics.	<p>Half termly phonics tracking data analysis</p> <p>Closing the gaps report analysis</p> <p>Planning and Book scrutiny evaluations</p> <p>CPD Impact evaluations</p> <p>English Impact Evaluation</p>	Costs of phonics any phonics CPD	July 2018	<p>Assessment Leader (DHT)</p> <p>Year 1 Teaching Team</p> <p>KS1 Phase Leader</p> <p>EYFS Phase Leader</p> <p>English Subject Lead</p> <p>SENDco</p> <p>INCo</p>	

EVALUATION

(How will this be reported to GB?)

- Termly standards and achievement report (including closing the gaps analysis)
- Half termly phonics data tracking and analysis
- Provision mapping and impact report
- Parent and Carer Workshop evaluations
- EYFS phase action planning / impact evaluation
- KS1 phase action planning / impact evaluation
- English phase action planning / impact evaluation
- SIP Visit - Termly Reports



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	ACTION POINTS	SUCCESS CRITERIA	MONITORING	RESOURCES	TIMESCALE	LEADERSHIP	NEXT STEPS
1.2. Increase the level of challenge for more able children in writing. Maintain challenge in Reading and Mathematics	<ul style="list-style-type: none"> • Focused CPD (led by HSIP) on challenge across the curriculum with a particular focus on the use of higher order thinking strategies and Blooms Taxonomy • Introduction of challenge areas in every classroom • Moderation and standardisation to include a focus on standards and expectations of children working at Greater Depth • Explore support available through the 'Thinking School's pathways and collaboration with the University of Exeter. • Develop additional support provisions introduced during 2016-2017 to target Inference skills 	<p>Children's needs are met.</p> <p>Practitioners are confident and ensure all children achieve to their full potential across the core areas of the curriculum.</p>	<p>Termly Data Analysis</p> <p>Closing the gaps report analysis</p> <p>Planning and Book scrutiny evaluations</p> <p>English Impact Evaluation</p>	<p>Costs of CPD</p> <p>Costs of any resources required to support and challenge learners in English and maths</p> <p>Thinking Schools Accreditation Sign-up and pathways cost</p>	<p>January 2017 and ongoing</p>	<p>Assessment Lead (DHT) INco Phase Leaders English Subject Lead Maths Subject Lead Whole School Teaching Team</p>	

EVALUATION

(How will this be reported to GB?)

- Termly standards and achievement report (including closing the gaps analysis)
- Provision mapping and impact report
- Parent and Carer Workshop evaluations
- EYFS Phase action planning / Impact Evaluation
- KS1 Phase action planning / Impact Evaluation
- English Phase action planning / Impact Evaluation
- Maths Phase action planning / Impact Evaluation
- Governor's Link Visit Reports
- Impact of CPD records
- SIP Visit - Termly Reports



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	ACTION POINTS	SUCCESS CRITERIA	MONITORING	RESOURCES	TIMESCALE	LEADERSHIP	NEXT STEPS
1.3. To increase the level of challenge for disadvantaged pupils so that more achieve greater depth.	<ul style="list-style-type: none"> Provision mapping to target identification and provision of disadvantaged, most able learners through booster groups Challenging yet achievable target setting for all pupils to take place at the commencement of the academic year – regular monitoring by INCo Focused CPD (led by HSIP) on challenge across the curriculum with a particular emphasis on the use of higher order thinking strategies and Blooms Taxonomy Middle Management CPD to focus on assessment and standards across each phase Enrichment activities target more able disadvantaged learners e.g. University links Launch of SLT / SMT reading initiative 	The percentage of disadvantaged children achieving 'Greater Depth' at the end of each Key Stage compares favourably with national averages.	Half termly phonics tracking data analysis Closing the gaps report analysis Planning and Book scrutiny evaluations CPD Impact evaluations English Impact Evaluation	Costs of CPD required Costs of any resources required to support and challenge learners in English and maths Thinking Schools Accreditation Sign-up and pathways charge Costs of extension and enrichment opportunities targeting disadvantaged learners	January 2018 and ongoing	Assessment Lead Phase Leaders INCo SENDco English Subject Lead Maths Subject Lead All Subject Leaders Whole School Teaching Team	

EVALUATION

(How will this be reported to GB?)

- Termly standards and achievement report (including closing the gaps analysis)
- Provision mapping and impact report
- Parent and Carer Workshop evaluations
- EYFS Phase action planning / Impact Evaluation
- KS1 Phase action planning / Impact Evaluation
- English action planning / Impact Evaluation
- Maths action planning / Impact Evaluation
- Governor's Link Visit Reports
- Impact of CPD records
- SIP Visit - Termly Reports
- Subject Leader Portfolios



LEARNING, TEACHING AND ASSESSMENT

2	TARGET:	2. Provide a challenging curriculum, with high quality teaching, expectations and appropriate feedback.
	OUTCOMES:	<p>2.1. Improve the level of demand routinely expected of pupils of all abilities by staff throughout the school.</p> <p>2.2. Develop moderation and standardisation exercises and activities to build up MPS “standards” of pupil achievement at end of each year group.</p> <p>2.3. Ensure assessment information is used by all teachers to develop their understanding of what pupils already know and can do.</p> <p>2.4. Embed the consistency of teaching expectations particularly in light of new and inexperienced staff.</p>

	ACTION POINTS	SUCCESS CRITERIA	MONITORING	RESOURCES	TIMESCALE	LEADERSHIP	NEXT STEPS
2.1. Increase the level of demand routinely expected of pupils of all abilities by staff throughout the school.	<ul style="list-style-type: none"> Monitoring of provision to continually focus on level of demand and challenge demonstrated within teaching, learning and assessment Monitoring of planning scrutinised against MPS revised curriculum map, ensuring challenge, clear differentiation and curriculum entitlement HSIP led ‘challenge’ CPD focusing on questioning, blooms taxonomy and higher order thinking skills 	All children’s needs are met. All staff have high expectations, are confident and ensure all children achieve to their full.	<p>Half termly phonics tracking data analysis</p> <p>Termly standards and achievement analysis reports</p> <p>Planning and Book scrutiny evaluations</p> <p>CPD Impact evaluations</p> <p>Subject / Aspect Impact Evaluation</p> <p>SIP Visit Reports</p>	<p>Costs of HSIP led whole staff CPD / HSIP SLA</p> <p>Costs of curriculum development focussed work</p>	<p>October 2017 and ongoing</p> <p>October 2017 and ongoing</p> <p>December 2017 and ongoing</p>	<p>Headteacher</p> <p>Curriculum and Standards Leader (DHT)</p> <p>SENDco</p> <p>INco</p> <p>Phase Leaders</p> <p>Core Subject Leaders</p> <p>Foundation Subject Leaders</p>	

EVALUATION

(How will this be reported to GB?)

- Termly standards and achievement report (including closing the gaps analysis)
- Provision mapping and impact report
- EYFS Phase action planning / Impact Evaluation
- KS1 Phase action planning / Impact Evaluation
- KS2 Phase action planning / Impact Evaluation
- English action planning / Impact Evaluation
- Maths action planning / Impact Evaluation
- Science action planning / Impact Evaluation
- Foundation Subject action planning / Impact Evaluation
- Governors’ Link Visit Reports
- Impact of CPD records
- SIP Visit - Termly Reports
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	ACTION POINTS	SUCCESS CRITERIA	MONITORING	RESOURCES	TIMESCALE	LEADERSHIP	NEXT STEPS
2.2. Develop moderation and standardisation exercises and activities to build up MPS "standards" of pupil achievement at end of each year group.	<ul style="list-style-type: none"> Submission of the writing and mathematics learning journeys of children assessed at expected standard to be embedded within the assessment cycle Learning journeys to be used to support moderation and standardisation. Exemplary learning journeys and standardised samples used as a model of provision; effective differentiation, high-quality feedback and progression at MPS. 	All staff have high expectations, are confident and ensure all children make good and better progress and achieve to their full.	Termly standards and achievement analysis reports Planning and Book scrutiny evaluations CPD Impact evaluations Subject / Aspect Impact Evaluation SIP Visit Reports	Induction CPD Whole school HSIP led challenge CPD / HSIP SLA Half Termly moderation Cluster School moderation Cross-borough moderation	December 2017 and ongoing December 2017 and ongoing December 2017 and ongoing	Standards and Curriculum Lead (DHT) SENDco INco Phase Leaders English Subject Leader Maths Subject Leader Science Subject Leader	

EVALUATION

(How will this be reported to GB?)

Termly standards and achievement report (including closing the gaps analysis)
 Provision mapping and impact report
 EYFS Phase action planning / Impact Evaluation
 KS1 Phase action planning / Impact Evaluation
 KS2 Phase action planning / Impact Evaluation
 English action planning / Impact Evaluation
 Maths action planning / Impact Evaluation
 Science action planning / Impact Evaluation
 Governors' Link Visit Reports
 Impact of CPD records
 SIP Visit - Termly Reports
 Subject Leader Portfolios



	ACTION POINTS	SUCCESS CRITERIA	MONITORING	RESOURCES	TIMESCALE	LEADERSHIP	NEXT STEPS
2.3. Assessment information is used by all teachers to develop their understanding of what pupils already know and can do.	<ul style="list-style-type: none"> Continue to develop the planning template introduced during 2016-2017 to ensure consistency in planning teaching, learning and assessment in unison to build on children's prior knowledge and understanding. Monitor and evaluate assessments drawn from pupil completion of 'cold tasks' and how this informs subsequent teaching and learning Standards and achievement to inform phase leaders action planning with colleagues Develop additional support provisions introduced during 2016-2017 to target Inference skills 	Provision is informed by what children already know, where they need to go next and is effective in challenging and supporting pupils at each stage of their learning journey.	Termly standards and achievement analysis reports Planning and Book scrutiny evaluations CPD Impact evaluations Subject / Aspect Impact Evaluation SIP Visit Reports	Induction CPD Whole school HSIP led challenge CPD Half Termly moderation Cluster School moderation Cross-borough moderation focussing initially on EYFS, Year 2 and Year 6 (whole school to take place during the spring term)	October 2017 and ongoing December 2017 and ongoing September 2017 and going December 2017 and ongoing	Standards and Achievement Lead (DHT) SENDco INco Phase Leaders All Subject Leaders Teachers	

EVALUATION

(How will this be reported to GB?)

Termly standards and achievement report (including closing the gaps analysis)
 Provision mapping and impact report
 Curriculum Content and Design Policy Developments
 EYFS Phase action planning / Impact Evaluation
 KS1 Phase action planning / Impact Evaluation
 KS2 Phase action planning / Impact Evaluation
 English action planning / Impact Evaluation
 Maths action planning / Impact Evaluation
 Science action planning / Impact Evaluation
 Governors' Link Visit Reports
 Impact of CPD records
 SIP Visit - Termly Reports
 Subject Leader Portfolios



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	ACTION POINTS	SUCCESS CRITERIA	MONITORING	RESOURCES	TIMESCALE	LEADERSHIP	NEXT STEPS
2.4. Embed the consistency of teaching expectations particularly in light of new and inexperienced staff.	<ul style="list-style-type: none"> • Introduction of establishment checklist • Introduction of 'buddy' system to support newly appointed teachers to MPS • Continue to implement 'My Teacher Record' linked to appraisal system • Phase Leaders to ensure regular monitoring and evaluation of provision across the phase • Introduction of fortnightly SMT/SLT meetings to focus on consistency of teaching, learning and assessment • Reinforce curriculum content and design policy ensuring monitoring and evaluation focuses on progression, breadth of study, developing core skills across the curriculum and challenging learners 	Teaching, learning and assessment at Marlborough Primary School is consistently good or better	Whole school monitoring and evaluation schedule Subject Leader monitoring and evaluation schedule Phase Leader checklist Appraisal schedule and evaluation record Teacher Record evaluation of completion and next steps	Staff Handbook 2017-2018 Establishment checklist Buddy System My Teacher Record NQT Induction Schedule Curriculum Content and Design Policy Teaching, Learning and Assessment Policy Handwriting and Presentation Policy Middle Management Training (12 members of staff to attend half termly middle management CPD x 6 days) Termly CPD Schedule	20 th December 2017 and ongoing	Headteacher Assessment and Standards Leader (DHT) Phase Leaders Subject Leaders All Teaching Staff	

EVALUATION

(How will this be reported to GB?)

Termly standards and achievement report (including closing the gaps analysis)
 Provision mapping and impact report
 EYFS Phase action planning / Impact Evaluation
 KS1 Phase action planning / Impact Evaluation
 KS2 Phase action planning / Impact Evaluation
 Governors' Link Visit Reports
 Subject Leader action planning / Impact Evaluation
 SIP Visit - Termly Reports
 FGB Minutes

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

3	TARGET:	3. To ensure a safe and happy learning and working environment					
	OUTCOMES:	<p>3.1. Work towards achievement of Sports Mark Gold, Silver Healthy Schools Mark, Primary Quality Science Mark accreditations and continue the journey to Level 2 RRSA Accreditation.</p> <p>3.2. Continue to reinforce the attendance and punctuality reward and incentive scheme introduced in 2016.</p> <p>3.3. To develop the outdoor environment so that it is safe, purposeful and enriches learning and teaching</p> <p>3.4. Continue to develop roles of responsibility.</p>					
	ACTION POINTS	SUCCESS CRITERIA	MONITORING	RESOURCES	TIMESCALE	LEADERSHIP	NEXT STEPS
3.1. Work towards achievement of Sports Mark Gold, Silver Healthy Schools Mark, Primary Quality Science Mark accreditations and continue the journey to Level 2 RRSA Accreditation.	<ul style="list-style-type: none"> Extend sports provision and opportunities across the curriculum so that children are exposed to a wider range of sports and more children have an opportunity to represent the school in tournaments and borough events. SOFA sports to be introduced during the lunch hour Appointment of PHSCE Lead Phase Leaders, supported by the PHSCE Lead to lead the development of RRSA across the school on the journey to L2 accreditation. Introduction of Goals for Sustainable Development UN CRC articles are embedded across all curriculum areas. Phase Leaders supported by SLT to lead on the use of the well-being award criteria (school led approach) evaluation as a baseline to develop the pastoral, mental health and wellbeing of the whole school community. 	<p>The principles and ethos of RRSA are embedded across all subject areas</p> <p>Marlborough is recognised as a Science and Sporting specialist primary school.</p> <p>There is a strategic approach to the teaching, learning and embedding of the goals for sustainable development developing Marlborough community as global citizens</p>	<p>PE, Science, PHSCE and Phase Action Plans and termly Impact Evaluations</p> <p>Subject Portfolios</p> <p>HSIP Sports Records of Visits</p> <p>PQSM Evaluation Records</p> <p>Book / Planning Scrutinies</p> <p>Pupil Voice</p> <p>HSIP SMSC Audit</p>	<p>HSIP SLA</p> <p>Cost of SOFA Sports Coaching</p> <p>PQSM subscription and CPD requirements (A. Kilji)</p> <p>RRSA subscription and CPD requirements (PHSE Coordinator and Phase Leaders).</p> <p>Participation in Global Network and supply cover costs</p>	<p>December 2017 and ongoing</p> <p>September 2017</p> <p>September 2017 December 2017 and ongoing</p> <p>December 2017 and ongoing December 2017 and ongoing</p>	<p>Curriculum Leader (DHT) Phase Leaders PE Subject Leader Science Subject Leader PHSE Leader</p>	

EVALUATION

(How will this be reported to GB?)

Termly standards and achievement report (including closing the gaps analysis), Provision mapping and impact report, Parent and Carer Workshop evaluations, Phase action planning / Impact Evaluation, Science Phase action planning / Impact Evaluation, PE Phase action planning / Impact Evaluation, Governors' Link Visit Reports, Impact of CPD records, SIP Visit - Termly Reports, Subject Leader Portfolios



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	ACTION POINTS	SUCCESS CRITERIA	MONITORING	RESOURCES	TIMESCALE	LEADERSHIP	NEXT STEPS
<p>3.2. Continue to reinforce the attendance and punctuality reward and incentive scheme introduced in 2016.</p>	<ul style="list-style-type: none"> • 96% club to be developed to a 97% club • All new starters to receive attendance practice, procedure and policy training • EYFS to be included in all weekly and termly attendance incentives • Weekly attendance data to be shared via text/email and published in the school newsletter • Office admin team to receive CME CPD • Attendance and Welfare Officer to use 2016-2017 attendance analysis data to raise rates of attendance for specific groups • FGB to explore strategies to heighten punctuality 	<p>Marlborough continues to expect and reinforce high rates of attendance and punctuality (96.5%)</p> <p>The school is clear as to specific groups where attendance falls below the school's high expectations and takes clear and immediate actions to rectify this.</p>	<p>Weekly attendance tracking</p> <p>Half termly attendance analysis reports</p> <p>Termly 97% club data analysis and parent / pupil voice</p> <p>Impact of CPD records</p>	<p>Costs of CPD required</p> <p><i>Costs of weekly / termly incentive schemes</i></p>	<p>December 2017 and ongoing</p> <p>September 2017 and ongoing</p> <p>September 2017 and ongoing</p> <p>September 2017 and ongoing</p> <p>December 2017 and ongoing</p> <p>October 2017 and ongoing</p> <p>December 2017 and ongoing</p>	<p>DHT</p> <p>Admissions, Attendance and Welfare Officer</p> <p>SENDco</p> <p>Phase Leaders</p> <p>Class Teachers</p> <p>Additional Support Staff</p>	

EVALUATION

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- Termly standards and achievement report (including closing the gaps analysis)
- Provision mapping and impact report
- Parent and Carer Workshop evaluations
- EYFS Phase action planning / Impact Evaluation
- KS1 Phase action planning / Impact Evaluation
- KS2 Phase action planning / Impact Evaluation
- Termly Attendance and Punctuality reports
- Governor's Link Visit Reports
- Impact of CPD records
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	ACTION POINTS	SUCCESS CRITERIA	MONITORING	RESOURCES	TIMESCALE	LEADERSHIP	NEXT STEPS
3.3. To develop the outdoor environment so that it is safe, purposeful and enriches learning and teaching	<ul style="list-style-type: none"> • Redesign garden into a usable outdoor learning environment which enriches and extends learning across the curriculum with a particular emphasis on science • Replacement of fencing required to rear of main playground • Investment in canopies to EYFS area to enable all weather purposeful learning and play • Development of EYFS outdoor areas to ensure purposeful learning and outdoor play • Cost of raising perimeter fencing to the front of school 	<p>The school perimeter is redeveloped to ensure safety and site security.</p> <p>Outdoor areas are developed into safe and purposeful areas which support and enrich children's wellbeing, learning and curriculum experience beyond the classroom.</p>	<p>Termly Going for Green behaviour monitoring</p> <p>Science planning and book scrutinies</p> <p>EYFS planning and scrutiny of pupil outcomes</p> <p>Pupil voice analysis</p> <p>HSIP SMSC audit report</p>	<p>Costs of developing outdoor areas (£100,000)</p> <p>Phase 1 – Garden Phase 2 – EYFS outdoor areas</p> <p>Cost of purchasing canopies</p> <p>Cost of re-fencing to main playground</p> <p>Cost of securing front of school perimeter fencing</p>	<p>December 2017</p> <p>October 2017</p> <p>March 2018</p> <p>July 2018</p> <p>July 2018</p>	<p>Headteacher SBM Site Manager Assistant Site Manager EYFS Phase Leader Science Subject Leader PHSCE Subject Leader SENDco INco</p>	

EVALUATION

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Termly standards and achievement report (including closing the gaps analysis)
 Provision mapping and impact report
 Parent and Carer Voice / Pupil Voice Evaluations
 EYFS Phase action planning / Impact Evaluation
 KS1 Phase action planning / Impact Evaluation
 KS2 Phase action planning / Impact Evaluation
 Science and PHSCE action planning / Impact Evaluation
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	ACTION POINTS	SUCCESS CRITERIA	MONITORING	RESOURCES	TIMESCALE	LEADERSHIP	NEXT STEPS
<p>3.4. Continue to develop roles of responsibility.</p> <p>School Councillors RRSA Ambassadors Junior Librarians Digital Leaders Tuck Shop Directors G4G Shop Assistants Peer Mentors J2As Playground Leaders Eco Squad</p>	<ul style="list-style-type: none"> Relevant Subject Leaders to work to develop roles of responsibility identified within action plans e.g. <ul style="list-style-type: none"> School Councillors RRSA Ambassadors Junior Librarians Digital Leaders Tuck Shop Directors G4G Shop Assistants Peer Mentors J2As Playground Leaders Eco Squad <p>The development of roles of responsibility are clearly identifiable within Subject Leader's action plans, agendas and minutes of meetings and their contributions to improvements across the school</p> <ul style="list-style-type: none"> Agenda and minutes of meetings with pupils fulfilling each role to be monitored regularly to ensure development of roles of responsibility with clear targets and purpose Introduction of Year 6 Prefects and Head Boy / Girl with clear roles and responsibilities 	<p>Roles of responsibility are embedded with each effectively contributing to the development, life and high standards and expectation of Marlborough Primary School.</p>	<p>Subject / Aspect Action Planning and termly Impact Evaluations</p> <p>Pupil Voice Evaluations</p> <p>Subject Leader Portfolios</p> <p>SMSC Audit Evaluation</p>	<p>Cost of school council training</p> <p>Cost of peer mentor training</p> <p>Cost of sports leader training</p> <p>Costs of Tuck Shop training</p>	<p>December 2017 and ongoing</p>	<p>Curriculum Leader (DHT) Phase Leaders English Subject Leader History Subject Leader Computing Subject Leader PHSCE Subject Leader Sports Subject Leader INco</p>	

EVALUATION

(How will this be reported to GB?)

Termly standards and achievement report (including closing the gaps analysis); Provision mapping and impact report
Pupil Voice Evaluations
Phase action planning / Impact Evaluation
Subject action planning / Impact Evaluation
Going for Green Behaviour analysis reports
Governor's Link Visit Reports
SIP Visit - Termly Reports
HSIP SMSC Audit Evaluation

LEADERSHIP AND MANAGEMENT							
4	TARGET:	4. Ensure that Leaders at all levels demonstrate a deep and accurate understanding of the school's effectiveness, informed by the views of pupils, parents and staff. Leaders should utilise this knowledge to keep the school improving, by focusing on the impact of actions in key areas.					
	OUTCOMES:	<p>4.1. Governors ensure all types of monitoring are focused and planned, ensuring that results of evaluations inform future decisions and plans.</p> <p>4.2. Assessment information is used by all teachers to develop their understanding of what pupils already know and can do.</p> <p>4.3. Build capacity at all levels of leadership</p>					
	ACTION POINTS	SUCCESS CRITERIA	MONITORING	RESOURCES	TIMESCALE	LEADERSHIP	NEXT STEPS
4.1. Governors ensure all types of monitoring are focused and planned, ensuring that results of evaluations inform future decisions and plans.	<ul style="list-style-type: none"> Initiate recommendations from the outcome of the review of governance Revise the governance schedule for 2017-2018 to include a balance between meetings and strategic evaluation and planning Introduction of challenge questions Continue to develop governor, parent and carer forum Introduction of termly Governors' newsletter Governors to provide written reports on Link visits / governors day focusing on evaluation and impact CPD nominated governor to identify and make recommendations on individual CPD requirements 	Governors and leaders constantly focus on achievement and not just on procedural matters. Clear strategic direction and challenge supports and drives school developments	<p>FGB Minutes</p> <p>Governors' Link Visit Reports</p> <p>Governors' Day</p> <p>Governors' Annual Schedule</p>	<p>Cost of Governance Review</p> <p>Cost of FGB training</p> <p>Cost of releasing teachers during Governors' Days / Link Visits scheduled</p>	<p>December 2017 and ongoing</p> <p>September 2017</p>	<p>Chair of Governors</p> <p>Headteacher</p> <p>Clerk of Governors</p> <p>FGB</p>	
<p>EVALUATION <i>(How will this be reported to GB?)</i></p> <p>Review of Governance Governing Body Action Plan SDP Impact Evaluation SIP Visit - Termly Reports HSIP Audit Evaluations</p>							



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	ACTION POINTS	SUCCESS CRITERIA	MONITORING	RESOURCES	TIMESCALE	LEADERSHIP	NEXT STEPS
4.2. Assessment information is used by all Leaders to ensure effective school improvement, provision and high achievement of all.	<ul style="list-style-type: none"> • Termly tracking sheets are shared with all class teachers and teaching support staff • Target setting meetings to take place in September 2017 • Termly progress meetings to identify barriers and next steps for all teachers to ensure all children make good and better progress. • Half termly pupil progress reviews for any learners not making the expected progress towards achievement of targets • Continue to develop elicitation tasks to inform subsequent learning and teaching • Structured approach to sharing knowledge, best practice, moderating within teams and monitoring outcomes within weekly Phase meetings and fortnightly SMT meetings • SENDco and Inco to ensure robust data analysis and share standards and achievement of specific groups e.g. SEN, PPG, most able, to inform next steps • ASP training for all newly appointed and existing senior and middle leaders • Regular review of standards and achievement to inform phase and class action planning • Ensure learning and teaching from additional provision e.g. BR@P and 1st Class @ Number 1 is shared with practitioners with clear focus to support the acceleration of progress on children's return to class. 	<p>The use of summative and formative assessment is rigorous and robust.</p> <p>Provision is informed by what children already know, where they need to go next and is effective in challenging and supporting pupils at each stage of their learning journey.</p>	<p>Standards and achievement analysis reports</p> <p>Target setting meetings</p> <p>Pupil progress meetings</p> <p>Phase Meetings</p> <p>SMT Meetings</p> <p>Moderation meetings</p> <p>Planning / Book scrutinies</p>	<p>EoY Standards and Achievement Report</p> <p>Class / Cohort Tracking Sheets</p> <p>CPD termly schedule</p> <p>Assessment Cycle 2017-2018</p> <p>Phase Meeting Schedule</p> <p>SMT Meeting Schedule</p>	<p>September 2017 and ongoing</p> <p>September 2017</p> <p>January 2018 and ongoing</p> <p>October 2017 and ongoing</p> <p>December 2017 and ongoing</p> <p>September 2017 and ongoing</p> <p>December 2017 and ongoing</p> <p>December 2017 and ongoing</p> <p>September 2017 and ongoing</p> <p>December 2017 and ongoing</p>	<p>Assessment and Standards Lead (DHT)</p> <p>Phase Leaders</p> <p>SENDco</p> <p>Inco</p> <p>Subject Leaders</p> <p>Teachers</p> <p>Teaching Support Staff</p>	

EVALUATION

(How will this be reported to GB?)

- Termly standards and achievement report (including closing the gaps analysis)
- Target Setting Report
- Provision mapping and impact report
- EYFS Phase action planning / Impact Evaluation
- KS1 Phase action planning / Impact Evaluation
- KS2 Phase action planning / Impact Evaluation
- Subject action planning / Impact Evaluation
- Governor's Link Visit Reports
- SIP Visit - Termly Reports



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	• ACTION POINTS	SUCCESS CRITERIA	MONITORING	RESOURCES	TIMESCALE	LEADERSHIP	NEXT STEPS
4.3. Build capacity at all levels of leadership	<ul style="list-style-type: none"> • Revised Governors' Schedule to include greater emphasis on strategic work • FGB to receive CP training up to Level 2 • FGB to receive CPD as per the recommendations of the review of governance. • Middle Managers to receive middle management training and support. • SLT to provide coaching and mentoring opportunities to new and experienced members of SMT. • ASP training for all newly appointed and existing middle and senior leaders • HSIP EYFS Consultant to continue to support EYFS Phase lead in developing the Early Years • HT to continue to mentor and coach newly appointed DHT, meeting weekly • DHT to build network with leaders across the borough 	<p>Leaders at all levels are focused on consistently improving outcomes for children.</p> <p>Leaders have an accurate view of the school's strengths and areas for development and work together to bring about improvements.</p>	<p>Standards and achievement analysis reports</p> <p>Target setting meetings</p> <p>Pupil progress meetings</p> <p>Phase Meetings</p> <p>SMT Meetings</p> <p>Moderation meetings</p> <p>Planning / Book scrutinies</p> <p>Impact of CPD records</p>	<p>Governors' Meeting Schedule</p> <p>Monitoring and Evaluation Schedule</p> <p>Phase Leader Checklist</p> <p>Termly CPD Schedule</p> <p>Cost of HSIP SLA</p> <p>Differentiated Appraisal Targets and Evaluative Overview</p> <p>Cost of external CPD as required</p>	<p>September 2017</p> <p>October 2017</p> <p>October 2017 and ongoing</p> <p>October 2017 and ongoing</p> <p>March 2017</p> <p>Ongoing</p> <p>Ongoing</p> <p>December 2017 and ongoing</p>	<p>Chair of Governors</p> <p>Headteacher</p> <p>DHT</p> <p>SLT</p> <p>SMT</p> <p>FGB</p>	

EVALUATION

(How will this be reported to GB?)

- Termly standards and achievement report (including closing the gaps analysis)
- Target Setting Report
- Provision mapping and impact report
- Phase action planning / Impact Evaluation
- Subject action planning / Impact Evaluation
- Governor's Link Visit Reports
- SIP Visit - Termly Reports
- Headteacher Termly Reports

EFFECTIVENESS OF EARLY YEARS							
5	TARGET:	5. To create an enabling environment that meets the needs of all learners and provides challenge in all areas of learning					
	OUTCOMES:	5.1. Continue to develop the breadth of the curriculum, further raising standards and improving rates of progress with a particular focus on the achievement of boys and EAL learners. 5.2. To strengthen work with external colleagues and providers and the wider community. 5.3. To further develop partnerships with parents and carers.					
	ACTION POINTS	SUCCESS CRITERIA	MONITORING	RESOURCES	TIMESCALE	LEADERSHIP	NEXT STEPS
5.1. Continue to develop the breadth of the curriculum, further raising standards and improving rates of progress with a particular focus on the achievement of boys and EAL learners.	<ul style="list-style-type: none"> Educational, trips and visits clearly mapped out to ensure a wider and more enriching curriculum experience across all disciplines EAL and inclusion HLTA to accompany EYFS staff on home visits EAL and inclusion HLTA to attend parents information meetings with EYFS lead to inform parents of support available EYFS lead & EAL and inclusion HLTA to contact Family learning to organise parent and child learning courses. Planning to include input from EAL and inclusion HLTA and INco Tracking of EAL children in consultation with EAL and inclusion HLTA and INco Planning demonstrates effective scaffolding to support EAL learners EYFS leader to work closely with LA lead early years advisor to develop termly planning to include enhanced learning opportunities Contact local community and religious groups to arrange opportunities for visits and trips EYFS lead and Nursery teacher to plan joint learning opportunities between nursery and reception classes. Parents regularly invited to 'open-door' learning experiences / workshops 	<p>Activities and experiences in the EYFS lead to more rapid progress from children's starting points</p> <p>Early identification of language needs.</p> <p>Parents and Carers have access to appropriate support for their language needs.</p> <p>Children with EAL make rapid progress from their starting points</p> <p>Boys make rapid progress from their starting points</p>	<p>Standards and achievement analysis reports</p> <p>Closing the Gaps Termly Reports</p> <p>Target setting meetings and Report</p> <p>Phonics Tracking Analysis</p> <p>Pupil progress meetings</p> <p>Phase / SMT Meetings</p> <p>Planning / Book scrutinies</p> <p>Impact of CPD records</p> <p>Parent and Carer Workshop Evaluations</p>	<p>HSIP SLA</p> <p>Costs of LA EYFS consultation and support</p>	<p>September 2017 and ongoing</p> <p>December 2017 and ongoing</p> <p>September 2017 and ongoing</p> <p>September 2017 and ongoing</p> <p>September 2017 and ongoing</p> <p>December 2017 and ongoing</p>	<p>EYFS Phase Leader</p> <p>Assessment, Standards and Achievement, Curriculum Lead (DHT)</p> <p>EYFS Teaching Team</p> <p>SENDco</p> <p>INco</p> <p>Subject Leaders</p>	
EVALUATION							
<i>(How will this be reported to GB?)</i>							
<p>Termly standards and achievement report (including closing the gaps analysis)</p> <p>Phase action planning / Impact Evaluation, Subject action planning / Impact Evaluation, SL Portfolios</p> <p>Governor's Link Visit Reports</p> <p>SIP Visit - Termly Reports</p> <p>Headteacher Termly Reports</p>							

	ACTION POINTS	SUCCESS CRITERIA	MONITORING	RESOURCES	TIMESCALE	LEADERSHIP	NEXT STEPS
5.2. To strengthen work with external colleagues and providers and the wider community	<ul style="list-style-type: none"> • EYFS Phase Leader to ensure regular attendance at EYFS network meetings to develop partnerships, share practice and develop knowledge to widen community networks • The DHT and EYFS Phase Leader ensure the assessments from previous establishments of learning (Nurseries) is used as a baseline for measuring progress in the EYFS • EYFS Phase Leader to draw from the expertise and advise of LA EYFS Consultant to develop termly planning to include enhanced learning opportunities • Contact local community and religious groups to arrange opportunities for visits and trips • Liaison with the SLs to enrich and extend learning activities and experiences both within and beyond the school • Phase Leader to ensure that all whole school initiatives are implemented and embedded within the EYFS e.g. attendance incentives, RRSA, learning dispositions, guided reading, library and home-learning practice 	<p>EYFS pupils experience a broader curriculum and learning experience as a result of the school's partnership with external partners and the wider community.</p> <p>EYFS pupils experience at least one curriculum enrichment trip / visit each half term to further aid their knowledge, understanding and skills across the curriculum.</p> <p>EYFS pupils develop their knowledge, skills and understanding by greater exploration of their local community. This leads to accelerated progress in language development and learning.</p>	<p>Standards and achievement analysis reports</p> <p>Closing the Gaps Termly Reports</p> <p>Target setting meetings and Report</p> <p>Phonics Tracking Analysis</p> <p>Whole School Trips and Visits annual overview</p> <p>Planning and Learning journey scrutiny evaluations</p> <p>EYFS impact evaluations</p> <p>Impact of CPD records</p> <p>Parent / Pupil Voice evaluations</p>	<p>HSIP SLA</p> <p>Costs of LA EYFS consultation and support</p> <p>Costs of visits, trips and educational workshops as appropriate</p>	<p>September 2017 and ongoing</p> <p>September 2017 and ongoing</p> <p>September 2017 and ongoing</p> <p>October 2017 and ongoing</p> <p>September 2017 and ongoing</p> <p>December 2017 and ongoing</p>	<p>EYFS Phase Leader Assessment, Standards and Achievement, Curriculum Lead (DHT) EYFS Teaching Team SENDco INco Subject Leaders</p>	

EVALUATION

(How will this be reported to GB?)

Termly standards and achievement report (including closing the gaps analysis), Target Setting Report
 Provision mapping and impact report
 Phase action planning / Impact Evaluation, Subject action planning / Impact Evaluation
 Governor's Link Visit Reports
 SIP Visit - Termly Reports
 Headteacher Termly Reports



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	ACTION POINTS	SUCCESS CRITERIA	MONITORING	RESOURCES	TIMESCALE	LEADERSHIP	NEXT STEPS
5.3. To further develop partnerships with parents and carers	<ul style="list-style-type: none"> EAL and Inclusion HLTA to be included in home visits to identify parental language and learning support needs Explore parental expertise to maximise opportunities for parental involvement in curriculum experiences. EYFS Phase Leader to work in collaboration with core subject leaders to lead on parental information workshops and meetings e.g. Developing phonics skills in the EYFS Promote high and regular attendance of 'open-house' termly opportunities for curriculum learning experience workshop for parents to see learning in action Develop the use of digital learning journals amongst all EYFS teaching and learning staff 	<p>Parents and Carers are engaged in the children's learning and maximise their involvement in children's achievement and progress.</p> <p>Parents experience a wide range of learning with their child.</p> <p>Parental engagement is heightened. They are encouraged to actively contribute to children's learning journeys.</p>	<p>Standards and achievement analysis reports</p> <p>Closing the Gaps Termly Reports</p> <p>Target setting meetings and Report</p> <p>Phonics Tracking Analysis</p> <p>Whole School Trips and Visits annual overview</p> <p>Planning and Learning journey scrutiny evaluations</p> <p>EYFS impact evaluations</p> <p>Impact of CPD records</p> <p>Parent / Pupil Voice evaluations</p>	<p>HSIP SLA</p> <p>Costs of LA EYFS consultation and support</p> <p>Costs of visits, trips and educational workshops as appropriate</p> <p>Costs of digital learning journey licence / subscription</p>	<p>September 2017 and ongoing</p> <p>October 2017 and ongoing</p> <p>September 2017 and ongoing</p> <p>December 2017 and ongoing</p> <p>December 2017 and ongoing</p>	<p>EYFS Phase Leader Assessment, Standards and Achievement, Curriculum Lead (DHT) EYFS Teaching Team SENDco INco</p>	

EVALUATION

(How will this be reported to GB?)

Termly standards and achievement report (including closing the gaps analysis), Target Setting Report
 Provision mapping and impact report
 Phase action planning / Impact Evaluation, Subject action planning / Impact Evaluation
 Governor's Link Visit Reports
 SIP Visit - Termly Reports
 Headteacher Termly Reports