# PD Quality Mark

**Verifiers Recording Template**

<table>
<thead>
<tr>
<th>Date of Visit</th>
<th>School / Organisation: Marlborough Primary School</th>
<th>Verifiers: Mrs Hilary Adli</th>
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<tbody>
<tr>
<td>26.02.18</td>
<td>LA area: Harrow</td>
<td>LA area: UCL / IOE</td>
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<td>PD lead: Daphne Byron (also Headteacher)</td>
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## Leadership and Professional Development

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## High Quality Professional Development

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## Evaluating Impact of Professional Development

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## Collaborations and Partnerships Supporting Professional Development

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## Sources of Evidence
- Interviews with a range of teaching and support staff at all levels, link Governors and students.
- SDP Foreword 2017-2018
- SDP 2017-2018
- School SEF
- Values and Mission Statement
- CPD Policy 2017-2018
- ITT Policy
- Staff Handbook
- Staff induction checklist
- Establishment phase checklist
- Exit interview template and examples
- My Teacher Records template and records
- School-to-school partnership overview /coaching triads
- Termly Standards and Achievement Reports
- Teaching and Learning audit January 2017 (and review June 2017)
- Ofsted leadership and management evaluation and action plan March 2017
- Staffing list 2017-2018
- Schools Direct impact sampling
- NQT action plans and assessments
- NQT mentoring and CPD schedule
- PD sponsorship agreements

## OVERALL ASSESSMENT

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<th>BRONZE</th>
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<tr>
<td>PM Provision and CPD overview document 2017-2018</td>
<td>Impact of CPD records</td>
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<tr>
<td>PM records (anonymised)</td>
<td>Staffing restructure consultation document 2016-2017</td>
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<tr>
<td>Foundation degree information including designated CPD time 2017-2018</td>
<td>Monitoring and evaluation samples</td>
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<td>Schools Direct CPD schedule</td>
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Verifier’s Summary. (To be provided to the school / organisation in award letter)

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<tr>
<th>LEADERSHIP of PD</th>
<th>Key Strengths</th>
<th>...as evidenced by (examples, data, quotes, impact)</th>
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<td></td>
<td>The HT is inspirational and deeply passionate – she displays an infectious enthusiasm for PD and all staff feel invested in by her and by the school. In a short timescale, she has turned a troubled school around through maintaining clear, high expectations of all staff and students, making brave, strategic decisions and using professional development as a vehicle to empower all stakeholders and release their potential. All staff recognise their responsibility for their own professional learning and development. They are given the freedom to take risks and innovate which directly benefits the students in terms of outcomes, progress and confidence. All staff are clear that professional development is critical to the successful fulfilment of their role. They take ownership of their professional development and have numerous opportunities to identify and discuss their needs with other senior colleagues. The HT/PD lead articulates a clear vision for professional development and consistently drives to ensure that the school is a focused learning ‘family’ involving the whole school workforce. There is a systematic and organised approach towards professional development in the school and an atmosphere of openness and professional trust which is refreshing but also ensures an ‘open door policy’ is fostered and that staff at all levels have opportunities to share best practice. It is evident that student wellbeing, progress and outcomes are at the heart of all organised professional development at Marlborough Primary School.</td>
<td>“We believe that, if a teacher can change the world then together as a school we can strive to ensure that Marlborough Primary School is a place of growth, learning, development and success ‘For Every Child’s Bright Future’” (Excerpt from school ethos, values and aims) “As a ‘Rights Respecting’ school, we use children’s rights to underpin everything we do and learn” (excerpt from CPD policy) “My senior team are ambitious for themselves as well as the school” (HT) CPD Budget: 2013 - 2014 - £8.000 2014 - 2015 – £7.000 2015 - 2016 - £9.000 2016 - 2017 £35.000 2017 - 2018 £35000 “I believe that clarity is your best friend – being open, honest and having no hidden agenda” (HT) “I identified my ‘Change Agents’, and trained them up to be mentors and coaches” - “I had the key players around the table to make sure it (the improvements/ change) happened” (HT) “One of the key things is that teachers have a professional responsibility to come to a member of SLT or a Change Agent to provide evidence (for their ‘My Teacher Record’ – it’s in their control” (HT) “I have a largely new workforce who are eager and passionate” (HT) “I am trying to create a family” (HT) “Investing in quality CPD – I believe is the most important thing – turning on the ‘flickers’ for staff - empowering them and giving them opportunities” (HT)</td>
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| Marlborough Primary School sees everyone as a learner. Teaching and support staff have embraced the new learning culture in the school with excitement. They are reflective practitioners who are encouraged to actively consider their own professional development needs as well as their career aspirations and are also committed to support the development of their colleagues.  

The Governing Body understand the centrality of professional development to school improvement and provide a generous CPD budget to ensure that all professional development is high quality, linked to school development priorities and applies best value principles.  

Systems and processes, such as Performance Management, CPD and school development planning that were once non-existent, are now joined up, fit for purpose and maintain a relentless focus on the students at the school. | “Staff well - being is vital - I made a promise that I would not send emails from 6pm Friday to 7am Monday and I’ve kept to that” (HT)  

“We now have an additional briefing on a Thursday – it’s a breakfast briefing so we offer bacon butties etc” (HT)  

“We want to be a Knowledge Hub” (HT)  

“We now have a very appropriate staffing structure with an emphasis on development. In our SDP being a ‘Development School’ is one of the main priorities” (Gov)  

“The HT has developed her top management team and has clear development plans in place for SLT” (Gov)  

“The school and staff are outward-facing, and all have a willingness to learn” (Gov)  

“Governors wholeheartedly back Daphne’s vision and will provide the budget that fulfils this” (Gov)  

“We have a discussion about where your career is going in PM...completing the NPQSL was one of my targets” (T)  

“The SDP was shared with all staff, so we know the priorities and vision” (T)  

“NQTs are really supported here, from the beginning of their journey, now and beyond” (NQT)  

“We take responsibility for our own teaching and our own PD – it is the culture here to take ownership and reflect” (NQT)  

“The level of support I have received is immense, from my mentor, the team and SLT. I can go to anyone and everyone is willing to help” (T)  

“Daphne tells us that we are in charge of our own class and to be as creative as you wish – we have the freedom if something isn’t working to change it” (T)  

“I just started NPQSL with UCL and my focus is to increase the number of PP children getting to greater depth in writing which ties in with the SDP” (T) |
| HIGH QUALITY PD | The school’s approach to induction, mentoring and support of all beginner teachers is consistent and well thought out. Mentors and coaches take their roles very seriously and ensure that NQTs and ITT students / Associates are provided with the tools and support to succeed in the early stages of their careers.

Statutory professional development such as safeguarding are now well-established and an appropriate range of high quality, in-house and external courses and opportunities are available to all staff including networking in other schools. The school values the support of a trusted external consultant and staff spoke enthusiastically about the personalised support they have received from him.

A more personalised targeted/ focused approach to PD in the last 18 months ensures that staff needs are met and ensures a closer link between staff professional development and school improvement priorities |
| --- |
|  | “We are just so grateful to have Daphne. We used to question why we were here” (SS)  
“Used to be left to stagnate and I had no direction” (SS)  
“Daphne realises the potential in everyone” (SS)  
“I want to be a teacher and asked the HT if I could get the experience across the year groups and that’s exactly what she did” (SS)  
“Admin support staff have just all had new job descriptions and have their career progression identified in PM meetings” (DHT)  
“Support staff are now treated the same as the teaching staff and PM is definitely happening now” (DHT)  
“Our homework over half - term was about doing a random act of kindness – the whole school did it” (student)  
“We looked at a child’s complete journey through the school – what it looked like and we mapped it out. We want our students to have experiences like going to the seaside, theatres and other experiences” (HT)  
“We have 4 NQTs. What has impressed me is that they have taken the initiative to get together to look at approaches to marking. This says something about the ethos and professionalism of such a young staff” (HT)  
“I want HLTAs to not just be able to cover a whole class but to be able to lead CPD for others” (HT)  
“We do a lot of joint work. They are young and learning and it takes time. I have to keep reminding them; ‘remember how much you have done in a short space of time” (HT)  
“In September, I took the whole staff into London and we did a scavenger hunt - we even did an impact record of that” (HT) |
Staff are encouraged to lead professional development for others in the school and within the Teaching School Alliance. They cascade their learning to others and use the ‘My Teacher Record’ to record the value and impact of professional development undertaken.

The school actively encourages staff to undertake accredited programmes such as NPQSL, Foundation degrees and diplomas and ensure that school priorities are addressed by these participants in projects undertaken.

“I did the Early Leadership course at IOE which really supported me, and I have just started my NPQSL” (T)

“I have done mentor training at Middlesex University to support my role as mentor” (T)

“We have weekly phase meetings. We do training and coaching together, and we can be open and honest in a safe environment” (T)

“We have TA meetings now every Wednesday. There are specific INSETs created for the TAs like inference training” (SS)

“I am now doing L6 in the 3rd year of my advanced diploma (final part of my degree) and the school have supported me throughout” (SS)

“The English Lead did some work with nursery leads on guided reading and the power of reading” (SS)

“I have been given lots of support in my new role” (T)

“Everyone here is self-reflective” (T)

“I have been given opportunities to develop and support others too” (T)

“The whole staff now do first-aid training, safeguarding and Prevent” (SS)

Staff are expected to reflect and evaluate the impact of their professional learning on the students in their classes and across the school and log this in their ‘My Teacher Record’

Staff are encouraged to be reflective practitioners – professional learning outcomes are cascaded both informally and formally in department meetings and CPD training days.

Staff retention and recruitment, an improvement in student outcomes in the last year and the vast array of evidence collated, shows ample evidence that professional development at Marlborough impacts on everything from ensuring the relevant safeguarding training is

“I have a responsibility to demonstrate the impact and then support someone else and cascade it around the school” (HT)

“It can be the smallest thing that impacts so many” (HT)

“There used to be no CPD for support staff at all, or Performance management, now they have the same opportunities as the teaching staff” (HT)

“We used the Edge Hill Uni interventions with support staff and provided structured PD and it had a huge impact on the marking and assessment practice, they took real pride in it” (HT)

“Investment in staff and high quality CPD is recognised as critical for raising standards at Marlborough” (HT)
attended to a notable improvement in T&L practice and student outcomes and progress.

Governors use professional development evaluation findings to challenge the HT and further support the strategic leadership of the school.

Marlborough School take succession planning seriously and are still developing a distributed approach to leadership. A real sense of ‘growing your own’ staff was observed and there were numerous examples provided by staff interviewed where, for example, they had started at the school in one role and through targeted professional development, coaching and support had developed their role and career.

“In our classroom we use Blooms Taxonomy – she (the teacher) asks us a question and we have to answer to make sure there is ‘deep learning’ (student)

“Lessons are more fun” (student)

“What we have now is ‘next steps’ – you have to respond in green pen” (student)

“We have gone from LO (learning objectives) to QFL (question for learning)” (Student)

“We reviewed question level analysis and, as a result, a Harrow consultant now delivers inference skills for support staff” (HT)

“I want to be able to walk into a classroom and not be able to make the distinction between the support staff and the teacher” (HT)

“I have improved in what I am doing, it’s been a learning journey throughout – I have had simple, honest feedback and my line manager has been open to support me” (NQT)

“Safeguarding was a disaster, now all staff know what I expect” (HT)

“Staff do recognise what we do with well-being and appreciate that we collect feedback from them and respond to it” (HT)

“Getting the attainment of the pupils back to above the National average in her first year was stunning” (Gov)

“We carry out Governor visits and link days to assess impact” (Gov)

“We do a CPD impact record and we use this to reflect. It’s helpful and makes you think about the learning you’ve had and how you can put it in place” (TS)

“I lost confidence in myself and Daphne came and pulled me in – I am now at St Mary’s University – she believed in me, so I believe in myself too” (BT)

“I have gone from strength to strength” (SS)
"I was introduced to Blooms Taxonomy and have now tried to bring that into all my planning" (T)

“Individual staff go on training but there’s always sharing time built in” (T)

| COLLABORATIONS AND PARTNERSHIPS IN PD | The school has a wide range of strategic partners who collaborate and engage with them to enhance their professional development offer and share best practice. Staff interviewed spoke enthusiastically about the opportunities available to them through the Harrow Learning Hub, through Learning Zones across the Borough and other school - to - school partnership work.

The school commission a trusted external consultant, Martin Burford to support, develop and challenge school leaders at all levels.

The HT has established strong links with the Harrow Schools Improvement Service (HSIP) and, alongside them, has conducted a number of audits and self-reviews in the school to establish baseline evidence. This ensures that strategic, evidence informed plans can be put in place and appropriate actions taken to improve practice across the school.

Marlborough Primary School joined Harrow Teaching Alliance in 2017. The HT and other senior staff contribute to the recruitment of Schools Direct students across the Alliance. |
| --- | --- |
| | Heathlands / Whitefriars Federation
Norbury Primary School
Whitchurch Primary School

Effective partnerships with:
Middlesex University – ITT / BA students
Harrow School Improvement Service (HSIP)
Martin Burford – external consultant
UCL / IOE – NPQSL and ML

Harrow Teaching School Alliance – Schools Direct
Dr. Julia Coop – Inspection Skills Training
Martin Sweeney – Independent Consultant
Stephen Fanthorpe – Independent Consultant
Cedars and Elmgrove Primary Schools, Harrow – Moderation
Clifton Primary School in LB Ealing – Moderation

“Coaching triads were introduced during 2016-2017 through collaboration with Heathland / Whitefriars Federation and Norbury Primary School” (HT)

“We are hosting a leadership programme of 4 sessions in the Summer term and opening this up to other schools” – (HT)

“Teaching Staff have gone out to other local schools and formed on-going partnerships with them” – (Gov)

“Experts and other professionals have been coming in to support us” – (T)

Recommendations for continuing improvement

- Further consider strategies to enhance Succession Planning.
- Continue to ensure that the staff are sharing their learning in as many different forums as possible
- Continue to utilise the partnerships and opportunities within and outside the Teaching School Alliance to widen the experience of staff
- Encourage staff to use a baseline assessment model prior to undertaking PD at the booking stage to ensure impact is more easily measurable
- Continue to develop Performance Management for support staff.