The following parent and carer survey was created to replicate the questions Ofsted pose to parents and carers within a Parent View questionnaire in advance of and during a school’s inspection. An additional three curriculum subject specific questions were posed to support middle managers in their evaluations of the ‘parent voice’ in order to inform subject and school development priorities.

The school received 284 responses from parents and carers before and during the autumn term parents and carers’ consultation evening, which took place on 17th and 18th October 2018.

My child is happy at this school

94% of parents and carers felt that their child is happy at Marlborough Primary School.

Marlborough Primary School embarked upon a journey to achieve the Optimus Wellbeing Award in September 2017. The focus on ensuring children are happy and safe and their needs are met has been encompassed in our school development plan since September 2016. To achieve this, the school has a wellbeing working party who work in collaboration with a pupil mental health and wellbeing advocate, the Assistant Headteacher for inclusion in addition to our external partners from The Molly Rose Foundation, Disabled Action 4 Kids, Harrow Horizons, Connected Ed etc. We are currently working to develop the range of social and emotional interventions available to children in need of this support.

My child feels safe at this school

95% of parents and carers felt that their child is safe at Marlborough Primary School.

Marlborough Primary School is committed to ensuring and promoting the welfare and safety of all our children in school as part of our moral and statutory responsibility.
We believe that children have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any child in distress and are confident about applying the processes to avert and alleviate any such problems.

The Head Teacher, Staff and Governors of Marlborough Primary School regard safeguarding as one of our most important priorities. As such, safeguarding is a golden thread which runs through everything we do at school from recruiting staff to keeping the site free from hazards; from teaching and learning to the way we care for all children, particularly the most vulnerable. Our Safeguarding and Child Protection policy, therefore, is not contained in a single document but in an umbrella of policies which you can find below. If we are successful in our work in this area; children will:

- Feel safe at Marlborough Primary School and know how to get involved to make it an even greater place to learn “For Every Child’s Bright Future”;
- Know and understand the articles form the United Nations Convention on the Rights of the Child;
- Know how to keep themselves, their teachers and their school friends safe on the outside and safe on the inside;
- Know how to use the internet safely;
- Know that they have the right to practice their own religion and the responsibility to ensure that this right is available to all;
- Understand that British values also include the support of democracy, the rule of law, individual liberty and mutual respect and tolerance of others.

If you were to visit our school on any given day you would see, distributed around the walls, several of the articles of the UN Convention. More importantly you would hear children using these articles to help them make decisions.

On any day you might find a class involved in a PSHE (personal, social, health education) lesson, perhaps sitting in a circle, learning through discussion, games and activities how to make and keep healthy relationships. On special days, there are usually quite a few each year, you might become involved in making a healthy eating smoothie or getting to know "Hector" who helps protect young children on the internet. You will meet staff who have been subjected to rigorous checks before they were allowed to teach in our school and who have regular training in safeguarding.

If you were to join the children going out of school on an educational visit you would know that there had been a risk assessment of this trip beforehand and that plans were in place to deal with different contingencies.

Holding all this together is our safeguarding group. This is composed of school staff and governors and members of outside organisations, for example the community police. The group meet regularly and work on new initiatives that come from national or local government, take part in reviewing the policies and planning our special days. They can also act as an advisory group to school if there are any international, national or environmental issues that could affect the safety of our children.

We live in a fast changing and exciting world, with many opportunities for our children. Hand in hand with the opportunities go potential dangers. Our task is to work with our parents and community to equip the children that come to Marlborough Primary School with the knowledge and skills they need to take the exciting opportunities, whilst remaining safe.

The school has a suite of policies and procedures in place which outline the arrangements for the ongoing provision for children’s safety. These are listed below and can be accessed from the Policies Page:

Most recently, (June 2018) we adopted a software package called MyConcern to support our safeguarding arrangements. The requirements of relevant legislation, statutory guidance, our own policies and the
safeguarding training provided by us or on our behalf will always remain the definitive source of safeguarding guidance for users of MyConcern.

Any questions about the use of MyConcern should be directed to our school's Designated Safeguarding Lead, Mrs Byron and Mrs Robinson-Jones

92% of parents and carers felt that their child makes good progress at Marlborough Primary School.

The table below highlights the school’s progress scores at the end of 2017 and 2018 academic years for your comparison. We are rightly proud of our efforts to heighten standards and achievement as we are placed in the top 20% of schools nationally for progress in Reading and Writing and have improved on progress rates in Mathematics (1.5 to 1.7), maintaining our position in the top 35% of schools nationally.
SCHOOL PROGRESS SCORES 2018 (UPDATED – 04/09/18)

<table>
<thead>
<tr>
<th></th>
<th>READING</th>
<th>WRITING</th>
<th>MATHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>All MPS Pupils</td>
<td>2.0</td>
<td>1.6</td>
<td>1.7</td>
</tr>
<tr>
<td>Top 5%</td>
<td>4.4 and above</td>
<td>3.8 and above</td>
<td>4.4 and above</td>
</tr>
<tr>
<td>Next 20%</td>
<td>1.8 to 4.3</td>
<td>1.6 to 3.7</td>
<td>1.8 to 4.3</td>
</tr>
<tr>
<td>Next 15%</td>
<td>0.8 to 1.7</td>
<td>0.8 to 1.5</td>
<td>0.7 to 1.7</td>
</tr>
<tr>
<td>Middle 20%</td>
<td>-0.5 to -0.7</td>
<td>-0.3 to 0.7</td>
<td>-0.6 to 0.6</td>
</tr>
<tr>
<td>Next 15%</td>
<td>-1.4 to -0.6</td>
<td>-1.3 to -0.4</td>
<td>-1.7 to -0.7</td>
</tr>
<tr>
<td>Next 20%</td>
<td>-3.8 to -1.5</td>
<td>-3.9 to -1.4</td>
<td>-4.2 to -1.8</td>
</tr>
<tr>
<td>Bottom 5%</td>
<td>-3.9 and below</td>
<td>-4 and below</td>
<td>-4.3 and below</td>
</tr>
</tbody>
</table>

SCHOOL PROGRESS SCORES 2017

<table>
<thead>
<tr>
<th></th>
<th>READING</th>
<th>WRITING</th>
<th>MATHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>All MPS Pupils</td>
<td>0.5</td>
<td>0.1</td>
<td>1.5</td>
</tr>
<tr>
<td>Top 5%</td>
<td>4.4 and above</td>
<td>3.8 and above</td>
<td>4.4 and above</td>
</tr>
<tr>
<td>Next 20%</td>
<td>1.8 to 4.3</td>
<td>1.6 to 3.7</td>
<td>1.8 to 4.3</td>
</tr>
<tr>
<td>Next 15%</td>
<td>0.8 to 1.7</td>
<td>0.8 to 1.5</td>
<td>0.7 to 1.7</td>
</tr>
<tr>
<td>Middle 20%</td>
<td>-0.5 to -0.7</td>
<td>-0.3 to 0.7</td>
<td>-0.6 to 0.6</td>
</tr>
<tr>
<td>Next 15%</td>
<td>-1.4 to -0.6</td>
<td>-1.3 to -0.4</td>
<td>-1.7 to -0.7</td>
</tr>
<tr>
<td>Next 20%</td>
<td>-3.8 to -1.5</td>
<td>-3.9 to -1.4</td>
<td>-4.2 to -1.8</td>
</tr>
<tr>
<td>Bottom 5%</td>
<td>-3.9 and below</td>
<td>-4 and below</td>
<td>-4.3 and below</td>
</tr>
</tbody>
</table>

We encourage parents and carers who are concerned about their child’s progress not to wait for termly parents’ evenings. Please make an appointment to speak to your child’s class teacher. All of our teaching staff are eager to work in partnership with you to support your child’s learning journey.

My child is well looked after at this school

93% of parents and carers felt that their child is well looked after at Marlborough Primary School.
My child is taught well at this school

With several new members of teaching staff, our priority is in ensuring that the school’s high expectations of quality first teaching, learning and assessment are achieved with consistency.

How do you access information about Physical Education at our school?

The schools newsletter (47%), followed by the school website (38%) are the main sources of curriculum specific information, news and updates.

The following suggestions were also provided within an additional comments box

- Whatsapp mother’s group
Communication regarding developments and individual, group and whole school achievements within this curriculum area are regularly published to the school website and in our fortnightly newsletter, The Magic of Marlborough. We invest much time to ensure our school development work and successes are communicated regularly, and therefore encourage you to take every opportunity to read information and news articles on our website and read the email communication sent home weekly.

**Which sports clubs would you like to see offered at school?**

The following suggestions were provided within an additional comments box

- Clubs that improve and build confidence, personal development and resourcefulness
- Cricket
- Volleyball, badminton and swimming
- Cricket, information technology
- Cricket
- Swimming
- Football and Spanish
- Football
- Korfball
- Basketball and hockey
- Swimming, tennis and netball
- Taekwondo
- Cricket

Thank you for this feedback. This information will be used by Mr Castro and Mr Stannett as they plan for the spring term sports clubs.

**In addition to the History topics currently covered in class as part of the statutory national curriculum, what topics might students benefit learning about in an after-school History Club?**

The following suggestions were provided within an additional comments box

- The contributions of ethnic minorities to UK society from the british empire to today
- Information about leaders from different countries
- Civil rights and geopolitics
- World war
- Indian and Asian history
- History about south Asian kings
- Slavery
- Old toys and new toys
- Romans and all other religions
- French revolution
- Holocaust (Hitler)
- The plaque / black death

Thank you for this feedback. Many of the topics you have identified already form part of the history curriculum at Marlborough Primary School e.g. Romans, Slavery, World Wars, The Plaque etc.
Unfortunately, the History teacher-led after-school club did not receive the take up we had hoped for. This information will be now be used by Mr Sterling, History Subject Leader as he begins to plan for the spring term history after-school club.

**My child receives appropriate homework for their age**

92% of parents and cares felt their child receive homework which is appropriate for their age.

During the summer term of 2017-2018 academic year, the senior leadership team met with the core subject and phase leaders to review the school’s homework policy in response to feedback gained during the parent and carer workshops which had taken place throughout the year. Amongst parents’ concerns was the time it was taking and ongoing weekend struggle to support children to complete and hand-in their homework on time. Several parents felt that there was not enough homework and requested daily worksheets to practice maths in particular, whilst the minority wanted children to complete all academic work within school time.

One of the concerns reported by teachers is the difficulty in marking and subsequently assessing knowledge, skills and understanding for homework that has not been completed by the child themselves.

The Senior and middle managers spent time the practice of different educational establishments as well as reading into recent studies and research which could inform ways forward. Homework has been extensively researched. There is a relatively consistent picture that pupils in schools which give more homework perform better, although for primary age pupils the difference is small. However, there are only a small number of studies which have investigated whether this relationship is due to the homework itself, rather than other school factors.

The general correlating advice to schools when considering its homework policy include:

1. Overall, homework in primary schools does not appear to lead to large increases in learning.
2. Effective homework is associated with greater parental involvement and support. How will you design homework to encourage Parental engagement?
3. The broader evidence base suggests that short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework.
4. Consider how you will make the purpose of homework clear to children?
From this point all teachers worked in teams alongside leaders to develop Marlborough’s Magic Menu, introduced with the aims of ensuring:

- Children have an opportunity to explore all aspects of the curriculum and their interests
- Children routinely practise core skills such as reading, regarded as the gateway to access learning across the curriculum
- Children do not see home learning as a chore, but are motivated have greater autonomy and their efforts are rewarded
- Children experience more home learning activities which serve as pre-loading and preparation for subsequent whole class teaching
- Children are involved in more home learning activities which can be completed quickly with the family activity
- The range of activities ensure that children can be active and gain a relational learning experience where they see how concepts in maths, English are applied in a real-life context

Magic Marlborough Magic Menu was then introduced alongside a whole school focus on the learning disposition of responsibility to reinforce not only the purpose of homework, but also individual’s role in determining the level of challenge and autonomy in their learning journey at Marlborough Primary School.

The following parent and carer feedback was provided within an additional comments box

- Please revisit the grading of the homework as the kids are most interested in accomplishing the ones of a higher grade
- Happy with the homework and variety of topics being covered
- I like this way of homework as a child is encouraged to do this as per the points he needs to achieve success
- Less use of models as they normally require a high level of parental involvement
- Great idea
- It is a really great idea and good for planning family life
- I would like for the 'point system' revisited as children are most interested in finishing the higher point work rather than the lower points. There are some good work graded at lower points and I would like to see them graded higher. Also, I would like the importance to be given more on prose/maths than crafts as kids expect the parents to do the craftwork for fear of being 'under-appreciated'.
- The suggested activities are inspiring and great to have a choice but we do not support the "amber/green/red" punishment/reward system which creates an unhealthy attitude to learning. Particularly this system encroaching on home-life. We want learning activities to be done for the enjoyment and interest of learning, and not because of worrying about missing out on treats at school. In addition, having homework nearly every day of the week seems an unnecessary influence on home life. Spending time enjoyably practicing times tables in an interesting way is great, but being told that it is essentially
- It’s okay. At least we can ask the teacher if we are unsure about the work before it is handed in.
- the homework is very low comparing to national level
- My child likes it better since this new method, like this she chooses what she wants to work on.
- I am really pleased with the change. It gives the child to actively cover various parts of the curriculum
- Magic Marlborough Menu has saved me the weekend struggle. Thank you ‘Team Marlborough’!
- Much better idea so child can choose a topic which interests them.

See next steps section
This school makes sure its pupils are well behaved

94% of parents and carers felt that the school makes sure its pupils behave well.

A fully embedded positive behaviour management policy and plan commonly known as ‘Going for Green’ is in place and enjoyed by the children. Our policy and practice has developed further since September 2018 to include:

Additional rewards linked to academic success and punctuality detailed of which are communicated on in parent workshops, assemblies, on the school website and within the fortnightly newsletters.

The following feedback was provided within an additional comments box

- It’s a real good thought it helps and motivates the child to behave to their best
- Going for Green should be for behaviour only, not matters such as homework
- The system is good. It has been keeping the naughty kids in their rightful place
- Monthly Goal setting and Stretch Targets to motivate more able pupils would be very beneficial. Inviting parents in to school to assist children in Reading and Numeracy for those who require more assistance and also to challenge the more able pupils. Termly Writing competitions and inviting authors and specialists in their field to talk to children in the main hall. Inviting motivational speakers who can talk about how they have overcome adversity, by a change in their own behaviours and lifestyle choices e.g. a young boxer from Luton who escaped gang lifestyle by joining a sports gym and is now a great inspiration
- I was a critic of this system at first, however my child responds to it very well. She received a Praise on a postcard last year and it encouraged her to continue to behave well and give her best. Perhaps something similar would work to improve attendance and children’s punctuality…for the parents!
This school deals effectively with bullying

91% of parents and carers felt that the school deals effectively with bullying.

See next steps section

This school is well led and managed

92% of parents and carers felt that the school is well led and managed. This encompasses the role of Governors, Senior Leaders and Managers at every level.

See next steps section
This school responds well to any concerns I raise

81% of parents and carers felt that the school responds well to any concerns raised.

See next steps section

I receive valuable information from the school about my child’s progress

92% of parents and carers received valuable information from the school about their child’s progress.

The following feedback was provided within an additional comments box

- I am extremely happy with my daughter’s progress, her zeal to study, read has increased it is clearly showing in school and at home too. I being a working mum, seeing my kid so happy at school is such a relief and her talking about school and being so happy gives me immense pleasure.

Thank you for you feedback which only serves to motivate us with the aim of ensuring Marlborough Primary School achieves our vision of ensuring Marlborough Primary School is a place of learning, growth and development ‘for every child’s bright future’.
Was disappointed as last year my daughter received a report at the end of the year, but her achievements were all needed to be improved, but the teacher never informed me that she needs help in education. Thank you for your feedback. We are saddened to learn that you are disappointed by the achievements of your child. If at any point you have any questions, queries or concerns about your child’s learning journey you are encouraged to make an appointment to meet with your child’s class teacher. All teachers are on the playground at the start of the day where meetings can be organised. Regular attendance at parents’ evening as well curriculum workshops and meetings provides additional guidance on what the school is doing to meet the needs of individuals as well as strategies as to how you can support your child at home.

More information could be provided on a weekly basis to say how children are progressing at lessons and to see if there is anything more that they need to focus on at home. There is little information other than parents evening to understand how your child is doing in day-to-day tasks. Thank you for your feedback however to meet with all parents and carers on a weekly basis would mean there is less teaching time and insufficient time to prioritise developing practice and the school as a whole. We do however ensure that teachers are on the playground at the start of each day to communicate daily achievements and progress. We urge you to make time to read ‘The Magic of Marlborough’ newsletters which provide the most recent updates on school developments, curriculum learning, successes and achievements.

The new pupil progress was very informative in helping me support my child’s potential. Thank you for your feedback. We are thrilled to learn that you find the new pupil progress reports to be informative and supportive. We introduced the new reports based on the parent and carer feedback we received during the autumn term parent survey completed during 2017. We will continue to seek the views and feedback from different members of our school community.

My child’s class teacher is excellent in looking after the well-being of my child. She has understood her very well and responds to all concerns we have of my child. Thank you Ms Bourne. Thank you for your feedback. We are proud to have an ambitious, compassionate and committed team at Marlborough Primary School.

Sometimes Insufficient/inadequate specific feedback - some reports can be far too generic. Thank you for your feedback. Whilst a standard and agreed report template is consistently used across the school, all reports are personalised to reflect individual children. Parents evening meetings further add to this and provide an opportunity to discuss individual children’s learning journey and experience with the class teacher in greater depth.

Excellent sharing and explanation of the pupil progress report. Well done Marlborough...this will help to me understand how my daughter is progressing at school and how I can support her in the evenings and weekends. Thank you for your feedback. We are thrilled to learn that you find the new pupil progress reports to be informative and supportive. We introduced the new reports based on the parent and carer feedback we received during the autumn term parent survey completed during 2017. We will continue to seek the views and feedback from different members of our school community, so as to continue to develop as a school.
I would recommend this school to another parent

92% of parents and carers would recommend Marlborough Primary School to another parent.

The following feedback was provided within an additional comments box

- **Impressed with the teachers and the staff at this school. My child is progressing well even with English as a second language**
  Thank you for your feedback which only serves to motivate us with the aim of ensuring Marlborough Primary School achieves our vision of ensuring Marlborough Primary School is a place of learning, growth and development ‘for every child’s bright future’.

- **At this point I am very happy with my daughter’s progress, her school, school mates and best of all her teacher. Thank you**
  Thank you for your feedback. We are proud of the progress all children at Marlborough Primary School make during the course of their learning journey and are equally proud of the tireless dedication and commitment of ‘Team Marlborough’.

- **We would prefer the child being given education on various religion, promoting various cultures and see more homework**
  Thank you for your feedback. We are a community non-faith school and as such we teach the local agreed syllabus of religious studies (RE), which includes recognising the festivals of the main religious festivals. An overview of our RE curriculum map is included within our curriculum content and design policy and accessible via our school website: [https://marlboroughprimary.school/news/latestcurriculumdevelopment](https://marlboroughprimary.school/news/latestcurriculumdevelopment)

  No one faith is given more priority than another and all children, where possible are encouraged to learn about each and show respect throughout their learning. This year we were proud to have included curriculum teaching and learning and celebration of Eid, Diwali and Black History giving each value, recognition and representation within our curriculum, learning and teaching.

Marlborough Primary School’s fortnightly newsletter ‘The Magic of Marlborough’ publishes many of the work of pupils alongside events and celebrations. This year our gifted writers are more involved in contributing to the newsletter.
It’s very sad that academic achievement is less celebrated/awarded than attendance. Attendance has higher priority than academic achievement in the ways it’s being acknowledged. There is no disco party or special dressing up day for children who work very hard. Seems very odd priority for a school. I thought you would want to inspire children to work hard and do well.

Thank you for sharing this feedback however unfortunately we do not agree that the feelings you have expressed reflect the school’s policy, practice or overall ethos. Yes, it is accurate that there are several rewards and incentives surrounding attendance. This has been crucial to improving attendance and punctuality and reinforcing school expectations. Sadly, it was only until July 2017 that our school attendance was recorded as being in line with national averages. Prior to this average attendance for the children at our school had been significantly below national average for three successive years.

It is a simple fact that if children do not attend school, then they cannot learn and progress. A wealth of research reinforces the link between good attendance and academic achievement. Even greater a concern is the link between poor attendance and safeguarding, often being one of the first signs of a potential issue within the home. You will be aware that this is an utmost priority for all staff at ‘Team Marlborough’. Children have to feel happy and safe before any learning can take place.

I would urge you to attend one of the forthcoming ‘Welcome Wednesday’ curriculum events and to read all communication from the school to discover the vast range of ways in which children’s attainment and progress are celebrated and rewarded on a daily basis. Just some of these include;

- Weekly Marvellous Mathematician Awards
- Weekly Relentless Writer Awards
- Class Teacher’s Awards
- Headteacher’s Praise Pads, Certificates and Awards
- Praise on a Postcards (sent home each Friday)
- Praise on a Postcard Crowns, table toppers and star seat pads
- Learning Dispositions assemblies
- Phase assemblies
- Headteacher’s reward trips

- Brilliant
  Thank you!

- I see the school works hard
  Thank you for your feedback. The fact that this is recognised is invaluable. We appreciate your support in our shared aims

- If my child is happy then I am happy
  Thank you for your feedback. It also means that we are happy and achieving our shared aims!

- Overall I feel that school is bring the best out of my children
  Thank you for your feedback which only serves to motivate us with the aim of ensuring Marlborough Primary School achieves our vision of ensuring Marlborough Primary School is a place of learning, growth and development ‘for every child’s bright future’.

- I am happy to admit my son to this school. He have improved a lot. I just want him more focus on his studies and will be more happy if there will be aa karate activity starts in school.
  Thank you for your feedback. It also means that we are happy and achieving our shared aims! Whilst we do not offer Karate activities for the children, we do have an external company who lead on after-school Taekwondo sessions. Please speak to a member of our administration team if this is something you and your child are interested in pursuing.
Thank you for providing our children with a great learning experience. Thank you for your feedback which only serves to motivate us with the aim of ensuring Marlborough Primary School achieves our vision of ensuring Marlborough Primary School is a place of learning, growth and development ‘for every child’s bright future’.

PARENTS’ EVENING ENGAGEMENT: CLASS INFORMATION

<table>
<thead>
<tr>
<th>EARLY YEARS FOUNDATION STAGE</th>
<th>Nursery</th>
<th>Rescheduled due to staff absence</th>
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</thead>
<tbody>
<tr>
<td>Nursery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Reception Lennon 86.2%     |         |                                 |
| Reception Franklin 93.1%   |         |                                 |
| Reception Jackson 89.3%    |         |                                 |

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<thead>
<tr>
<th>KEY STAGE 1</th>
<th>Year 1 Warhol 93.1%</th>
<th>Year 1 Banksy 86.2%</th>
<th>Year 1 Mitchell 76.7%</th>
<th>Year 2 Gaudi 85.7%</th>
<th>Year 2 Dali 93.0%</th>
<th>Year 2 Hockney 92%</th>
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<table>
<thead>
<tr>
<th>LOWER KEY STAGE 2</th>
<th>Year 3 Gandhi 68.9%</th>
<th>Year 3 Churchill 86.2%</th>
<th>Year 3 King 79.3%</th>
<th>Year 4 Mandela 82.8%</th>
<th>Year 4 Pankhurst 86.2%</th>
<th>Year 4 Lama 82.8%</th>
<th>Year 4 Lincoln 86.7%</th>
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</table>

<table>
<thead>
<tr>
<th>UPPER KEY STAGE 2</th>
<th>Year 5 Austen 70%</th>
<th>Year 5 Potter 89.6%</th>
<th>Year 5 Blyton 86.2%</th>
<th>Year 6 Zephaniah 75.9%</th>
<th>Year 6 Shakespeare 86%</th>
<th>Year 6 Dickens 87%</th>
</tr>
</thead>
</table>

NEXT STEPS

- Follow-up with the parents and carers of non-attendees at parents’ evening, encouraging them to attend a meeting with their child’s class teacher at a suitably convenient date and time
- Reinforce procedure for managing and responding to parent and carer concerns and complaints, through publication of the parental complaints policy and communication flow-chart within the Magic of Marlborough newsletter
- Continue to develop leaders at every level through bespoke continued professional development provided by Consultants Martin Burford and Laura Kearney as well as local and externally led CPD
- Fully enact recommendations from the January 2018 review of governance
- Fully enact recommendations from the July 2018 LPPA action plan, encouraging parents to join the working party meetings – refer to LPPA action plan
- Capture the ‘children’s voice’ in relation to Marlborough’s Magic Menu prior to review
- Establish parents’ evening protocols with all staff, including targets and actions to encourage parental engagement
- Communicate updates to the behaviour policy and plan with all stakeholders