In introducing our 2018-19 School Development Plan (SDP) this foreword sets out the journey both the school and I have been on over the last 24 months. This has been my first 24 months in post at Marlborough Primary School. It has been a tumultuous ‘learning curve’ and a time of many changes and developments at the school.

The 2017-2018 academic 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 LA had placed the school as a category 2 school. The Reading, Writing and Maths combined measure in 2016 was just 23% compared with 57% nationally. By July 2017, the school’s combined measured 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 Anna-Marie Anderson 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. During 2016-2017 a number of experienced staff moved on from Marlborough for a number of reasons, including the school’s now much higher expectations and emphasis on ensuring responsibility and accountability amongst the staff. 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)
- 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 knew there was a lot more to be done to make this evaluation solidly good).

The position at the end of July 2017 was that 13 members of staff had left. All vacancies had been filled and it was felt that we have a stronger group appointed, which included;

- 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 prioritised a heavy focus on challenging and heightening the progress of disadvantaged learners, as well as ensuring consistency in provision and I was much more confident that the school is genuinely ‘good’.
THE JOURNEY CONTINUED: 2017-2018

As a way of introducing the 2018/2019 School Development Plan, (SDP) it is important as a starting point to state where the school now evaluates itself as this will determine the priorities and actions going forward:

It has been well documented that the school has passed through a period of instability in staffing, in quality of provision with a lack of clear policies, practices and leadership. Through the hard work and dedication of the newly formed staff team that was created in September 2017, I am delighted to state that using HSIP evidence, recent data, audits and high quality CPD, we now rate ourselves as ‘Good with Outstanding features’ with outstanding in the area of ‘Personal Development, Behaviour and Welfare’ and ‘Leadership and Management’.

This is a huge vote of confidence in us as a team and a testament to the hard work of all those at Marlborough. We have invested considerable time in developing and training our middle leaders. We want to cascade this down to all leaders in the year ahead.

As a result we now find ourselves in the fortunate position where we can consolidate and build upon our gains as we move into the third year of my headship. The SDP for 2018-2019 shows us building on strengths, expanding on good practices and consolidating much of the gains made over the recent months.

In order to restate and reinforce the school vision and ethos I have used Sir Ken Robinson’s ‘Death Valley’ speech as a means to inspire the creative teaching which will lead to improved outcomes for all of our children. Using a newly designed curriculum content and design policy that allows full and thorough coverage, we can ensure that all pupils have access to a full and balanced curriculum. I feel that using a creative approach will lead to children at Marlborough to take charge of their learning journey and becoming active learners. We monitor the curriculum through regular planning, marking and feedback scrutinises. Using pupil and parent voice we have been able to develop a creative curriculum that reflects the interests and cultures of our community.

At the end of July 2018 77% of children in Key Stage 2 had achieved the combined measure in reading, writing and maths compared to 70% nationally, a 5% increase on previous in school achievement – Our continually improving outcomes bear witness to the rigorous interpretation of data and the relentless pursuit of excellence across the school. We continue to work to ensure that all staff have knowledge of the end of year expectations at each stage of children’s learning in order for all pupils to achieve to the best of their abilities.

The school is by no means sitting on its laurels and even though we rate ourselves as ‘Good’ with some ‘Outstanding’ features, we are constantly trying to improve to ensure that we have the best possible outcomes for all. In February 2018 we achieved the University College London, (UCL) professional development silver accreditation. The commitment to CPD as a growth tool for all staff remains ongoing. Our newly appointed middle leaders have received person centred targeted training to ensure that a solid team has been engendered and as a result consistency can be evidenced across all phases.

By July 2018 we had:

• Used an expert trainer to support all middle leaders to understand their roles and responsibilities within the school.
• Ensured that Wellbeing is championed by each phase leader and remains a top priority within the school.
• Developed Peer observation led by middle leaders in order to secure good practice among peers and subject leaders.

In reviewing a ‘wider’ scope of developments in the school, we were awarded the following accreditations during 2017-2018
I have further developed safeguarding practices in the school by ensuring that the school is fully compliant with GDPR. The school prides itself on the outstanding work it does in this area.

I have developed policies to include:

- Transition Policy - not only from Reception to year 1 but to include all aspects of transition from year to year and key stage to key stage.
- Curriculum Content and Design Policy – to ensure curriculum coverage and creative cross curricular work throughout the school. HOT questioning is identifiable within all planning.
- Reviewed all HR policies to ensure a fair and balanced treatment for all staff.

In November 2017 we commissioned a Pupil Premium audit using a consultant whose action plan led us to focus upon:

- Precision teaching for all disadvantaged pupils with provision mapping to target all underperforming learners.
- Moderation and how it can be used as a tool to ensure consistency across each class, year group and phase.
- Tighter performance management systems that make all staff accountable for their impact on standards.
- The creation of a good or better provision matrix to inspire aspirational teaching and outcomes.
- A revised format for pupil progress meetings with a focus on successes and how the successful strategies used can be applied to target individual children and accelerate their progress.

We quickly adopted the mantra ‘A Rising Tide Raises All Ships’ and found that the Pupil Premium audit led us to raise the attainment of all pupils through targeted and focussed support and precision teaching. We now can evidence planning that reflects the school’s expectations that all pupils, no matter what their starting points, will achieve.

Our wider scope of developments in school continues to forge ahead. We are working towards:

- RRSA Gold
- UCL Gold CPD accreditation and recognition
- Eco Schools Silver
- Healthy Schools Gold
- Wellbeing Award
- Leading Parent Partnership Award
In 2018 we begun to develop and deepen the involvement of parents in the life of Marlborough. We have formed a working party of staff, governors, external partners and parents to explore the role of parents in school as co-educators. We aim, through surveys and discussion groups, to take this partnership forward into 2019 and beyond.

All these are part of wellbeing goals as the school puts wellbeing at the heart of all it does. We will continue to ensure that children get the best possible support in this area as we go into the next cycle of school development. In our drive to make children more independent and better citizens we will begin to train children to be

- Mini Mentors
- Digital Leaders
- Playground Leaders
- Lady Diana Anti-Bullying Ambassadors

We have developed an open culture of peer observations with phase leaders and subject leaders feeling confident to lead this and going forward we aim for all staff to be able to reflect, build on practice and develop critical thinking. We have provided many opportunities for staff to develop peer mentoring too, and as a result we have successfully recruited and trained many Schools Direct trainee teachers this year.

The review of governance which took place in 2017-2018 and resulting action plan will ensure that governors can support and challenge the drive for improvement through ensuring that all monitoring is focussed and challenging.

During the last two years we have developed the outdoor environment. We have a thriving serenity garden area with aviary for housing zebra finch and chickens and an eco-area with a pond to encourage all children to interact with nature. Currently, we are expanding up an Early Years outdoor area to support free flow, creative play and drama. This fits in with our commitment to the wellbeing of all pupils through outdoor play, exercise and enjoyment.

Our remaining staff group is one that is able to support, mentor, coach and train the six NQTs joining in September and two Schools Direct placements.

We have much to rejoice about and lots of upcoming actions and developments as we go into 2019. We are rightly proud of the successes of recent years and our new SDP gives clear direction going forward.

Mrs Daphne Byron

Headteacher
## OUTCOMES FOR CHILDREN

### TARGET:

1. **Raise standards across the curriculum so that all children achieve and make good and better progress which meets the school’s high expectations of all learners.**

### OUTCOMES:

1. **Provide opportunities within the EYFS setting for teachers to engage learners, particularly boys, in reading and writing.**

<table>
<thead>
<tr>
<th>ACTION POINTS</th>
<th>SUCCESS CRITERIA</th>
<th>MONITORING</th>
<th>RESOURCES</th>
<th>TIMESCALE</th>
<th>LEADERSHIP</th>
<th>NEXT STEPS</th>
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</thead>
<tbody>
<tr>
<td>Direct engagement of boys in reading through table top / group teacher led activities</td>
<td>Teachers are adept in creating opportunities to assess the knowledge, skills and understanding of boys in reading and writing</td>
<td>Termly curriculum overviews</td>
<td>English Subject budget breakdown</td>
<td>October 2018 and ongoing</td>
<td>Deputy Headteacher EYFS Phase Leaders English Subject Leader PoR Team Class Teachers NNEBs / TAs / LSAs</td>
<td></td>
</tr>
<tr>
<td>Prominent reading and writing areas of interest / activities within both the indoor and outdoor environments which are changed daily</td>
<td>The gap between boys and girls achievement in reading and writing at the end of EYFS reduces significantly</td>
<td>Weekly planning and planning scrutinies</td>
<td>Phase budget breakdown</td>
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<tr>
<td>Cascade power of reading training across the EYFS</td>
<td></td>
<td>Subject Leader’s monitoring and evaluation records</td>
<td>External Consultancy SLA</td>
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<tr>
<td>‘Book in a Bag’ reading expectations incorporated into revised home learning policy and practice</td>
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<td>Phase Leader’s monitoring and evaluation records</td>
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<td></td>
<td></td>
<td>Curriculum workshop letters, registers and feedback</td>
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<td></td>
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<td>evaluations which include next steps</td>
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<td></td>
<td>Revised Homework Policy</td>
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</tbody>
</table>

### EVALUATION

(How will this be reported to GB?)

- Phase action plan and impact evaluations
- English action plan and impact evaluations
- SEND action plan and impact evaluations
- Inclusion action plan and impact evaluations
- Standards and achievement reports
- Provision mapping analysis reports
- Impact of CPD records
- Curriculum themed day feedback report
- Headteacher’s Termly Reports
- Subject portfolios
### ACTION POINTS

1.2. Continue to work to ensure good and better rates of pupil progress, with a particular focus on disadvantaged, SEND and more able learners

- Introduction of year group / phase monitoring linked to pupil progress within SLT monitoring and evaluation schedule
  - Commission middle management CPD focusing on key lines of enquiry, action and impact
  - Further develop pupil progress meetings ensuring the attendance of teaching support staff and inclusion team
  - Recruitment of HLTA EAL and Inclusion specialist HLTA
  - Develop pupil’s metacognition through visible learning strategies
  - Deployment of experienced target teacher to close the gaps and accelerate progress of pupils in Years 1, 2 and 6.
  - Student of life writing booster group aimed at accelerating the attainment and progress of VUP children in Year 5.

### SUCCESS CRITERIA

- The progress of all children across the school is good or better

### MONITORING

- Pupil progress meetings
- Book / planning scrutinies / pupil voice
- Data analysis
- Standards and achievement reports
- Discussions with pupils
- Impact of CPD records

### RESOURCES

- Assessment budget
- Phase budget
- SEND budget
- Inclusion budget
- CPD budget

### TIMESCALE

- December 2018 and termly ongoing

### LEADERSHIP

- Deputy Headteacher
- Phase Leaders
- Subject Leaders
- Class Teachers
- HLTAs / TAs / LSAs

### NEXT STEPS

### EVALUATION

(How will this be reported to GB?)

- Phase action plan and impact evaluations
- SEND action plan and impact evaluations
- Inclusion action plan and impact evaluations
- Standards and achievement reports
- Provision mapping analysis reports
- Impact of CPD records
- Curriculum themed day feedback report
- Headteacher’s Termly Reports
- Subject portfolios
### ACTION POINTS

1.3. **Heighten progress rates of high prior attainers so that they achieve end of year expectations in mathematics (KS2)**

- High prior attainers to be included within feedback diagrams and updated termly
- Challenge and differentiation to be included within the foci of monitoring and evaluation by leaders at every level
- Middle managers to ensure extension activities / workshops within the subjects they lead
- Additional provisions for UP high prior attainers included within provision mapping
- Deployment of experienced target teacher to close the gaps and accelerate progress of pupils in Years 1, 2 and 6.

### SUCCESS CRITERIA

- The percentage of high prior attainers who achieve end of year expectations is significantly increased

### MONITORING

- Pupil progress meetings
- Book / planning scrutinies/ pupil voice
- Data analysis
- Standards and achievement reports
- Discussions with pupils
- Impact of CPD records

### RESOURCES

- Assessment budget
- Phase budget
- SEND budget
- Inclusion budget
- CPD budget
- Staffing budget

### TIMESCALE

- December 2018 and termly ongoing

### LEADERSHIP

- Deputy Headteacher
- Phase Leaders
- All Subject Leaders
- Class Teachers
- HLTAs / TAs / LSAs

### NEXT STEPS

**EVALUATION**

*(How will this be reported to GB?)*

- Phase action plan and impact evaluations
- Mathematics action plan and impact evaluations
- Inclusion action plan and impact evaluations
- Standards and achievement reports
- Provision mapping analysis reports
- Impact of CPD records
- Curriculum themed day feedback report
- Headteacher’s Termly Reports
- Subject portfolios
**TARGET:**
2. Provide a challenging curriculum, with high quality teaching, expectations and appropriate feedback.

**OUTCOMES:**
- **2.1.** To continue to develop the curriculum design and content policy
- **2.2.** Ensure that all teachers have a clear understanding of the level of demand for pupils to acquire age related expectations in all curriculum areas
- **2.3.** Subject Leaders to further develop evidence bank for demonstrating pupil progress in foundation subjects
- **2.4.** To introduce termly tracking of attainment and progress in foundation subjects
- **2.5.** Improve the level of demand routinely expected of pupils of all abilities by staff throughout the school.

**ACTION POINTS**
- Phase and Middle Managers actively refine and develop the curriculum content and design policy, ensuring full coverage of children’s statutory entitlement and progress in skills
- Gather the pupil and parent voice in relation to the curriculum to inform areas for development
- English overview for each year group to be clearly mapped out ensuring coverage of fiction and non-fiction writing and skill development
- Introduce generic success criteria for all pieces of work and writing across the curriculum
- Widen the parental engagement curriculum workshops and activities across all areas of the curriculum
- Reinforce expectations set out within the revised homework policy

**SUCCESS CRITERIA**
- The curriculum is broad, balanced and relevant to the experiences and needs of the children. It is structured to allow progression in the acquisition of skills, knowledge and understanding.
- All children have opportunities to experience all areas of the curriculum.

**MONITORING**
- Curriculum content and design policy updates
- Termly curriculum overviews
- Weekly planning and planning scrutinies
- Subject portfolios
- Subject Leader’s monitoring and evaluation records
- Phase Leader’s monitoring and evaluation records
- Curriculum workshop letters, registers and feedback evaluations which include next steps
- Revised Homework Policy

**RESOURCES**
- Subject budget breakdown
- Phase budget breakdown
- LPPA budget breakdown
- Costs of any home learning books / resources

**TIMESCALE**
- October 2018 and ongoing (termly)

**LEADERSHIP**
- Deputy Headteacher
- Phase Leaders
- Subject Leaders
- English Subject Leader

**NEXT STEPS**

**EVALUATION**
(How will this be reported to GB?)

Phase action plan and impact evaluations; Subject action plans and impact evaluation; LPPA action plans and impact evaluation; parental engagement ‘parent voice’ reports

Subject portfolios
<table>
<thead>
<tr>
<th>ACTION POINTS</th>
<th>SUCCESS CRITERIA</th>
<th>MONITORING</th>
<th>RESOURCES</th>
<th>TIMESCALE</th>
<th>LEADERSHIP</th>
<th>NEXT STEPS</th>
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</thead>
<tbody>
<tr>
<td>2.2. Ensure that all teachers have a clear understanding of the level of demand for children to acquire age related expectations in all curriculum areas</td>
<td>• Performance objectives and curriculum overviews to be used as a basis when monitoring and evaluating the breadth, quality and curriculum experienced by pupils</td>
<td>All teaching staff have secure knowledge of the end of year expectations at each stage of children’s learning. They ensure that standards are achieved through ongoing formative assessment and adapting teaching and learning to meet individual needs through challenge and support.</td>
<td>CPD Budget Assessment Budget Phase Budget Subject Budget</td>
<td>October 2018</td>
<td>Deputy Headteacher, Standards and Curriculum Phase Leaders Subject Leaders</td>
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<tr>
<td></td>
<td>• Further develop moderation and standardisation portfolio with greater emphasis on exemplification at greater depth / mastery</td>
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<tr>
<td></td>
<td>• Greater depth / mastery focussed moderation to be embedded in termly CPD schedule</td>
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<tr>
<td></td>
<td>• Year 2 and 6 cross school and borough moderation focusing on greater depth / mastery</td>
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<td></td>
<td>• Phase led planning of curriculum overviews and weekly monitoring ensure the breadth of curriculum and effective differentiation to meet the needs of all learners</td>
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<td></td>
<td>• Reinforce expectations for spelling, handwriting and presentation</td>
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<tr>
<td></td>
<td>• Introduce generic success criteria for use alongside genre specific success criteria checklists</td>
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</tbody>
</table>

EVALUATION
(How will this be reported to GB?)

Monitoring and evaluation records analysis – Headteacher’s termly reports
Phase action plans and impact evaluations
Subject action plans and impact evaluations
CPD records and impact records
Subject portfolios
### 2.3. Subject Leaders to further develop evidence bank for demonstrating pupil progress in foundation subjects

**ACTION POINTS**

- Introduction of 3BM marksheet across the curriculum
- Further develop portfolios to reflect the impact of monitoring, evaluation and progress across the curriculum
- Monitoring and evaluation to be initiated from clear lines of enquiry
- Further develop moderation and standardisation portfolio with greater emphasis on exemplification at greater depth / mastery

**SUCCESS CRITERIA**

- Leaders at every level have a secure understanding of standards and achievement across the curriculum.
- They use this to inform action planning and drive school improvement priorities.

**MONITORING**

- Subject standards and achievement analysis reports, evaluations and actions
- Subject portfolios
- Monitoring and evaluation records
- Impact of leadership e.g. provision mapping, team teaching, planning support, observation records, pupil voice

**RESOURCES**

- CPD Budget
- 3BM SLA costs
- Assessment Budget
- Subject Budget

**TIMESCALE**

- December 2018 and ongoing

**LEADERSHIP**

- Headteacher
- Deputy Headteacher, Standards and Curriculum
- Subject Leaders

**NEXT STEPS**

- Evaluation

  **(How will this be reported to GB?)**

  Monitoring and evaluation records analysis – Headteacher’s termly reports; Subject action plans and impact evaluations; assessment action plan and impact evaluation. Subject portfolios; CPD records and impact records

### 2.4. To introduce termly tracking of attainment and progress in foundation subjects

**ACTION POINTS**

- Introduce termly assessment tracking, analysis and provision models across all areas of the curriculum
- Targeted CPD to develop phase and middle manager’s data analysis and action planning skills
- Ongoing monitoring and evaluation of curriculum coverage and challenge

**SUCCESS CRITERIA**

- Leaders at every level have a secure understanding of standards and achievement across the curriculum. They use this to inform action planning and drive school improvement priorities.
- Monitoring and evaluation of all leaders is accurate, precise and ensures improvement

**MONITORING**

- Subject standards and achievement analysis reports, evaluations and actions
- Subject portfolios
- Monitoring and evaluation records
- Impact of leadership e.g. provision mapping, team teaching, planning support, observation records, pupil voice

**RESOURCES**

- CPD Budget
- 3BM SLA costs
- Assessment Budget
- Subject Budget

**TIMESCALE**

- December 2018 and ongoing

**LEADERSHIP**

- Headteacher
- Deputy Headteacher, Standards and Curriculum
- Subject Leaders

**NEXT STEPS**

- Evaluation

  **(How will this be reported to GB?)**

  Monitoring and evaluation records analysis – Headteacher’s termly reports; Subject action plans and impact evaluations; assessment action plan and impact evaluation. Subject portfolios; CPD records and impact records
### ACTION POINTS

2.5. Improve the level of demand routinely expected of pupils of all abilities by staff throughout the school.

- Provide ongoing CPD to staff to strengthen their knowledge of expectations across each phase of learning
- Planning reflects the high expectations of all pupils and how learning will be adapted and personalised to meet individual need
- HOT questioning is identifiable within all curriculum planning
- Introduce Marlborough World long term targets alongside termly pupil conferences

### SUCCESS CRITERIA

- Teachers are confident in their knowledge of what is expected of pupils. They use this knowledge to set high expectations and challenge learners to achieve success in all areas of the curriculum

### MONITORING

- Impact of CPD records
- PM records
- Planning / planning scrutinies
- Book scrutinies
- Pupil voice – provision, progress, targets and challenge

### RESOURCES

- CPD Budget
- Subject Budget
- Phase Budget
- Staffing costs (TLRs) and specialist teacher costs

### TIMESCALE

- October 2018 and ongoing

### LEADERSHIP

- Headteacher
- Deputy Headteacher
- Phase Leaders
- AHT Inclusion
- SENDCO / INco

### NEXT STEPS

**EVALUATION**

(How will this be reported to GB?)

- Phase action plan and impact evaluations
- Subject action plan and impact evaluations
- Assessment action plan and impact evaluations
- SEND action plan and impact evaluations
- Inclusion action plan and impact evaluations
- Standards and achievement reports
- Provision mapping analysis reports
- Impact of CPD records
- Curriculum themed day feedback report
- Monitoring and evaluation records analysis – Headteacher’s termly reports
- Subject portfolios
### PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

#### TARGET:
3. To ensure a safe and happy learning environment where children are confident about where they are in their learning journey, where they are going and what they need to do to achieve success

#### OUTCOMES:
- **3.1.** Teachers support pupils’ understanding of the progress they make
- **3.2.** Scrutinise the attendance data to identify strengths and weaknesses in attendance by sub-groups
- **3.3.** To continue to develop pupils' roles of responsibility e.g. Mini-Mentors, Digital Leaders and Playground Leaders
- **3.4.** Achievement of Wellbeing Award; Eco Schools Silver; Leading Parent Partnership Award; Silver Healthy Schools Award

#### ACTION POINTS

<table>
<thead>
<tr>
<th>ACTION POINTS</th>
<th>SUCCESS CRITERIA</th>
<th>MONITORING</th>
<th>RESOURCES</th>
<th>TIMESCALE</th>
<th>LEADERSHIP</th>
<th>NEXT STEPS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1. Teachers support pupils’ understanding of the progress they make</strong></td>
<td>Children understand and actively demonstrate the school's agreed learning dispositions. Their achievements are celebrated and rewarded within weekly assemblies. Pupils can talk with confidence about the range of strategies deployed which provide them with the heightened metacognition and knowledge of: Where am I going? How am I doing? Where to next?</td>
<td>Subject portfolios</td>
<td>Assessment budget</td>
<td>December 2018 and ongoing</td>
<td>Deputy headteacher</td>
<td>AHT Inclusions SENDco / Inco Phase Leaders Subject Leaders</td>
</tr>
<tr>
<td>- Develop children’s metacognition through a range of assessment for learning strategies e.g. marking and feedback, success criteria, personalised targets, reflect and review time, pupil conferences</td>
<td></td>
<td>Monitoring and evaluation records</td>
<td>CPD budget</td>
<td></td>
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</tr>
<tr>
<td>- Introduction of Marlborough World’s (EoY targets) to reinforce end of year expectations and ongoing progress towards achievement of age related expectations</td>
<td></td>
<td>Impact of leadership e.g. provision mapping, team teaching, planning support, observation records, pupil voice</td>
<td>Learning Disposition Hall Display and Incentive Scheme costs</td>
<td></td>
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</tr>
<tr>
<td>- Provide CPD focusing on progress and good learners using baseline media to drive actions</td>
<td></td>
<td>Provision linked to professional standards</td>
<td>Staffing costs (specialise provision and TLRs)</td>
<td></td>
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</tr>
<tr>
<td>- Introduce learning dispositions incentives within weekly assemblies</td>
<td></td>
<td>Provision mapping / Data analysis</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>- The majority of children and all KS2 children attend termly consultation evenings with their teacher and parents</td>
<td></td>
<td>Pupil voice – provision, progress, targets and challenge</td>
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</tr>
<tr>
<td>- Introduce timetables incentive as a whole initiative to promote key skills and support pupils achievement in preparation for the Year 4 timetables check</td>
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</tbody>
</table>

#### EVALUATION
*(How will this be reported to GB?)*

- Phase action plan and impact evaluations; Subject action plan and impact evaluations; Assessment action plan and impact evaluations; SEND action plan and impact evaluations; Inclusion action plan and impact evaluations
- Standards and achievement reports; Impact of CPD records; Monitoring and evaluation records analysis – Headteacher’s termly reports; Subject portfolios
<table>
<thead>
<tr>
<th>ACTION POINTS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3.2. Scrutinise the attendance data to identify strengths and weaknesses in attendance by subgroups</td>
<td>• Attendance and punctuality data is analysed and interrogated half termly</td>
<td>Analysis of attendance data is interrogated and used to inform next steps action planning, targeting key groups and intervening promptly to ensure increased rates of attendance. Attendance rates of key groups is communicated to all parties, including parents and carers. The impact poor attendance has on pupils’ attainment and progress in conveyed and continually reinforced.</td>
<td>Attendance and punctuality action plan</td>
<td>Attendance and punctuality budget costs CPD costs as required</td>
<td>Half termly</td>
<td>Admissions, Attendance and Welfare Officer / Deputy Headteacher</td>
</tr>
</tbody>
</table>

**EVALUATION**
* (How will this be reported to GB?)*

- Attendance Action Plan and Impact Evaluations
- Termly Attendance Analysis Reports
- Phase action plan and impact evaluations;
- SEND action plan and impact evaluations
- Inclusion action plan and impact evaluations
- Standards and achievement reports
- Impact of CPD records
- Monitoring and evaluation records analysis – Headteacher’s termly reports
- Subject portfolios
### ACTION POINTS

<table>
<thead>
<tr>
<th>3.3. To continue to develop children’s roles of responsibility e.g. Mini-Mentors, Science Ambassadors, RRSA Ambassadors, School Councillors, Digital Leaders and Playground Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Children’s roles of responsibility are clearly defined and embedded into the daily life of the school</td>
</tr>
<tr>
<td>- Children’s contributions and suggestions for school improvement are communicated effectively to senior leaders and all other stakeholders</td>
</tr>
</tbody>
</table>

### SUCCESS CRITERIA

<table>
<thead>
<tr>
<th>3.3. To continue to develop children’s roles of responsibility e.g. Mini-Mentors, Science Ambassadors, RRSA Ambassadors, School Councillors, Digital Leaders and Playground Leader</th>
</tr>
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<tbody>
<tr>
<td>- Children are clear as to the purpose and aims of their role and the impact they have on contributing to the developments and life of the school as well as their individual skill development</td>
</tr>
<tr>
<td>- Middle Managers are effective in embedding roles of responsibility. They work with senior leaders to communicate children’s suggestions for the development of the school and their impact as a group.</td>
</tr>
</tbody>
</table>

### MONITORING

<table>
<thead>
<tr>
<th>3.3. To continue to develop children’s roles of responsibility e.g. Mini-Mentors, Science Ambassadors, RRSA Ambassadors, School Councillors, Digital Leaders and Playground Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Subject / aspect action plans</td>
</tr>
<tr>
<td>- Subject / aspect impact evaluations</td>
</tr>
<tr>
<td>- Monitoring and evaluation records</td>
</tr>
<tr>
<td>- Meeting Agendas and Minutes</td>
</tr>
<tr>
<td>- Pupil voice – influence and attitude to roles of responsibility and perceived impact on school development</td>
</tr>
<tr>
<td>- Website and newsletter articles and updates (half termly)</td>
</tr>
</tbody>
</table>

### RESOURCES

<table>
<thead>
<tr>
<th>3.3. To continue to develop children’s roles of responsibility e.g. Mini-Mentors, Science Ambassadors, RRSA Ambassadors, School Councillors, Digital Leaders and Playground Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Costs of any training to support and enable pupils to fulfil their roles</td>
</tr>
<tr>
<td>- Subject Budgets</td>
</tr>
</tbody>
</table>

### TIMESCALE

<table>
<thead>
<tr>
<th>3.3. To continue to develop children’s roles of responsibility e.g. Mini-Mentors, Science Ambassadors, RRSA Ambassadors, School Councillors, Digital Leaders and Playground Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>- December 2018 and ongoing</td>
</tr>
</tbody>
</table>

### LEADERSHIP

<table>
<thead>
<tr>
<th>3.3. To continue to develop children’s roles of responsibility e.g. Mini-Mentors, Science Ambassadors, RRSA Ambassadors, School Councillors, Digital Leaders and Playground Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>- PHSCE Lead</td>
</tr>
<tr>
<td>- Computing Lead</td>
</tr>
<tr>
<td>- PE Lead</td>
</tr>
<tr>
<td>- Eco-Squad Lead</td>
</tr>
<tr>
<td>- Science Lead</td>
</tr>
</tbody>
</table>

### NEXT STEPS

<table>
<thead>
<tr>
<th>3.3. To continue to develop children’s roles of responsibility e.g. Mini-Mentors, Science Ambassadors, RRSA Ambassadors, School Councillors, Digital Leaders and Playground Leader</th>
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<tbody>
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</tbody>
</table>

### EVALUATION

**How will this be reported to GB?**

Agendas and minutes of meetings with children within positions of responsibility

PHSCE action plan and impact evaluations

PE action plan and impact evaluations

Computing action plan and impact evaluations

Science action plan and impact evaluations

Phase action plan and impact evaluations

Subject action plans and impact evaluations

Standards and achievement reports

Monitoring and evaluation records analysis – Headteacher’s termly reports

Subject portfolios
### 3.4. Work towards achievement of:

- **Wellbeing Award**
- **RRSA Gold**
- **UCL PD Gold**
- **Eco Schools Silver**
- **Leading Parent Partnership Award**
- **Gold Healthy Schools Award**
- **Primary History Mark**

**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.**

**Phase Leaders, supported by the PHSCE Lead to lead the development of RRSA across the school on the journey to gold accreditation.**

**The LPPA working party, coordinator, staff and governors work with all stakeholders to strengthen the parent partnership and achieve accreditation.**

*Refer also to LPPA Action Plan 2018-2019*

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<table>
<thead>
<tr>
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<th>NEXT STEPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>- Marlborough is recognised for the high-quality teaching, learning and assessment of History and achieves Eco, Healthy School and Wellbeing Award accreditations</td>
<td>- Subject / aspect action plans</td>
<td>- Wellbeing award subscription cost&lt;br&gt;- Wellbeing award budget&lt;br&gt;- Subject budgets&lt;br&gt;- Staffing costs (TLR)</td>
<td>- October 2018&lt;br&gt;- December 2018&lt;br&gt;- February 2019&lt;br&gt;- July 2019&lt;br&gt;- March 2019&lt;br&gt;- March 2019</td>
<td>- Headteacher&lt;br&gt;- Deputy Headteacher&lt;br&gt;- Phase Leaders&lt;br&gt;- Geography Subject Leader&lt;br&gt;- PE Subject Leader&lt;br&gt;- PHSCE Subject Leader&lt;br&gt;- History Subject Leader</td>
<td>-</td>
</tr>
</tbody>
</table>
## LEADERSHIP AND MANAGEMENT

### TARGET:
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 utilise this knowledge to keep the school improving, by focusing on the impact of actions in key areas.

### OUTCOMES:

**4.1.** Raise the achievement of disadvantaged and underperforming pupils so that they make accelerated progress from low starting points

**4.2.** Strengthen Parent Partnerships through the formation and drive from a Leading Parent Partnership Award working party with a focus communicating and engaging parents in the quality and standards of learning, homework and progress made by pupils.

**4.3.** To further develop middle manager’s monitoring, evaluation and action planning skills

**4.4.** Governors focus constantly on achievement and challenge. They ensure all monitoring is focused and planned leading to evaluations that inform future decisions.

### ACTION POINTS

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<thead>
<tr>
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<th>NEXT STEPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1. Raise the achievement of disadvantaged and underperforming pupils so that they make accelerated progress from low starting points</td>
<td>Provision mapping to target identification and provision of disadvantaged, underperforming learners through in class targeted individual and additional provision booster groups</td>
<td>Disadvantaged and underperforming children are supported to make accelerated progress</td>
<td>Phase, subject and aspect action plans</td>
<td>Half termly</td>
<td>Headteacher</td>
<td>Phase Leaders teachers</td>
</tr>
<tr>
<td></td>
<td>Thorough half termly moderation and analysis of children falling within two or more key groups to be completed, shared and tracked half termly</td>
<td>High expectations for disadvantaged and underperforming learners is reflected in the PM process, teaching, learning and assessment support for staff and ongoing monitoring and evaluation.</td>
<td>Phase, subject and aspect Impact evaluations</td>
<td></td>
<td>Deputy Headteacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IEPs put in place to ensure the needs of children are met in accelerating progress</td>
<td></td>
<td>Target setting meeting report</td>
<td></td>
<td>AHT Inclusion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Challenging yet achievable target setting for all pupils to take place at the commencement of the academic year – regular monitoring by INCo</td>
<td></td>
<td>Tracking data and analysis</td>
<td></td>
<td>SENDco / INco</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Commission externally led audit of school’s SEND provision</td>
<td></td>
<td>CPD and support for individual teachers</td>
<td></td>
<td>SENDco / INco</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deployment of experienced target teacher to close the gaps and accelerate progress of pupils in Years 1, 2 and 6.</td>
<td></td>
<td>Pupil progress meeting records</td>
<td></td>
<td>Phase Leaders</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>SEND pupil profiles</td>
<td></td>
<td>Subject Leaders</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Provision mapping</td>
<td></td>
<td>Subject Leaders</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Provision mapping end of term evaluations</td>
<td></td>
<td>Subject Leaders</td>
<td></td>
</tr>
</tbody>
</table>

### EVALUATION
*How will this be reported to GB?*
Phase action plan and impact evaluations; Subject action plan and impact evaluations; Assessment action plan and impact evaluations; SEND action plan and impact evaluations; Inclusion action plan and impact evaluations

Standards and achievement reports: Subject Portfolios; Impact of CPD records; Monitoring and evaluation records analysis – Headteacher’s termly reports
### ACTION POINTS

- Strengthen Parent Partnerships through the formation and drive from a Leading Parent Partnership Award working party with a focus on communicating and engaging parents in the quality and standards of learning, homework and progress made by pupils.

### SUCCESS CRITERIA

- The LPPA working party, coordinator, staff and governors work with all stakeholders to strengthen the parent partnership and achieve accreditation.

### MONITORING

- Standards and achievement are heightened through the strengthened partnership between school and home.

### RESOURCES

- Objective evaluations
- LPPA action plan and ongoing evaluations
- LPPA working party agenda and minutes
- Extended school provision calendar
- Curriculum workshops / activities parental engagement analysis reports

### TIMESCALE

- Interim Assessment – May 2019
- Final Assessment – July 2019

### LEADERSHIP

- LPPA Coordinator
- Headteacher
- LPPA Working Party
- AHT Inclusion
- SENDco / Inco
- Admissions, Attendance and Welfare Officer
- Phase Leaders
- School Secretary
- ICT Technician

### NEXT STEPS

- Refer also to LPPA Action Plan 2018-2019
- Refer also to LPPA Objective Evaluations 2018-2019
- Refer also to LPPA working Party Agendas and Minutes 2018-2019

---

### ACTION POINTS

- Development of middle manager monitoring, evaluation and action planning

### SUCCESS CRITERIA

- Provision of high quality CPD, coaching and mentoring for those new to subject Coordinator role
- Provision of termly high quality CPD for all middle leaders with a focus on:
  - Secure data analysis to identify areas for development and key lines of enquiry
  - Selection of appropriate evaluative tools to tighten monitoring, evaluation and school development
  - Evidencing the impact of leadership and management

### MONITORING

- All monitoring is informed, purposeful and considerate of whole school priorities.
- Evaluations are clearly communicated and drive areas for improvement.
- Middle Managers consistently focus on the impact of their leadership

### RESOURCES

- Monitoring and evaluation records / Subject portfolios
- Planning and book scrutinies / Lesson observations / drop-ins
- Curriculum mapping developments
- MMT fortnightly meetings / Data analysis and standards and achievement reports

### TIMESCALE

- December 2018 and ongoing

### LEADERSHIP

- Headteacher
- Deputy Headteacher
- AHT Inclusion
- SENDco / Inco
- Phase Leaders

### NEXT STEPS

- Headteacher and Phase Leaders
- AHT inclusion
- SENDco / Inco
- Phase Leaders
<table>
<thead>
<tr>
<th>ACTION POINTS</th>
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<th>NEXT STEPS</th>
</tr>
</thead>
</table>
| 4.4. Governors focus constantly on achievement and challenge. They ensure all monitoring is focused and planned leading to evaluations that inform future decisions. The review of governance action plan is driven through the consistent and high level of challenge, strategic focus and commitment from all members of the governing body.  
*Refer also to review of governance action plan 2018-2019* | The recommendations from the review of governance are achieved, strengthening the level of challenge and strategic focus of the governing body and ensuring the highest standards of achievement for all children in the school. | Governor meeting agenda and minutes  
Headteacher’s report  
Review of governance action plan and evaluations  
Governor induction CPD  
Governor updated CPD: accountabilities  
Governor safeguarding related CPD  
Governor HT appraisal CPD  
Governor CPD records and completed and evaluated impact of CPD records | CPD budget  
Cover to release link teachers to facilitate meetings with FGB members | Refer to timescales outlined within the review of governance action plan 2018-2019 | Chair of Governors  
Headteacher  
Clerk to the FGB  
FGB |

**EVALUATION**  
*(How will this be reported to GB?)*

- Governance action plan and FGB minutes  
- FGB skills audit analysis  
- Review of governance report (Summer 2019)  
- Impact of FGB CPD records and analysis  
- Governor and Parent forum feedback analysis  
- Headteacher’s termly reports  
- Standards and achievement reports
### EFFECTIVENESS OF EARLY YEARS

#### TARGET:
4. To create an enabling curriculum and learning environment that meets the needs of all learners

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>ACTION POINTS</th>
<th>SUCCESS CRITERIA</th>
<th>MONITORING</th>
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<th>TIMESCALE</th>
<th>LEADERSHIP</th>
<th>NEXT STEPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>- Introduction of NFER baseline assessment to be completed on entry to Reception</td>
<td>- 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. Teacher assessment judgements at greater depth are secure and can withstand rigour</td>
<td>- Baseline data analysis</td>
<td>- CPD budget</td>
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<tr>
<td></td>
<td>- New transition information from outside setting used to inform targeted provision</td>
<td>- Standards and achievement analysis reports</td>
<td>- EYFS Phase Budget Assessment Budget</td>
<td>September 2018 and ongoing</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>- Baseline information used to inform targeted provision.</td>
<td>- Target setting meetings and Reports</td>
<td>- LPPA Budget</td>
<td>Standards and Achievement Lead (DHT)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>- Fortnightly moderation of learning journals by EYFS staff / SLT</td>
<td>- Phonics Tracking Analysis</td>
<td>- SENDco</td>
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<tr>
<td></td>
<td>- Characteristics of effective learning identified in journals.</td>
<td>- EYFS early learning outcomes mapping analysis</td>
<td>INco</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>- Writing books and Mathematics books to have next steps target sheets</td>
<td>- Planning and Learning journey scrutiny evaluations</td>
<td>Phase Leader</td>
<td></td>
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<tr>
<td></td>
<td>- EYFS teachers to attend joint moderation meetings with local schools</td>
<td>- EYFS impact evaluations</td>
<td>All Subject Leaders</td>
<td></td>
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<tr>
<td></td>
<td>- Introduce fortnightly moderation of writing within phase meetings to include defined times to review, agree and reinforce teacher assessment judgements at greater depth</td>
<td></td>
<td>Teachers</td>
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</tbody>
</table>

### EVALUATION
(How will this be reported to GB?)

Assessment action plan and impact evaluations
Phase action plan and impact evaluations; Core subject action plan and impact evaluations; subject portfolios
## SEND action plan and impact evaluations
- Standards and achievement reports
- Provision mapping analysis reports
- Impact of CPD records
- Curriculum themed day feedback report
- Monitoring and evaluation records analysis – Headteacher’s termly reports

### 5.2. Ensure that the curriculum is engaging and focuses on developing skills, knowledge and concepts being learnt

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• New curriculum overview in line with school format.</td>
<td>Activities and experiences in the EYFS lead to more rapid progress from children’s starting points</td>
<td>Standards and achievement analysis reports</td>
<td>CPD budget</td>
<td>October 2018 and ongoing</td>
<td>Standards and Achievement Lead (DHT) SENDco INCo Phase Leader All Subject Leaders Teachers</td>
<td></td>
</tr>
<tr>
<td>• EYFS early learning outcomes mapped to identify skills, knowledge and concepts</td>
<td></td>
<td>Target setting meetings and Report</td>
<td>EYFS Phase Budget</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Characteristics of effective learning identified in learning journals</td>
<td></td>
<td>Phonics Tracking Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Planning to identify skills, knowledge and concepts</td>
<td></td>
<td>Curriculum overview</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Activities to be changed daily to engage learners and enable progress in skills</td>
<td></td>
<td>Planning and Learning journey scrutiny evaluations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EYFS impact evaluations</td>
<td></td>
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</tr>
</tbody>
</table>

### EVALUATION

(How will this be reported to GB?)

- Assessment action plan and impact evaluations
- Phase action plan and impact evaluations
- Subject action plan and impact evaluations; subject portfolios
- SEND action plan and impact evaluations
- Inclusion action plan and impact evaluations
- LPPA action plan and impact evaluations
- Standards and achievement reports
- Provision mapping analysis reports
- Impact of CPD records
- Curriculum themed day feedback report
- Monitoring and evaluation records analysis – Headteacher’s termly reports
### ACTION POINTS

- EYFS Phase Leader to continue to ensure regular attendance at EYFS network meetings to develop partnerships, share practice and develop knowledge to widen community networks.
- EYFS teachers to attend joint moderation meetings with local schools.
- Termly visits to local places of worship.
- Termly visits to Harrow Library.
- Half termly topic trip.
- Visits by Harrow Community Service Workers.
- Cultural and celebration days throughout the year.
- Termly parents’ curriculum days.
- Learning journey parent sessions.
- Continue to encourage parent contributions to learning journeys.

### SUCCESS CRITERIA

- EYFS children experience a broader curriculum and learning experience as a result of the school’s partnership with external partners and the wider community.
- EYFS children develop their knowledge, skills and understanding by greater exploration of their local community. This leads to accelerated progress in language, skill and learning development.

### MONITORING

- Standards and achievement analysis reports.
- Target setting meetings and report.
- Phonics Tracking Analysis.
- Whole School Trips and Visits annual overview.
- Planning and Learning journey scrutiny evaluations.
- EYFS impact evaluations.
- Impact of CPD records.
- Parent / Pupil Voice evaluations.

### RESOURCES

- CPD budget
- EYFS Phase Budget
- LPPA Budget

### TIMESCALE

- October 2018 and ongoing

### LEADERSHIP

- EYFS Phase Leader
- Assessment, Standards and Achievement, Curriculum Lead (DHT)
- EYFS Teaching Team
- SENDco
- Inco
- Subject Leaders

### NEXT STEPS

- Evaluation: (How will this be reported to GB?)
  - Assessment action plan and impact evaluations
  - Phase action plan and impact evaluations
  - Subject action plan and impact evaluations; Subject portfolios
  - LPPA action plan and impact evaluations
  - SEND action plan and impact evaluations; Inclusion action plan and impact evaluations
  - Standards and achievement reports
<table>
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<tr>
<th>Provision mapping analysis reports</th>
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<tr>
<td>Impact of CPD records</td>
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<td>Curriculum themed day feedback report</td>
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<td>Monitoring and evaluation records analysis – Headteacher’s termly reports</td>
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