MARLBOROUGH PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN 2019-2020

PERFORMANCE MANAGEMENT

SCHOOL IMPROVEMENT

SELF-EVALUATION CALENDAR

SCHOOL DEVELOPMENT PLAN
SCHOOL DEVELOPMENT PLAN FOREWORD

2018-19

During the academic year 2018/19 the school focussed on the involvement of parents within the school. A working party of staff, governors, external partners and parents was formed. The aim of this group was to heighten parental involvement and participation in school and education at home. The school followed the criteria of the Leading Parent Partnership Award (LPPA) and have worked tirelessly to increase parental engagement. Strategies have included the introduction of Welcome Wednesday’s, a termly opportunity for parents to spend a morning in class with their child learning, a parental calendar that is published at the beginning of each academic year, parental surveys and questionnaires, coffee mornings and other family events. In June the school was visited by a verified assessor who looked through evidence and spoke to parents, staff and governors. In June 2019, the school was awarded the LPPA accreditation, which is valid for three years.

The school continued to work on ensuring the wellbeing of staff and pupils was a high priority this academic year. Mental Health First Aid Training has been provided for all members of staff and has also been offered to other schools as part of the mental health forum which is held at Marlborough every term. In December 2018 the school was awarded the ‘Wellbieng’ award for the developments it had made in this area. These will continue to be developed further in the forthcoming academic year with more training for pupils and staff planned. The school has also invested in a ‘Hobbit House’ that will be used to enhance the schools current counselling and mentoring schemes.

Since 2016 the school has heavily invested in the CPD for all staff. This year the school supported 7 NQTs through their first year of teaching – all were successful and will continue to be supported next academic year. CPD for support staff was also of high importance. Support staff across the school have received training in a wide range of provisions including, BRP, Firstclass@number, Rainbows, Teaching Talking and Inference and since receiving this training they have continued to cascade this to new staff that have joined the school. Support staff run interventions throughout the school to help children develop emotionally, physically, socially and academically. Evaluations of these provisions at the end of 2018/19 show that targeted children have all made at least expected progress.

In recognition of this investment, the school embarked on the UCL PDQM award (Professional Development Quality Mark), a three year programme that evaluates the impact of the schools CPD programme. After an initial visit from the assessor in the summer of 2018, the school was awarded the Silver accreditation. In June 2019, the school was able to show that the criteria for the Gold award had been achieved and this was also awarded.
The following accreditations were also awarded in 2018/19:

- Sports Mark Gold (sustained after reassessment)
- Healthy Schools Silver Award
- STEM Science lead school

The school also had a Health and Safety Audit in June 2019. The outcome of this was extremely positive, with no areas for development and the inspector commented on the fact that this was the best she had seen the school since it had moved.

The end of year outcomes for 2017/18 also showed an increase in the percentage of pupils achieving National Standard in Reading, Writing, GPS, Maths and Science at KS2. The outcomes for KS1 and EYFS were also sustained. The school received moderation visits to support teacher judgements in both EYFS and KS2. In 2019 the results continued to improve and the school had moderation at EYFS and KS2.

### EYFS GLD

<table>
<thead>
<tr>
<th>% GLD 2018/19</th>
<th>% GLD 2017/18</th>
<th>% GLD 2016/17</th>
<th>% GLD 2015/16</th>
<th>% GLD 2014/15</th>
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</thead>
<tbody>
<tr>
<td>75/90 83.3%</td>
<td>74/90 = 82.2%</td>
<td>79.0</td>
<td>75.0</td>
<td>68.0</td>
</tr>
</tbody>
</table>

M(52) 80.7%  73.7  68.0  73.0  57.0

F (38) 86.8%  88.5  86.0  77.0  75.0

D (3) 100%  75.0  75.0  75.0  44.0

### END OF YEAR 1 PHONICS

<table>
<thead>
<tr>
<th>COHORT</th>
<th>SCHOOL ALL</th>
<th>NATIONAL ALL</th>
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<tbody>
<tr>
<td>2019</td>
<td>82/90</td>
<td>91%</td>
</tr>
<tr>
<td>2018</td>
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### END OF YEAR 2 PHONICS

<table>
<thead>
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<th>COHORT</th>
<th>SCHOOL ALL</th>
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<tr>
<td>2019</td>
<td>8/12 (82/86)</td>
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<tr>
<td>2018</td>
<td>17/19 (86/88)</td>
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# End of Key Stage 1

## Teacher Assessments

<table>
<thead>
<tr>
<th>Greater Depth</th>
<th>Reading</th>
<th>Writing</th>
<th>Maths</th>
<th>Science</th>
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<tbody>
<tr>
<td>29%</td>
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<td>26%</td>
<td>25%</td>
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<tr>
<td>25%</td>
<td>19%</td>
<td>21.1%</td>
<td>18%</td>
<td>16%</td>
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<td>23%</td>
<td>25%</td>
<td>8.4%</td>
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<tr>
<td>8%</td>
<td>21%</td>
<td>32%</td>
<td>18%</td>
<td>23%</td>
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## National Average +

<table>
<thead>
<tr>
<th>Greater Depth</th>
<th>Reading</th>
<th>Writing</th>
<th>Maths</th>
<th>Science</th>
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<tbody>
<tr>
<td>87%</td>
<td>88%</td>
<td>82%</td>
<td>76%</td>
<td>78%</td>
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<tr>
<td>87.8%</td>
<td>80%</td>
<td>78%</td>
<td>68%</td>
<td>73%</td>
</tr>
<tr>
<td>80%</td>
<td>83%</td>
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<tr>
<td>78%</td>
<td>57%</td>
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<td>32%</td>
<td>37%</td>
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<tbody>
<tr>
<td>M</td>
<td>25%</td>
<td>13%</td>
<td>22%</td>
<td>57%</td>
<td>12%</td>
<td>37%</td>
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<tr>
<td>F</td>
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<td>5%</td>
<td>0%</td>
<td>14%</td>
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<tr>
<td>D</td>
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<td>23%</td>
<td>14.2%</td>
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<td>24%</td>
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# End of Key Stage 2

## Statutory Assessment

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<th>Maths</th>
<th>RWM</th>
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<tr>
<td>25%</td>
<td>18%</td>
<td>18%</td>
<td>57%</td>
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<td>39%</td>
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<tr>
<td>2%</td>
<td>(15%)</td>
<td>12%</td>
<td>37%</td>
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<td>15%</td>
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<td>(17%)</td>
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## National Average +

<table>
<thead>
<tr>
<th>Greater Depth</th>
<th>Reading</th>
<th>Writing</th>
<th>SPAG</th>
<th>Maths</th>
<th>RWM</th>
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</thead>
<tbody>
<tr>
<td>94%</td>
<td>86%</td>
<td>79%</td>
<td>95%</td>
<td>90%</td>
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<tr>
<td>71%</td>
<td>71%</td>
<td>45%</td>
<td>95%</td>
<td>90%</td>
<td>82%</td>
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<tr>
<td>45%</td>
<td>74%</td>
<td>63%</td>
<td>98%</td>
<td>87.1%</td>
<td>87%</td>
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<tr>
<td>(66%)</td>
<td>(74%)</td>
<td>(68%)</td>
<td>(74)%</td>
<td>(77)%</td>
<td>(72)%</td>
</tr>
<tr>
<td>95%</td>
<td>87%</td>
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<td>94%</td>
<td>85.1%</td>
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<tr>
<td>90%</td>
<td>77%</td>
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<td>94%</td>
<td>83%</td>
<td>95%</td>
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<tr>
<td>76%</td>
<td>72%</td>
<td>72%</td>
<td>94%</td>
<td>83%</td>
<td>80%</td>
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<tbody>
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<td>M</td>
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<td>10%</td>
<td>88%</td>
<td>82%</td>
<td>26%</td>
<td>100%</td>
<td>85%</td>
<td>68%</td>
<td>96%</td>
<td>82%</td>
<td>65%</td>
</tr>
<tr>
<td>F</td>
<td>84%</td>
<td>92%</td>
<td>92.3%</td>
<td>91%</td>
<td>41%</td>
<td>95%</td>
<td>89%</td>
<td>66%</td>
<td>92%</td>
<td>84%</td>
<td>55%</td>
</tr>
<tr>
<td>D</td>
<td>67%</td>
<td>29%</td>
<td>83%</td>
<td>62%</td>
<td>12%</td>
<td>76%</td>
<td>65%</td>
<td>95%</td>
<td>67%</td>
<td>65%</td>
<td>52%</td>
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</table>
At the end of the academic year 2018/19, four members of staff left Marlborough. Two of these were class teachers, who were relocating in other parts of the country but remaining in teaching, one was the PE subject lead who was moving back home to Spain but will also remain in teaching. The fourth member of staff was part of the admin team who was employed on a fixed term contract that was not renewed.

From September the school is in a position to offer full time nursery places for parents. At the end of the academic year, ten parents had committed to 30 hour care and the Nursery is now full.

The school has been on a long and difficult journey over the past few years but as results, pupil voice and self-evaluation show, Marlborough is now in a much more secure place, with outcomes for children, behaviour and attitudes and personal development evaluated as outstanding. The school is fully staffed for the new academic year and a further seven NQTs will be supported through their first year in teaching. The capacity of SLT has been increased with Phase Leaders released from class, although they will focus on target teaching in KS1 and KS2 where needed.

We have much to celebrate this year and plenty of actions and developments as we head into 2019/20 with clear direction moving forward.

Five aspects to school improvement were used to identify what the school will do differently to drive improvement:

* Staff development
* Planning for learning
* Delivery of learning
* Leadership of learning
* Assessment
**QUALITY OF EDUCATION**

**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:**
1.1. Launch and ensure consistency in the monitoring of the pedagogical process and coverage of the SRE curriculum
1.2. Prioritise reading throughout the school
1.3. Ensure the planning of reading is detailed and age and stage appropriate
1.4. Embed the moderation of reading within ongoing practice across the school
1.5. Continue to develop the capacity of middle leaders
1.6. Strengthen foundation subject specific progressions
1.7. Develop an EYFS curriculum in line with the new framework (2020)
1.8. Further develop SALT provision across EYFS
1.9. Introduce electronic systems for assessment and documenting learning, reducing burdens and workload
1.10. Extend transition arrangements between Nursery and Reception with a strategic approach to promoting the 30 hour offer.

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**ACTION POINTS** | **SUCCESS CRITERIA** | **MONITORING** | **RESOURCES** | **TIMESCALE** | **LEADERSHIP** | **NEXT STEPS**
--- | --- | --- | --- | --- | --- | ---
1.1. | • PSHE lead to work with computing and Science lead to design a broad and balanced SRE curriculum in line with national guidance and PSHE Association documentation  
• PSHE lead to prepare and deliver workshop for parents to provide information and share resources for planned SRE curriculum  
• PSHE lead to gather parent and staff voice on planned | SRE curriculum is mapped out in curriculum design policy and used as a tool for planning  
The SRE curriculum makes explicit links to other subjects to ensure coverage  
Parents have been consulted regarding the new curriculum and have had opportunities to | Half termly tracking data analysis  
Lesson observations  
Planning and Book scrutiny evaluations  
CPD Impact evaluations | Costs of any CPD  
Cost of release time for subject leaders | December 2019 | Phase Leaders  
SLT  
PSHE, Computing and Science leaders | Evaluate feedback from parental workshops and use this to further develop the curriculum  
Update the curriculum design policy and share with staff in September  
Monitor and evaluate delivery of SRE curriculum and outcomes in books  
Purchase resources required
**MARLBOROUGH PRIMARY SCHOOL**
**SCHOOL DEVELOPMENT PLAN 2019-2020**

**SRE curriculum and use this to further develop**
- PSHE lead to provide whole school CPD to staff, sharing SRE curriculum and rationale
- SRE curriculum rationale to be published on school website
- PSHE lead to monitor delivery and quality of SRE curriculum and provide further support where needed
- SRE content and delivery to be included in the NQT induction programme at MPS
- Provide all children with a broad and age appropriate SRE curriculum as outlined in national guidance
- add parent voice to its development
  - All staff have an understanding of the content of the SRE curriculum and have the tools to deliver confidently
  - The SRE curriculum provides depth and breadth to the learning of all pupils at MPS enabling them to develop a greater understanding of the wider world at an age appropriate level.

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>(How will this be reported to GB?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Termly data tracking and analysis</td>
<td>Parent and Carer Workshop evaluations</td>
</tr>
</tbody>
</table>

<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>1.2. Ensure that reading is prioritised throughout the school</td>
<td>All classrooms have high quality reading areas that support learning in other subject areas and promote a love of reading in children</td>
<td>Termly Data Analysis</td>
<td>Costs of CPD</td>
<td>September 2019 and ongoing</td>
<td>SLT</td>
<td>SENDCo Phase Leaders English Subject Lead Whole School Teaching Team</td>
</tr>
<tr>
<td></td>
<td>The use of the library is maximised to support a love for reading and extend this to reading at home</td>
<td>Closing the gaps report analysis</td>
<td>Costs of new books to create topic boxes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All children make good or better</td>
<td>Planning and Book scrutiny evaluations</td>
<td>Cost of library development</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>English action plan and Impact Evaluation</td>
<td>Purchase of resources for class reading corners including books</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Report to governors</td>
<td>Release for subject leader</td>
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</table>

**ACTION POINTS**

- Ensure that reading is prioritised throughout the school
  - Develop reading areas in all classrooms and outline expectations for these with all staff
  - Develop the library area to heighten the importance for reading for pleasure
  - Review reading curriculum to ensure progression and depth of learning across the whole school
  - Subject leaders to create topic boxes to heighten reading across genres and support learning in other subjects

**SUCCESS CRITERIA**

- All classrooms have high quality reading areas that support learning in other subject areas and promote a love of reading in children
- The use of the library is maximised to support a love for reading and extend this to reading at home
- All children make good or better

**MONITORING**

- Termly Data Analysis
- Closing the gaps report analysis
- Planning and Book scrutiny evaluations
- English action plan and Impact Evaluation
- Report to governors

**RESOURCES**

- Costs of CPD
- Costs of new books to create topic boxes
- Cost of library development
- Purchase of resources for class reading corners including books
- Release for subject leader

**TIMESCALE**

- September 2019 and ongoing

**LEADERSHIP**

- SLT
- SENDCo Phase Leaders English Subject Lead Whole School Teaching Team
### Plan for all children in EYFS and KS1 to visit and join the local library
- English subject lead to deliver whole school CPD on reading and share priorities for 2019/20
- Provide parent workshops to support reading at home

### Progress from their starting points and the curriculum provides challenge for most able readers
- Opportunities to extend reading beyond the classroom are provided for all children
- All staff have a clear understanding of the outcomes of the reading curriculum for the year groups that they teach and are confident in the delivery
- Parents are well informed of the schools priorities around reading and are supported to ensure this is continued at home.

### Moderation of reading and teacher judgements
- CPD impact forms

### EVALUATION

**EVALUATION**

(How will this be reported to GB?)

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

### 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>
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</thead>
</table>
| 1.3. To ensure that the planning of the Reading curriculum is detailed, appropriate and consistent with | • Review reading curriculum to ensure progression is planned for across school, providing support and challenge for all learners  
• Development of ‘Book in a Bag’ for EYFS | The curriculum offers all learners experiences to ensure they make good or better progress from their starting points | Half termly phonics tracking data analysis  
Closing the gaps report analysis | Costs of CPD  
Costs of new books to create topic boxes  
Cost of library development | September 2019 and ongoing  
SLT  
SENDCo  
Phase Leaders  
English Subject Lead  
Whole School Teaching Team |
| age expected standards | Learning in other subject areas is enhanced through a range of new resources and reading materials. Children in the EYFS have the opportunities to develop reading skills at home. All staff are confident in the planning and delivery of the reading curriculum. Support staff have the necessary training to deliver additional reading provisions to targeted pupils. All children’s needs are met and they make good or better progress in reading. Baseline data is used to set targets and monitor and track progress. | Planning and Book scrutiny evaluations  
CPD Impact evaluations  
English action plan and Impact Evaluation | Purchase of resources for class reading corners including books  
Release for subject leader |  
|---|---|---|---|---|
| | | | | EVALUATION  
(How will this be reported to GB?) |  
Termly standards and achievement report (including closing the gaps analysis)  
Provision mapping and impact report  
Parent and Carer Workshop evaluations  
EYFS Phase action plan / Impact Evaluation  
KS1 Phase action planning / Impact Evaluation |  
English Phase action planning / Impact Evaluation  
Report to governors  
Governor’s Link Visit Reports  
Impact of CPD records  
SIP Visit - Termly Reports |
<table>
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<th>TIMESCALE</th>
<th>LEADERSHIP</th>
<th>NEXT STEPS</th>
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</thead>
<tbody>
<tr>
<td>1.4 Embed the moderation of reading within ongoing practice across the whole school</td>
<td>• Include half termly moderation of reading within the whole school assessment cycle</td>
<td>• Teachers make accurate judgements and can identify next steps using assessment</td>
<td>• CPD impact evaluations</td>
<td>September 2019 and ongoing</td>
<td>SLT SENDCo Phase Leaders English Subject Lead Whole School Teaching Team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• English subject leader to develop assessment framework for reading to enable teachers to make accurate judgements to support attainment and progress</td>
<td>• Children are aware of their next steps and can talk about what they need to do next</td>
<td>• Assessment check sheets</td>
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<tr>
<td></td>
<td>• Provision mapping to target underperforming pupils to ensure all learners make good or better progress from starting points</td>
<td>• Teacher judgements are consistent across the school ensuring progress and attainment can be monitored effectively</td>
<td>• Portfolio of evidence used as exemplars</td>
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<td>• Children who are underperforming are identified early and additional provision can be planned for</td>
<td>• Phase meeting minutes</td>
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<td></td>
<td></td>
<td>• Teachers make accurate judgements and can identify next steps using assessment</td>
<td>• Monitoring and evaluation records</td>
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<tr>
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<td>• Children are aware of their next steps and can talk about what they need to do next</td>
<td>• Exemplar portfolio of moderations</td>
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<td>• Teacher judgements are consistent across the school ensuring progress and attainment can be monitored effectively</td>
<td>• Time for subject leader to release</td>
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<td>• Children who are underperforming are identified early and additional provision can be planned for</td>
<td>• CPD budget</td>
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<td></td>
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<td>• Teachers make accurate judgements and can identify next steps using assessment</td>
<td>• Release time for subject leaders</td>
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<td></td>
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<td>• Children are aware of their next steps and can talk about what they need to do next</td>
<td>• Cost of TLR posts</td>
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<tr>
<td>EVALUATION</td>
<td>(How will this be reported to GB?)</td>
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<tr>
<td>Termly standards and achievement report (including closing the gaps analysis)</td>
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<tr>
<td>Provision mapping and impact report</td>
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<td>Parent and Carer Workshop evaluations</td>
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<tr>
<td>EYFS Phase action planning / Impact Evaluation</td>
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<td>KS1 Phase action planning / Impact Evaluation</td>
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<td>English Phase action planning / Impact Evaluation</td>
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<th>ACTION POINTS</th>
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<th>NEXT STEPS</th>
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<tbody>
<tr>
<td>1.5 Continue to develop the capacity of foundation subject leaders to evaluate data to</td>
<td>• Provision of high quality CPD, coaching and mentoring for subject leaders</td>
<td>• Increased leadership capacity</td>
<td>• CPD budget</td>
<td>September 2019 and ongoing</td>
<td>SLT SENDCo Phase Leaders Subject Leaders Whole School Teaching Team</td>
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<tr>
<td></td>
<td>• Provision of termly high quality CPD for all SMT and</td>
<td>• All monitoring is informed, purposeful and</td>
<td>• Release time for subject leaders</td>
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<td>• Cost of TLR posts</td>
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<tr>
<td>1.6 Strengthen foundation subject specific progression and monitoring and evaluations for improvement and impact</td>
<td>• Monitoring and evaluations are used to follow lines of enquiry for school improvement and evidence impact of leadership</td>
<td>• All monitoring is informed, purposeful and considerate of while school priorities</td>
<td>• Monitoring and evaluation records</td>
<td>• CPD budget</td>
<td>September 2019 and ongoing</td>
<td>SLT SENDCo Phase Leaders Subject Leaders Whole School Teaching Team SIP</td>
</tr>
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<td></td>
<td>• Strategies and provisions are in place to ensure all pupils make good or better progress across the curriculum, with underperforming pupils identified and targeted early</td>
<td>• Evaluations are clearly communicated and drive areas for improvement</td>
<td>• Subject portfolios</td>
<td>• Release time for subject leaders</td>
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<td></td>
<td>• Planning and book scrutinies</td>
<td>• Cost of TLR posts</td>
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<td></td>
<td>• Lesson observations/drop ins</td>
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</tbody>
</table>
## Subject leaders to work with SLT to create end of year expected outcomes for each subject
- Use data to identify next steps for subject development

## Middle managers and new SLT members consistently focus on the impact of their leadership
- Children who are underperforming are identified early and additional provision can be planned for
- The curriculum is constantly reviewed ensuring it is up to date with all new initiatives and provides all learners with a breadth and depth of learning experiences

## Curriculum rationale
- Communication with parents through website and newsletter
- MMT/SLT meeting minute
- Data analysis

### ACTION POINTS

#### 1.7 To develop an EYFS curriculum in line with the new framework (2020) ensuring that it enables children to develop their emotional literacy
- CPD for phase leader to heighten understanding of new EYFS curriculum and cascade to staff within phase
- Continue to work in partnership with local school to ensure standards in EYFS are sustained and good practice shared
- Develop emotional literacy across EYFS, providing

#### SUCCESS CRITERIA
- Broad and balanced curriculum in place for 2020
- Best practice shared
- Children are given greater opportunities to develop emotional literacy in the

#### MONITORING
- Monitoring and evaluation records
- Subject portfolios
- Planning and book scrutinies
- Lesson observations/drop ins
- Curriculum mapping developments

#### RESOURCES
- CPD budget
- Release time for subject leaders
- Cost of TLR posts
- Time to complete baseline assessments
- Partnership costs with local school

#### TIMESCALE
- September 2019 and ongoing

#### LEADERSHIP
- SLT
- SENDCo
- Phase Leaders
- Subject Leaders
- EYFS team

#### NEXT STEPS
- SIP
additional provision and support where needed
- Subject leaders to work alongside EYFS team to design broad and balanced curriculum in line with the 2020 framework
- Use pilot baseline assessments to prepare curriculum and identify areas for development

Early Years, preparing them for KS1
- Subject leaders have a heightened understanding of the EYFS
- Learning is personalised to meet the needs of all pupils

• Curriculum rationale
• Communication with parents through website and newsletter
• MMT/SLT meeting minute
• Data analysis
• Baseline assessments

EVALUATION
(How will this be reported to GB?)
Termly standards and achievement report (including closing the gaps analysis)
Governors day
Parent and Carer Workshop evaluations

<table>
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</thead>
<tbody>
<tr>
<td>1.8 Further develop SALT provision across EYFS phase</td>
<td>Early identification, using baseline assessments and home/nursery visits, of pupils who require additional SALT provision</td>
<td>Impact of additional provision is evaluated for effectiveness and value for money</td>
<td>Monitoring and evaluation records</td>
<td>September 2019 and ongoing</td>
<td>SLT SENDCo EYFS Leader EAL HLTA SALT team EYFS team</td>
<td>SIP</td>
</tr>
<tr>
<td></td>
<td>Early intervention to support children with SALT needs before they join KS1</td>
<td>All staff in the EYFS team are able to deliver Teaching Talking as part of everyday classroom practice to maximise learning opportunities for all</td>
<td>Standards and achievement report</td>
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<tr>
<td></td>
<td>CPD for all EYFS staff on delivery of Teaching Talking provision</td>
<td>Learning journeys</td>
<td>Target setting meetings and report</td>
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<td></td>
<td>Monitoring and evaluations and case studies to evidence impact of provisions</td>
<td>Phonics tracking analysis</td>
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<td></td>
<td>Provision mapping for Teaching Talking</td>
<td>Planning and book scrutinies</td>
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<td></td>
<td>New EYFS learning outcomes mapped to identify skills, knowledge and concepts</td>
<td>Lesson observations/drop ins</td>
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<td></td>
<td>Characteristics of effective learning identified in learning journeys</td>
<td>Curriculum mapping developments</td>
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<td></td>
<td>Activities and experiences in the EYFS lead to more rapid progress for children’s starting points</td>
<td>Curriculum rationale</td>
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<td></td>
<td>Characteristics of effective learning identified in learning journeys</td>
<td>Communication with parents</td>
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<td>Activities and experiences in the EYFS lead to more rapid progress for children’s starting points</td>
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**MARLBOROUGH PRIMARY SCHOOL**  
**SCHOOL DEVELOPMENT PLAN 2019-2020**

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</thead>
</table>
| **1.9 Introduce electronic systems for assessment and documenting learning, reducing burdens and workload** | • Visit to other settings to view a range of different electronic systems in practice  
• Complete trials of electronic systems  
• Buy licence for preferred provider  
• Phase Leader to attend training for chosen system and cascade to EYFS team  
• Share new system with parents and prepare workshops to demonstrate | • Workload is reduced with introduction of electronic systems  
• Parental involvement is heightened as learning journeys can be viewed and added to at home  
• Wider range of observations and evidence collected  
• Observations and assessments are easily accessible and progress and attainment can be monitored rigorously | • Cost of new electronic system  
• CPD budget | June 2019 and ongoing | SLT  
SEDCo  
EYFS Leader  
EYFS team |

**EVALUATION**  
*(How will this be reported to GB?)*  
Termly standards and achievement report (including closing the gaps analysis)  
Governors day  
Parent and Carer Workshop evaluations  

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**EVALUATION**  
*(How will this be reported to GB?)*  
Termly standards and achievement report (including closing the gaps analysis)  
Governors day  
Parent and Carer Workshop evaluations
### ACTION POINTS

1.10  Extend transition arrangements between Nursery and Reception with a strategic approach to promoting the 30 hour offer

- Explore options for offering 30 hour care
- DHT and attendance officer to visit local settings currently offering 30 hour care
- Prepare workshop for potential parents, including the options of 30 hour care
- Register as 30 hour care provider
- Support parents in completing applications for additional funding
- EYFS Phase leader and attendance officer to visit other nurseries and complete home visits in advance of academic year

### SUCCESS CRITERIA

- 30 hour care is offered to all parents of children in Nursery
- More full time nursery pupils will ensure pupils receive high quality education from an early age and any additional needs can be identified and support in put in place

### MONITORING

- Monitoring and evaluation records
- Standards and achievement report
- Learning journeys
- Planning and book scrutinies
- Parental feedback
- Lesson observations/drop ins
- Communication with parents through website and newsletter

### RESOURCES

- Cost of lunchtime provision for 30 hour care
- Contracts for fulltime provision
- Register on line portal for 30 hour care
- Time for nursery staff to prepare curriculum for fulltime children

### TIMESCALE

May 2019 and ongoing

### LEADERSHIP

SLT
SENDCo
EYFS Leader
EYFS team
SBM

### NEXT STEPS

**EVALUATION**

(How will this be reported to GB?)

- Termly standards and achievement report (including closing the gaps analysis)
- Governors day
- Parent and Carer Workshop evaluations

**BEHAVIOUR AND ATTITUDES**

2.  **TARGET:**

   - To ensure all pupils are well equipped with the strategies needed to be independent, successful and happy lifelong earners.

2.1.  **OUTCOMES:**

   - Continue to develop children's metacognitive strategies
   - Ensure consistent application and reinforcement of 'On Time Before Nine' punctuality incentive
   - Continue to develop consistency of practice and expectations during the lunch hour

---

*Staff Development: Whole school focus for CPD. Coaching teams to receive additional CPD to drive metacognition across the school.*

*Planning for Learning: CPD tasks relate directly to activities to complete in class. Pupil voice used to inform planning and curriculum developments. Training and support to develop roles of responsibilities for pupils.*

*Delivery of Learning: Whole school assemblies used to embed school foci. CPD projects for staff to complete and evaluate as part of training programme. Incentive schemes to support whole school focus.*

*Leadership of Learning: Coaching teams of experienced teachers to drive metacognition forward across school. Deployment of HLTA to lead lunchtime activities.*

*Assessment of Learning: Termly attendance and punctuality report and analysis. Data to inform next steps.*
## ACTION POINTS

2.1. **Continue to develop children’s metacognitive strategies**

- 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, learning dispositions
- Continue with metacognition CPD programme for 2019/20
- Develop coaching teams to heighten and lead the development of children’s metacognitive strategies and embed these into everyday practice
- Heighten the prominence of the school’s learning dispositions in assemblies, classroom practice and incentives to support development of metacognition
- Evaluate the impact of metacognition strategies within coaching teams and use to inform further areas for development

## SUCCESS CRITERIA

- Children understand and actively demonstrate the school’s agreed learning dispositions. Their achievements are celebrated within weekly assemblies.
- Pupils can talk with confidence about the range of strategies deployed which provide them with heightened metacognition and knowledge of: Where am I now? How am I doing? Where will I go next? How can I get there?
- Staff are equipped with the knowledge and understanding of a range of metacognitive strategies that can be taught to children to enable independence in learning

## MONITORING

- Subject portfolios
- Monitoring and evaluation records
- Provision mapping
- Observations
- Performance management
- Pupil voice

## RESOURCES

- CPD budget
- Cost of release time for coaching teams
- Cost of incentive rewards

## TIMESCALE

- January 2019 – July 2020

## LEADERSHIP

- HT
- DHT
- SENDco
- Phase Leaders
- Core Subject Leaders
- Foundation Subject Leaders
- Whole school teaching team
- Support staff

## NEXT STEPS

EVALUATION

- Phase action plans and impact evaluations
- Subject action plans and impact evaluations
- SEND action plan and impact evaluations

Standards and Achievement report

- Impact of CPD records
- Subject portfolios
- Pupil voice
### 2.2. Ensure consistent application and reinforcement of ‘On Time Before Nine’ punctuality incentive

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<tr>
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<th>NEXT STEPS</th>
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<tbody>
<tr>
<td>Reinforce incentive with children during assembly at start of the academic year</td>
<td>Number of persistent lates reduces</td>
<td>Attendance and punctuality action plan</td>
<td>Cost of rewards for incentive (Attendance budget)</td>
<td>September 2019 - ongoing</td>
<td>SLT SENDco Phase Leaders Attendance and Welfare officer Pastoral HLTA Whole school teaching team Support staff</td>
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<tr>
<td>Share incentive with parents during G4G assembly in early October</td>
<td>Parents are aware of the impact poor attendance and punctuality has on pupils attainment</td>
<td>Attendance and punctuality impact evaluation</td>
<td>Release time for SLT and attendance officer to meet with parents each half term</td>
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<tr>
<td>All staff to ensure consistent use of incentive and reward system</td>
<td>Data is used to identify persistent absentees and lates and half termly meetings with parents are held to discuss and resolve issues early</td>
<td>Attendance and punctuality half termly report</td>
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<tr>
<td>Attendance and punctuality data is analysed and interrogated half termly</td>
<td>Termly attendance and punctuality data is shared alongside achievement and progress comparisons.</td>
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#### EVALUATION

(How will this be reported to GB?)

Attendance action plan and impact evaluation

- Half termly attendance report
- Standards and Achievement report

### 2.3. Continue to develop consistency of practice and expectations during the lunch hour

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<tbody>
<tr>
<td>Collect pupil voice and evaluate current provision to further enhance activities provided during lunch time</td>
<td>Behaviour at lunch time remains outstanding with few incidents reported</td>
<td>SMSA fortnightly meeting minutes</td>
<td>Cost of additional equipment</td>
<td>April 2019 - ongoing</td>
<td>SLT SENDco SMSAs Sports coaches Learning Mentors Pupils Wellbeing Champion Pastoral HLTA Whole school teaching team Support staff</td>
<td></td>
</tr>
<tr>
<td>Appointment of pastoral HLTA to lead lunchtime provision and line manage SMSAs and Sports Coaches</td>
<td>Further CPD for SMSAs</td>
<td>Lunchtime provision and activity timetables</td>
<td>CPD for mini mentors and sports leaders</td>
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<tr>
<td>Performance management for SMSAs</td>
<td>Opportunities for children to develop and enhance social skills</td>
<td>Termly behaviour report</td>
<td>Cost of meeting with SMSAs fortnightly</td>
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<tr>
<td>Purchase new lunchtime play equipment</td>
<td>Pupil voice shows enjoyment of lunch break</td>
<td>Pupil voice</td>
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<tr>
<td>Continue to develop the role of mini mentors and sports leaders</td>
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<td>Impact of CPD for pupils</td>
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**MARLBOROUGH PRIMARY SCHOOL**  
**SCHOOL DEVELOPMENT PLAN 2019-2020**

- Timetabling of new play equipment opening September 2019
- Provision of a school ‘Hobbit House’ where children can seek support, advice and help from mini mentors
- Children’s contributions and suggestions for school improvement are communicated effectively and acted upon where appropriate
- Children are clear as to the purpose and aim of their role and the impact they have on the school
- Wellbeing and mental health of all pupils is held in high regard within the school
- All children feel safe, happy and secure in the playground environment

**EVALUATION**  
*(How will this be reported to GB?)*  
Termly behaviour report  
Pupil voice

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Pupil wellbeing survey  
Parental survey
**PERSONAL DEVELOPMENT**

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<tr>
<th>TARGET:</th>
<th>3. To ensure a safe and happy learning and working environment that supports wellbeing and mental health</th>
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</table>
| OUTCOMES: | 3.1. Introduce start of the month safety and awareness days  
3.2. Reinforce school values and learning dispositions through the launch of a whole school incentive scheme  
3.3. Include explicit links to British Values in planning and teaching |

*Staff Development: Continued CPD for all staff.  
*Planning for Learning: Academic calendar maps out key dates for the year to heighten awareness of safeguarding for pupils, parents and staff.  
*Delivery of Learning: Modelling good and better practice from experienced teachers. Support with planning from subject leaders. Increase in parent workshops to support learning at home.  
*Leadership of Learning: CPD provided for schools within borough. Subject leaders to work in collaboration to plan and develop the curriculum. Joint monitoring and evaluations to ensure coverage of curriculum and opportunities to apply knowledge, skills and understanding across all subjects.

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| 3.1 Introduce start of the month safety and awareness days | • Safety and awareness days mapped out on whole school academic calendar  
• Wellbeing term to plan safety and awareness days  
• Provide workshops for parents to heighten awareness of online safety, mental health and physical wellbeing  
• Continue to host termly Mental Health Forum  
• Continue to provide Mental Health First Aid for staff, local schools and pupils  
• Update school Safeguarding and child protection policy to reflect the 2019 changes to Keeping Children Safe in Education | • All stakeholders have a heightened understanding and awareness of safety, personal hygiene and mental health issues affecting young children  
• The wellbeing of children is embedded in the ethos of Marlborough Primary School  
• Children are provided with strategies and support networks when needed  
• Pupils feel safe and secure in school  
• All staff are trained in mental health first aid and are well | • Termly behaviour report  
• Pupil voice  
• Impact of CPD records  
• CPD registers  
• Parental engagement registers  
• Parental voice  
• SLT meeting minutes | • CPD budget  
• Release for staff  
• Cost of resources for workshops | September 2019 - ongoing | SLT  
SENDco  
Learning Mentors  
Pupils  
Wellbeing Champion  
Pastoral HLTA  
Attendance and welfare officer  
DSLs and DDSLs  
Whole school teaching team  
Support staff |
EVALUATION
(How will this be reported to GB?)
- Termly behaviour report
- Pupil voice
- Pupil wellbeing survey
- Parental survey
- Parental engagement calendar
- HT report to governors

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<tr>
<td>3.2 Reinforce school values and learning dispositions through the launch of whole school incentive scheme</td>
<td>- Children understand and actively demonstrate the school’s agreed learning dispositions. Their achievements are celebrated within weekly assemblies.</td>
<td>- Subject portfolios</td>
<td>- CPD budget</td>
<td>September 2019 and ongoing</td>
<td>HT</td>
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### MARLBOROUGH PRIMARY SCHOOL
### SCHOOL DEVELOPMENT PLAN 2019-2020

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I go next? How can I get there?
- Staff are equipped with the knowledge and understanding of a range of metacognitive strategies that can be taught to children to enable independence in learning
- Parents understand and are supportive of the school’s aim and vision

---

### EVALUATION
*(How will this be reported to GB?)*
- Phase action plans and impact evaluations
- Subject action plans and impact evaluations
- SEND action plan and impact evaluation
- Standards and Achievement report
- Impact of CPD records
- Subject portfolios
- Pupil voice
- Parental survey
- Parental voice
- Wellbeing survey

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### ACTION POINTS

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</table>
| 3.3 Include explicit links to British Values in planning and teaching | • DHT and SLs to review curriculum design policy and include explicit links to British Values to enable teachers to include these within planning and delivery  | • Subject portfolios  
  • Monitoring and evaluation records  
  • Observations  
  • Performance management  
  • Pupil voice  
  • Parental engagement  
  • Assembly schedule | • CPD budget  
  • Cost of resources for assemblies and workshops | May 2019 and ongoing  | SLT  
  Phase Leaders  
  Subject Leaders  
  Pastoral HLTA  
  EAL HLTA  
  Welfare officer  
  Teaching team and support staff SMSAs |
**British Values through a wide range of experiences**
- Children are well prepared for the next steps in their education

---

### EVALUATION

**EVALUATION**

*How will this be reported to GB?*

- Phase action plans and impact evaluations
- Subject action plans and impact evaluations
- Curriculum design policy
- Headteachers report

**Governor committee meetings**
- Governors day
- Impact of CPD records
- Subject portfolios
- Pupil voice
- Parental survey
- Parental voice
- Wellbeing survey

---

### LEADERSHIP AND MANAGEMENT

**TARGET:**

4. Ensure that Leaders at all levels demonstrate a deep and accurate understanding of the school’s effectiveness, informed by the views of pupils, parents and staff. Leaders should utilise this knowledge to keep the school improving, by focusing on the impact of actions in key areas.

**OUTCOMES:**

- 4.1. Further develop Governors’ strategic view of the school
- 4.2. Reinforce Governor’s roles to ensure clear vision, strategic approach and accountability

**ACTION POINTS**

<table>
<thead>
<tr>
<th>4.1. Further develop Governor’s strategic view of the school</th>
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<tbody>
<tr>
<td>• Revise the governance schedule for 2019-2020 to include a balance between meetings and strategic evaluation and planning</td>
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<td>• Develop governor, parent and carer forum</td>
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<td>• Governors to provide written reports on Link visits / governors day focusing on evaluation and impact</td>
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<td>• CPD nominated governor to identify and make recommendations on individual CPD requirements</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4.2. Reinforce Governor’s roles to ensure clear vision, strategic approach and accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Governors and leaders constantly focus on achievement and not just on procedural matters.</td>
</tr>
<tr>
<td>• Clear strategic direction and challenge supports and drives school developments</td>
</tr>
<tr>
<td>• Staff and parents know the</td>
</tr>
</tbody>
</table>

**SUCCESS CRITERIA**

- Governors and Link Visit Reports
- Governors’ Day
- Governors’ Annual Schedule

**MONITORING**

- FGB Minutes
- Governors’ Link Visit Reports
- Governors’ Day
- Governors’ Annual Schedule

**RESOURCES**

- Cost of FGB training
- Cost of releasing teachers during Governors’ Days / Link Visits scheduled

**TIMESCALE**

- June 2019 – December 2019

**LEADERSHIP**

- Chair of Governors
- Headteacher
- Clerk of Governors

**NEXT STEPS**

- FGB

---
| • Register for Harrow Governor CPD programme and identify training for everyone in first FGB meeting | governors and their roles within the school |
| • Ensure governors presence at all safeguarding and curriculum workshops provided in school | |
| • Governors to be proactive in evaluating SDP and following lines of enquiry to evaluate impact | |
| • Reorganisation of Governor’s meetings to form separate committees to strengthen strategic approach and maximise impact | |
| • Governors to be actively involved in all curriculum developments and have a clear understanding of the impact these have on learning and pupil outcomes | |

**EVALUATION**  
*(How will this be reported to GB?)*  
Review of Governance  
Governing Body Action Plan  
Skills audit  

| SDP Impact Evaluation  
SIP Visit - Termly Reports  
HSIP Audit Evaluations  
CPD schedule  
Impact of CPD records  
Parental feedback |
### EFFECTIVENESS OF EARLY YEARS

#### TARGET:
5. To create an enabling environment that meets the needs of all learners and provides challenge in all areas of learning and promotes the development of emotional literacy

#### OUTCOMES:
5.1. Continue to develop the breadth of the curriculum, further raising standards and improving rates of progress with a particular focus on the achievement of boys and EAL learners.
5.2. To strengthen work with external colleagues and providers and the wider community.
5.3. To further develop partnerships with parents and carers.

---

#### ACTION POINTS
**To develop an EYFS curriculum in line with the new framework (2020) ensuring that it enables children to develop their emotional literacy**

<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>CPD for phase leader to heighten understanding of new EYFS curriculum and cascade to staff within phase</td>
<td>• Broad and balanced curriculum in place for 2020</td>
<td>• Monitoring and evaluation records</td>
<td>• CPD budget</td>
<td>September 2017 and ongoing</td>
<td>EYFS Phase Leader Assessment, Standards and Achievement, Curriculum Lead (DHT)</td>
<td>Weekly input from EAL and inclusion. HLTA to inform planning for EAL children.</td>
</tr>
<tr>
<td>Continue to work in partnership with local school to ensure standards in EYFS are sustained and good practice shared</td>
<td>• Best practice shared</td>
<td>• Subject portfolios</td>
<td>• Release time for subject leaders</td>
<td>September 2017 and ongoing</td>
<td>EYFS Teaching Team</td>
<td>Planning continues to include adaptation and targeted provision for children at risk of not achieving a GLD</td>
</tr>
<tr>
<td>Children are given greater opportunities to develop emotional literacy in the Early Years, preparing them for KS1</td>
<td>• Children are given greater opportunities to develop emotional literacy across EYFS, providing additional provision and support where needed</td>
<td>• Planning and book scrutinies</td>
<td>• Cost of TLR posts</td>
<td>September 2017 and ongoing</td>
<td>SENDco</td>
<td>EYFS team to work with Year 1 Phase Leader to ensure non-negotiables support transition to NC</td>
</tr>
<tr>
<td>Subject leaders to work alongside EYFS team to design broad and balanced curriculum in line with the 2020 framework</td>
<td>• Subject leaders have a heightened understanding of the EYFS</td>
<td>• Lesson observations/drop ins</td>
<td>• Time to complete baseline assessments</td>
<td>September 2017 and ongoing</td>
<td>Subject Leaders</td>
<td>EYFS transition plans to be enacted during the summer term</td>
</tr>
<tr>
<td>Use pilot baseline assessments to prepare curriculum and identify areas for development</td>
<td>• Learning is personalised to meet the needs of all pupils</td>
<td>• Curriculum mapping developments</td>
<td>• Partnership costs with local school</td>
<td>September 2017 and ongoing</td>
<td></td>
<td>EYFS to evidence impact of support received from visits to exemplary EYFS settings within the borough</td>
</tr>
<tr>
<td></td>
<td>• EYFS team to work with Year 1 Phase Leader to ensure non-negotiables support transition to NC</td>
<td></td>
<td></td>
<td></td>
<td>MMT/SLT meeting minute</td>
<td>SLT to review possibilities of offering 30 hour EYs provision whilst</td>
</tr>
</tbody>
</table>
## EVALUATION

*How will this be reported to GB?*

- Termly standards and achievement report (including closing the gaps analysis)
- Governors day
- Parent and Carer Workshop evaluations

## ACTION POINTS

<table>
<thead>
<tr>
<th>5.2 Further develop SALT provision across EYFS phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Early identification, using baseline assessments and home/nursery visits, of pupils who require additional SALT provision</td>
</tr>
<tr>
<td>- Early intervention to support children with SALT needs before they join KS1</td>
</tr>
<tr>
<td>- CPD for all EYFS staff on delivery of Teaching Talking provision</td>
</tr>
<tr>
<td>- Monitoring and evaluations and case studies to evidence impact of provisions</td>
</tr>
<tr>
<td>- Provision mapping for Teaching Talking</td>
</tr>
<tr>
<td>- New EYFS learning outcomes mapped to identify skills, knowledge and concepts</td>
</tr>
<tr>
<td>- Characteristics of effective learning identified in learning journeys</td>
</tr>
<tr>
<td>- Activities to be changed daily to engage learners and enable progress in skills</td>
</tr>
<tr>
<td>- Development checks are arranged by outside agencies early in the academic year to</td>
</tr>
</tbody>
</table>

## SUCCESS CRITERIA

<table>
<thead>
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<th>5.2 Further develop SALT provision across EYFS phase</th>
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</thead>
<tbody>
<tr>
<td>- Impact of additional provision is evaluated for effectiveness and value for money</td>
</tr>
<tr>
<td>- All staff in the EYFS team are able to deliver Teaching Talking as part of everyday classroom practice to maximise learning opportunities for all</td>
</tr>
<tr>
<td>- Activities and experiences in the EYFS lead to more rapid progress for children’s starting points</td>
</tr>
<tr>
<td>- Effective partnerships with other agencies</td>
</tr>
</tbody>
</table>

## MONITORING

<table>
<thead>
<tr>
<th>5.2 Further develop SALT provision across EYFS phase</th>
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<tr>
<td>- Monitoring and evaluation records</td>
</tr>
<tr>
<td>- Standards and achievement report</td>
</tr>
<tr>
<td>- Target setting meetings and report</td>
</tr>
<tr>
<td>- Phonics tracking analysis</td>
</tr>
<tr>
<td>- Learning journeys</td>
</tr>
<tr>
<td>- Planning and book scrutinies</td>
</tr>
<tr>
<td>- Lesson observations/drop ins</td>
</tr>
<tr>
<td>- Curriculum mapping developments</td>
</tr>
<tr>
<td>- Curriculum rationale</td>
</tr>
<tr>
<td>- Communication with parents through website and newsletter</td>
</tr>
<tr>
<td>- MMT/SLT meeting minute</td>
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## RESOURCES

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>- CPD budget</td>
</tr>
<tr>
<td>- Release time for subject leaders</td>
</tr>
<tr>
<td>- Cost for new Teaching Talking resources</td>
</tr>
<tr>
<td>- Time to complete baseline assessments</td>
</tr>
<tr>
<td>- Partnership costs with local school</td>
</tr>
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</table>

## TIMESCALE

<table>
<thead>
<tr>
<th>5.2 Further develop SALT provision across EYFS phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2019 and ongoing</td>
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</table>

## LEADERSHIP

- SLT
- SENDCo
- EYFS Leader
- EAL HLTA
- SALT team
- EYFS team
- SIP
<table>
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<tr>
<td>5.3 Introduce electronic systems for assessment and documenting learning, reducing burdens and workload</td>
<td>• Visit to other settings to view a range of different electronic systems in practice</td>
<td>• Workload is reduced with introduction of electronic systems</td>
<td>• Cost of new electronic system</td>
<td>June 2019 and ongoing</td>
<td>SLT SENDCo EYFS Leader EYFS team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Complete trials of electronic systems</td>
<td>• Parental involvement is heightened as learning journeys can be viewed and added to at home</td>
<td>• CPD budget</td>
<td></td>
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<tr>
<td></td>
<td>• Buy licence for preferred provider</td>
<td>• Wider range of observations and evidence collected</td>
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<td></td>
<td>• Phase Leader to attend training for chosen system and cascade to EYFS team</td>
<td>• Observations and assessments are easily accessible and progress and attainment can be monitored rigorously</td>
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<tr>
<td></td>
<td>• Share new system with parents and prepare workshops to demonstrate</td>
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</table>

**EVALUATION**

*How will this be reported to GB?*

- Termly standards and achievement report (including closing the gaps analysis)
- Governors day
- Parent and Carer Workshop evaluations

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<tr>
<td>5.4 Extend transition arrangements between Nursery and Reception with a strategic</td>
<td>• Explore options for offering 30 hour care</td>
<td>• Monitoring and evaluation records</td>
<td>• Cost of lunchtime provision for 30 hour care</td>
<td>May 2019 and ongoing</td>
<td>SLT SENDCo EYFS Leader EYFS team SBM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 30 hour care is offered to all parents of children in Nursery</td>
<td></td>
<td>• Contracts for fulltime provision</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• DHT and attendance officer to visit local settings currently offering 30 hour care</td>
<td></td>
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</tr>
</tbody>
</table>
### Approach to Promoting the 30 Hour Offer
- Prepare workshop for potential parents, including the options of 30 hour care
- Register as 30 hour care provider
- Support parents in completing applications for additional funding
- EYFS Phase leader and attendance officer to visit other nurseries and complete home visits in advance of academic year

### Standards and Achievement Report
- More full time nursery pupils will ensure pupils receive high quality education from an early age and any additional needs can be identified and support in place

### Register on Line Portal
- Standards and achievement report
- Learning journeys
- Planning and book scrutinies
- Parental feedback
- Lesson observations/drop ins
- Communication with parents through website and newsletter

### Time for Nursery Staff to Prepare Curriculum for Fulltime Children
- Register on line portal for 30 hour provision
- Time for nursery staff to prepare curriculum for fulltime children

### Evaluation
(How will this be reported to GB?)
- Termly standards and achievement report (including closing the gaps analysis)
- Governors day
- Parent and Carer Workshop evaluations

### EYFS Phase Action Planning / Impact Evaluation
- Termly reports
- Governor’s Link Visit Reports
- Impact of CPD records
- SIP Visit - Termly Reports
## OVERALL EFFECTIVENESS

<table>
<thead>
<tr>
<th>TARGET: 6.</th>
<th>Ensure that the curriculum, assessment systems and quality of provision promote high levels of attainment and progress for all pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUTCOMES: 6.1</td>
<td>Continue to refine the curriculum, assessment system and quality of provision to promote high levels of attainment and progress for all pupils</td>
</tr>
</tbody>
</table>

*Staff Development: Subject specific CPD to share developments in the curriculum and provide support for delivery of learning. Additional support as part of the school NQT induction programme. Subject leaders working in collaboration to ensure breadth and depth of curriculum.

*Planning for Learning: Marking Venn diagrams to include HA pupils to ensure level of challenge is sustained. New planning format for all subjects in line with new marking and feedback policy introduced to heighten differentiation and personalised learning.

*Delivery of Learning: Introduction of visible learning strategies to support pupils metacognition

*Leadership of Learning: Phase monitoring to be linked with pupil progress meetings and target setting.

*Assessment of Learning: Target teachers to use data to inform additional support provided in phases.

### ACTION POINTS

- Cascade Power of Reading CPD across school
- Phase monitoring linked to pupil progress meeting outcomes
- Further develop pupil progress meetings ensuring the attendance of teaching support staff and inclusion team
- Develop pupils metacognition through visible learning strategies
- Deployment of experienced target teachers to close the gaps and accelerate progress of targeted pupils
- High prior attainers to be included in marking Venns
- Challenge and differentiation to be included as part of monitoring and evaluations of leaders

### SUCCESS CRITERIA

- All teachers have secure subject knowledge and are able to effectively use reading and texts as a tool to drive writing and other subjects
- The progress of all pupils in the school is good or better from their starting points
- Teacher assessments are rigorous and inform planning
- Planning for teaching and delivery of learning meets the needs of all learners
- Lesson time is used to maximise learning

### MONITORING

- Monitoring and evaluation records
- Standards and achievement report
- Learning journeys
- Planning and book scrutinies
- Parental feedback
- Lesson observations/drop ins
- SIP visit report
- Curriculum design
- FGB minutes
- SLT/MMT meeting minutes

### RESOURCES

- Cost of curriculum resources
- Power of Reading CPD
- Metacognition CPD
- Release time for PL/SL

### TIMESCALE

- May 2019 and ongoing

### LEADERSHIP

- SLT
- SENDCo
- Phase leaders
- Teaching staff
- Support staff

### NEXT STEPS

- EYFS Phase action planning / Impact Evaluation
(How will this be reported to GB?)

| Termly standards and achievement report (including closing the gaps analysis) |
| Governors day |
| Parent and Carer Workshop evaluations |

| Report to governors |
| Governor’s Link Visit Reports |
| Impact of CPD records |
| SIP Visit - Termly Reports |