MARLBOROUGH PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN 2017-2018

PERFORMANCE MANAGEMENT

SCHOOL IMPROVEMENT

SELF-EVALUATION CALENDAR

SCHOOL DEVELOPMENT PLAN
## OUTCOMES FOR CHILDREN

### TARGET:
1. Raise standards in English and Mathematics so that all children achieve and make good progress which meets the school’s high expectations of all learners.

### OUTCOMES:

<table>
<thead>
<tr>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td>1.1. Increase outcomes for pupil premium children achieving the phonics threshold at the end of Year 1.</td>
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<tr>
<td>1.2. Increase the level of challenge for more able children in writing. Maintain challenge in Reading and Mathematics.</td>
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<tr>
<td>1.3. To increase the level of challenge for disadvantaged pupils so that more achieve greater depth.</td>
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### 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>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Increase outcomes for pupil premium children achieving the phonics threshold at the end of Year 1 so that this is in line with national comparisons</td>
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<td>• Autumn term booster groups of children are identified to support disadvantaged children’s accelerated phonics skills within half termly provision mapping</td>
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<td>• Target setting and pupil progress meetings to make clear key groups of pupils to accelerate to achieve the expected standard</td>
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<td>• Phonics phased groups commence during the 1st half of the autumn term</td>
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<td>• Half termly tracking of children’s progress in phonics across EYFS and KS1</td>
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<td>• Phonics parent and carer workshops to target the parents and carers of disadvantaged learners</td>
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<td>Disadvantaged children are supported to gain rapid and secure knowledge of phonics.</td>
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<tr>
<td>Half termly phonics tracking data analysis</td>
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<td>Closing the gaps report analysis</td>
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<td>Planning and Book scrutiny evaluations</td>
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<td>CPD Impact evaluations</td>
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<td>English Impact Evaluation</td>
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<td>Costs of phonics any phonics CPD</td>
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<td>July 2018</td>
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<td>Assessment Leader (DHT)</td>
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<td>Year 1 Teaching Team</td>
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<td>KS1 Phase Leader</td>
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<td>EYFS Phase Leader</td>
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<td>English Subject Lead</td>
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<td>SENDco</td>
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<td>INCo</td>
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### EVALUATION

(How will this be reported to GB?)

- Termly standards and achievement report (including closing the gaps analysis)
- Half termly phonics data tracking and analysis
- Provision mapping and impact report
- Parent and Carer Workshop evaluations
- EYFS phase action planning / impact evaluation
- KS1 phase action planning / impact evaluation
- English phase action planning / impact evaluation
- SIP Visit - Termly Reports
### 1.2. Increase the level of challenge for more able children in writing. Maintain challenge in Reading and Mathematics

- Focused CPD (led by HSIP) on challenge across the curriculum with a particular focus on the use of higher order thinking strategies and Blooms Taxonomy
- Introduction of challenge areas in every classroom
- Moderation and standardisation to include a focus on standards and expectations of children working at Greater Depth
- Explore support available through the ‘Thinking School’s pathways and collaboration with the University of Exeter.
- Develop additional support provisions introduced during 2016-2017 to target Inference skills

<table>
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<tr>
<th>ACTION POINTS</th>
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<th>LEADERSHIP</th>
<th>NEXT STEPS</th>
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<tbody>
<tr>
<td></td>
<td>Children’s needs are met. Practitioners are confident and ensure all children achieve to their full potential across the core areas of the curriculum.</td>
<td>Termly Data Analysis Closing the gaps report analysis Planning and Book scrutiny evaluations English Impact Evaluation</td>
<td>Costs of CPD Costs of any resources required to support and challenge learners in English and maths Thinking Schools Accreditation Sign-up and pathways cost</td>
<td>January 2017 and ongoing</td>
<td>Assessment Lead (DHT) INco Phase Leaders English Subject Lead Maths Subject Lead Whole School Teaching Team</td>
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### EVALUATION
*(How will this be reported to GB?)*

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

1.3. To increase the level of challenge for disadvantaged pupils so that more achieve greater depth.

- Provision mapping to target identification and provision of disadvantaged, most able learners through booster groups
- Challenging yet achievable target setting for all pupils to take place at the commencement of the academic year – regular monitoring by INCo
- Focused CPD (led by HSIP) on challenge across the curriculum with a particular emphasis on the use of higher order thinking strategies and Blooms Taxonomy
- Middle Management CPD to focus on assessment and standards across each phase
- Enrichment activities target more able disadvantaged learners e.g. University links
- Launch of SLT / SMT reading initiative

### SUCCESS CRITERIA

- The percentage of disadvantaged children achieving ‘Greater Depth’ at the end of each Key Stage compares favourably with national averages.

### MONITORING

- Half termly phonics tracking data analysis
- Closing the gaps report analysis
- Planning and Book scrutiny evaluations
- CPD Impact evaluations
- English Impact Evaluation

### RESOURCES

- Costs of CPD required
- Costs of any resources required to support and challenge learners in English and maths
- Thinking Schools Accreditation Sign-up and pathways charge
- Costs of extension and enrichment opportunities targeting disadvantaged learners

### TIMESCALE

January 2018 and ongoing

### LEADERSHIP

- Assessment Lead
- Phase Leaders
- INCo
- SENDco
- English Subject Lead
- Maths Subject Lead
- All Subject Leaders
- Whole School Teaching Team

### NEXT STEPS

### EVALUATION

(How will this be reported to GB?)

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

### TARGET:

2. Provide a challenging curriculum, with high quality teaching, expectations and appropriate feedback.

### OUTCOMES:

2.1. Improve the level of demand routinely expected of pupils of all abilities by staff throughout the school.
2.2. Develop moderation and standardisation exercises and activities to build up MPS “standards” of pupil achievement at end of each year group.
2.3. Ensure assessment information is used by all teachers to develop their understanding of what pupils already know and can do.
2.4. Embed the consistency of teaching expectations particularly in light of new and inexperienced staff.

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</table>
| 2.1. Increase the level of demand routinely expected of pupils of all abilities by staff throughout the school. | • Monitoring of provision to continually focus on level of demand and challenge demonstrated within teaching, learning and assessment  
• Monitoring of planning scrutinised against MPS revised curriculum map, ensuring challenge, clear differentiation and curriculum entitlement  
• HSIP led ‘challenge’ CPD focusing on questioning, blooms taxonomy and higher order thinking skills | All children’s needs are met. All staff have high expectations, are confident and ensure all children achieve to their full.  
Half termly phonics tracking data analysis  
Termly standards and achievement analysis reports  
Planning and Book scrutiny evaluations  
CPD Impact evaluations  
Subject / Aspect Impact Evaluation  
SIP Visit Reports | Costs of HSIP led whole staff CPD / HSIP SLA  
Costs of curriculum development focussed work | October 2017 and ongoing  
October 2017 and ongoing  
December 2017 and ongoing | Headteacher  
Curriculum and Standards Leader (DHT)  
SENDco  
INco  
Phase Leaders  
Core Subject Leaders  
Foundation Subject Leaders |  

### EVALUATION

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

- Termly standards and achievement report (including closing the gaps analysis)
- Provision mapping and impact report
- EYFS Phase action planning / Impact Evaluation
- KS1 Phase action planning / Impact Evaluation
- KS2 Phase action planning / Impact Evaluation
- English action planning / Impact Evaluation
- Maths action planning / Impact Evaluation
- Science action planning / Impact Evaluation
- Foundation Subject action planning / Impact Evaluation
- Governors’ Link Visit Reports
- Impact of CPD records
- SIP Visit - Termly Reports
- Subject Leader Portfolios
## 2.2. Develop moderation and standardisation exercises and activities to build up MPS “standards” of pupil achievement at end of each year group.

- Submission of the writing and mathematics learning journeys of children assessed at expected standard to be embedded within the assessment cycle.
- Learning journeys to be used to support moderation and standardisation.
- Exemplary learning journeys and standardised samples used as a model of provision; effective differentiation, high-quality feedback and progression at MPS.

### Success Criteria

- All staff have high expectations, are confident and ensure all children make good and better progress and achieve to their full.

### Monitoring

- Termly standards and achievement analysis reports
- Planning and Book scrutiny evaluations
- CPD Impact evaluations
- Subject / Aspect Impact Evaluation
- SIP Visit Reports

### Resources

- Induction CPD
- Whole school HSIP led challenge CPD / HSIP SLA
- Half Termly moderation
- Cluster School moderation
- Cross-borough moderation

### Timescale

- December 2017 and ongoing

### Leadership

- Standards and Curriculum Lead (DHT)
- SENDco
- INco
- Phase Leaders
- English Subject Leader
- Maths Subject Leader
- Science Subject Leader

### Next Steps

- December 2017 and ongoing

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### EVALUATION

(How will this be reported to GB?)

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

2.3. Assessment information is used by all teachers to develop their understanding of what pupils already know and can do.

- Continue to develop the planning template introduced during 2016-2017 to ensure consistency in planning, teaching, learning and assessment in unison to build on children’s prior knowledge and understanding.
- Monitor and evaluate assessments drawn from pupil completion of ‘cold tasks’ and how this informs subsequent teaching and learning.
- Standards and achievement to inform phase leaders action planning with colleagues.
- Develop additional support provisions introduced during 2016-2017 to target Inference skills.

### SUCCESS CRITERIA

- 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.

### MONITORING

- Termly standards and achievement analysis reports
- Planning and Book scrutiny evaluations
- CPD Impact evaluations
- Subject / Aspect Impact Evaluation
- SIP Visit Reports

### RESOURCES

- Induction CPD
- Whole school HSIP led challenge CPD
- Half Termly moderation
- Cluster School moderation
- Cross-borough moderation focussing initially on EYFS, Year 2 and Year 6 (whole school to take place during the spring term)

### TIMESCALE

- October 2017 and ongoing
- December 2017 and ongoing
- September 2017 and going
- December 2017 and ongoing

### LEADERSHIP

- Standards and Achievement Lead (DHT)
- SENDco
- INco
- Phase Leaders
- All Subject Leaders
- Teachers

### NEXT STEPS

### EVALUATION

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

- Termly standards and achievement report (including closing the gaps analysis)
- Provision mapping and impact report
- Curriculum Content and Design Policy Developments
- EYFS Phase action planning / Impact Evaluation
- KS1 Phase action planning / Impact Evaluation
- KS2 Phase action planning / Impact Evaluation
- English action planning / Impact Evaluation
- Maths action planning / Impact Evaluation
- Science action planning / Impact Evaluation
- Governors’ Link Visit Reports
- Impact of CPD records
- SIP Visit - Termly Reports
- Subject Leader Portfolios
## 2.4. Embed the consistency of teaching expectations particularly in light of new and inexperienced staff.

- Introduction of establishment checklist
- Introduction of ‘buddy’ system to support newly appointed teachers to MPS
- Continue to implement ‘My Teacher Record’ linked to appraisal system
- Phase Leaders to ensure regular monitoring and evaluation of provision across the phase
- Introduction of fortnightly SMT/SLT meetings to focus on consistency of teaching, learning and assessment
- Reinforce curriculum content and design policy ensuring monitoring and evaluation focuses on progression, breadth of study, developing core skills across the curriculum and challenging learners

### Success Criteria
Teaching, learning and assessment at Marlborough Primary School is consistently good or better

### Monitoring
- Whole school monitoring and evaluation schedule
- Subject Leader monitoring and evaluation schedule
- Phase Leader checklist
- Appraisal schedule and evaluation record
- Teacher Record evaluation of completion and next steps

### Resources
- Staff Handbook 2017-2018
- Establishment checklist
- Buddy System
- My Teacher Record
- NQT Induction Schedule
- Curriculum Content and Design Policy
- Teaching, Learning and Assessment Policy
- Handwriting and Presentation Policy
- Middle Management Training (12 members of staff to attend half termly middle management CPD x 6 days)
- Termly CPD Schedule

### Timescale
20th December 2017 and ongoing

### Leadership
Headteacher Assessment and Standards Leader (DHT)
Phase Leaders
Subject Leaders
All Teaching Staff

### Evaluation
(How will this be reported to GB?)
- Termly standards and achievement report (including closing the gaps analysis)
- Provision mapping and impact report
- EYFS Phase action planning / Impact Evaluation
- KS1 Phase action planning / Impact Evaluation
- KS2 Phase action planning / Impact Evaluation
- Governors’ Link Visit Reports
- Subject Leader action planning / Impact Evaluation
- SIP Visit - Termly Reports
- FGB Minutes
**PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**

### TARGET:
3. To ensure a safe and happy learning and working environment

### OUTCOMES:
1. Work towards achievement of Sports Mark Gold, Silver Healthy Schools Mark, Primary Quality Science Mark accreditations and continue the journey to Level 2 RRSA Accreditation.
2. Continue to reinforce the attendance and punctuality reward and incentive scheme introduced in 2016.
3. To develop the outdoor environment so that it is safe, purposeful and enriches learning and teaching.
4. Continue to develop roles of responsibility.

### ACTION POINTS

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

### ACTION POINTS

- Continue to reinforce the attendance and punctuality reward and incentive scheme introduced in 2016.

#### SUCCESS CRITERIA

- 96% club to be developed to a 97% club
- All new starters to receive attendance practice, procedure and policy training
- EYFS to be included in all weekly and termly attendance incentives
- Weekly attendance data to be shared via text/email and published in the school newsletter
- Office admin team to receive CME CPD
- Attendance and Welfare Officer to use 2016-2017 attendance analysis data to raise rates of attendance for specific groups
- FGB to explore strategies to heighten punctuality

Marlborough continues to expect and reinforce high rates of attendance and punctuality (96.5%)

The school is clear as to specific groups where attendance falls below the school’s high expectations and takes clear and immediate actions to rectify this.

#### MONITORING

- Weekly attendance tracking
- Half termly attendance analysis reports
- Termly 97% club data analysis and parent/pupil voice
- Impact of CPD records

#### RESOURCES

- Costs of CPD required
- Costs of weekly/termly incentive schemes

#### TIMESCALE

- December 2017 and ongoing
- September 2017 and ongoing
- September 2017 and ongoing
- December 2017 and ongoing
- December 2017 and ongoing
- October 2017 and ongoing

#### LEADERSHIP

- DHT Admissions, Attendance and Welfare Officer
- SENDco
- Phase Leaders
- Class Teachers
- Additional Support Staff

#### NEXT STEPS

<table>
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**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
- KS2 Phase action planning / Impact Evaluation
- Termly Attendance and Punctuality reports
- Governor’s Link Visit Reports
- Impact of CPD records
- SIP Visit - Termly Reports
- FGB Minutes
### ACTION POINTS

#### 3.3. To develop the outdoor environment so that it is safe, purposeful and enriches learning and teaching

- Redesign garden into a usable outdoor learning environment which enriches and extends learning across the curriculum with a particular emphasis on science
- Replacement of fencing required to rear of main playground
- Investment in canopies to EYFS area to enable all weather purposeful learning and play
- Development of EYFS outdoor areas to ensure purposeful learning and outdoor play
- Cost of raising perimeter fencing to the front of school

#### SUCCESS CRITERIA

- The school perimeter is redeveloped to ensure safety and site security.
- Outdoor areas are developed into safe and purposeful areas which support and enrich children’s wellbeing, learning and curriculum experience beyond the classroom.

#### MONITORING

- Termly Going for Green behaviour monitoring
- Science planning and book scrutinies
- EYFS planning and scrutiny of pupil outcomes
- Pupil voice analysis
- HSIP SMSC audit report

#### RESOURCES

- Costs of developing outdoor areas (£100,000)
- Phase 1 – Garden
- Phase 2 – EYFS outdoor areas
- Cost of purchasing canopies
- Cost of re-fencing to main playground
- Cost of securing front of school perimeter fencing

#### TIMESCALE

- December 2017
- October 2017
- March 2018
- July 2018
- July 2018

#### LEADERSHIP

- Headteacher
- SBM
- Site Manager
- Assistant Site Manager
- EYFS Phase Leader
- Science Subject Leader
- PHSCE Subject Leader
- SENDco
- INco

#### NEXT STEPS

- Termly standards and achievement report (including closing the gaps analysis)
- Provision mapping and impact report
- Parent and Carer Voice / Pupil Voice Evaluations
- EYFS Phase action planning / Impact Evaluation
- KS1 Phase action planning / Impact Evaluation
- KS2 Phase action planning / Impact Evaluation
- Science and PHSCE action planning / Impact Evaluation
- Governor’s Link Visit Reports
- SIP Visit - Termly Reports
- FGB Minutes

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**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 Voice / Pupil Voice Evaluations
- EYFS Phase action planning / Impact Evaluation
- KS1 Phase action planning / Impact Evaluation
- KS2 Phase action planning / Impact Evaluation
- Science and PHSCE action planning / Impact Evaluation
- Governor’s Link Visit Reports
- SIP Visit - Termly Reports
- FGB Minutes
### ACTION POINTS

3.4. Continue to develop roles of responsibility.

- Relevant Subject Leaders to work to develop roles of responsibility identified within action plans e.g. School Councillors, RRSA Ambassadors, Junior Librarians, Digital Leaders, Tuck Shop Directors, GAG Shop Assistants, Peer Mentors, J2As, Playground Leaders, Eco Squad.

#### SUCCESS CRITERIA

- Roles of responsibility are effectively contributing to the development, life and high standards and expectation of Marlborough Primary School.

#### MONITORING

- Subject / Aspect Action Planning and termly Impact Evaluations
- Pupil Voice Evaluations
- Subject Leader Portfolios
- SMSC Audit Evaluation

#### RESOURCES

- Cost of school council training
- Cost of peer mentor training
- Cost of sports leader training
- Costs of Tuck Shop training

#### TIMESCALE

- December 2017 and ongoing

#### LEADERSHIP

- Curriculum Leader (DHT)
- Phase Leaders
- English Subject Leader
- History Subject Leader
- Computing Subject Leader
- PHSCE Subject Leader
- Sports Subject Leader
- INco

#### NEXT STEPS

- Agenda and minutes of meetings with pupils fulfilling each role to be monitored regularly to ensure development of roles of responsibility with clear targets and purpose.
- Introduction of Year 6 Prefects and Head Boy / Girl with clear roles and responsibilities.

### EVALUATION

(How will this be reported to GB?)

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

**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 should utilise this knowledge to keep the school improving, by focusing on the impact of actions in key areas.

**OUTCOMES:**
1. Governors ensure all types of monitoring are focused and planned, ensuring that results of evaluations inform future decisions and plans.
2. Assessment information is used by all teachers to develop their understanding of what pupils already know and can do.
3. Build capacity at all levels of leadership.

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<tr>
<td>4.1. Governors ensure all types of monitoring are focused and planned, ensuring that results of evaluations inform future decisions and plans.</td>
<td>Governors and leaders constantly focus on achievement and not just on procedural matters. Clear strategic direction and challenge supports and drives school developments</td>
<td>FGB Minutes</td>
<td>Cost of Governance Review</td>
<td>December 2017 and ongoing</td>
<td>Chair of Governors</td>
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<td>Governors’ Link Visit Reports</td>
<td>Cost of FGB training</td>
<td>September 2017</td>
<td>Headteacher</td>
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<td>Governors’ Day Schedule</td>
<td>Cost of releasing teachers during Governors’ Days / Link Visits scheduled</td>
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<td>Clerk of Governors</td>
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**EVALUATION**
(How will this be reported to GB?)
- Review of Governance
- Governing Body Action Plan
- SDP Impact Evaluation
- SIP Visit - Termly Reports
- HSIP Audit Evaluations
### ACTION POINTS

#### 4.2. Assessment information is used by all Leaders to ensure effective school improvement, provision and high achievement of all.

- Termly tracking sheets are shared with all class teachers and teaching support staff.
- Target setting meetings to take place in September 2017.
- Termly progress meetings to identify barriers and next steps for all teachers to ensure all children make good and better progress.
- Half termly pupil progress reviews for any learners not making the expected progress towards achievement of targets.
- Continue to develop elicitation tasks to inform subsequent learning and teaching.
- Structured approach to sharing knowledge, best practice, moderating within teams and monitoring outcomes within weekly Phase meetings and fortnightly SMT meetings.
- SENDco and Inco to ensure robust data analysis and share standards and achievement of specific groups e.g. SEN, PPG, most able, to inform next steps.
- ASP training for all newly appointed and existing senior and middle leaders.
- Regular review of standards and achievement to inform phase and class action planning.
- Ensure learning and teaching from additional provision e.g. BR@P and 1st Class @ Number 1 is shared with practitioners with clear focus to support the acceleration of progress on children’s return to class.

#### SUCCESS CRITERIA

The use of summative and formative assessment is rigorous and robust.

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.

### MONITORING

- Standards and achievement analysis reports
- Target setting meetings
- Pupil progress meetings
- Phase Meetings
- SMT Meetings
- Moderation meetings
- Planning / Book scrutinies

### RESOURCES

- EoY Standards and Achievement Report
- Class / Cohort Tracking Sheets
- CPD termly schedule
- Assessment Cycle 2017-2018
- Phase Meeting Schedule
- SMT Meeting Schedule

### TIMESCALE

- September 2017 and ongoing
- September 2017
- January 2018 and ongoing
- October 2017 and ongoing
- December 2017 and ongoing
- December 2017 and ongoing
- December 2017 and ongoing
- December 2017 and ongoing

### LEADERSHIP

- Assessment and Standards Lead (DHT)
- Phase Leaders
- SENDco
- Inco
- Subject Leaders
- Teachers
- Teaching Support Staff

### NEXT STEPS

#### EVALUATION

(How will this be reported to GB?)

- Termly standards and achievement report (including closing the gaps analysis)
- Target Setting Report
- Provision mapping and impact report
- EYFS Phase action planning / Impact Evaluation
- KS1 Phase action planning / Impact Evaluation
- KS2 Phase action planning / Impact Evaluation
- Subject action planning / Impact Evaluation
- Governor’s Link Visit Reports
- SIP Visit - Termly Reports
<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>4.3. Build capacity at all levels of leadership</td>
<td>Leaders at all levels are focused on consistently improving outcomes for children. Leaders have an accurate view of the school’s strengths and areas for development and work together to bring about improvements.</td>
<td>Standards and achievement analysis reports</td>
<td>Governors’ Meeting Schedule</td>
<td>September 2017</td>
<td>Chair of Governors</td>
<td>Headteacher</td>
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<td></td>
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<td>Target setting meetings</td>
<td>Monitoring and Evaluation Schedule</td>
<td>October 2017</td>
<td>DHT</td>
<td>SLT</td>
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<td></td>
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<td>Pupil progress meetings</td>
<td>Phase Leader Checklist</td>
<td>October 2017 and ongoing</td>
<td>SMT</td>
<td>FGB</td>
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<td></td>
<td></td>
<td>Phase Meetings</td>
<td>Termly CPD Schedule</td>
<td>October 2017 and ongoing</td>
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<td>SMT Meetings</td>
<td>Cost of HSIP SLA</td>
<td>March 2017</td>
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<td>Moderation meetings</td>
<td>Differentiated Appraisal Targets and Evaluative Overview</td>
<td>Ongoing</td>
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<td>Planning / Book scrutinies</td>
<td>Cost of external CPD as required</td>
<td>Ongoing</td>
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<td></td>
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<td>Impact of CPD records</td>
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<td>December 2017 and ongoing</td>
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EVALUATION
(How will this be reported to GB?)

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

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

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

### ACTION POINTS

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>• Educational, trips and visits clearly mapped out to ensure a wider and more enriching curriculum experience across all disciplines</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>HSIP SLA</td>
<td>September 2017 and ongoing</td>
<td>EYFS Phase Leader Assessment, Standards and Achievement, Curriculum Lead (DHT)</td>
<td>EYFS Teaching Team</td>
</tr>
<tr>
<td>• EAL and inclusion HLTA to accompany EYFS staff on home visits</td>
<td>Early identification of language needs.</td>
<td>Closing the Gaps</td>
<td>Costs of LA EYFS consultation and support</td>
<td>September 2017 and ongoing</td>
<td>SENDco</td>
<td>INco Subject Leaders</td>
</tr>
<tr>
<td>• EAL and inclusion HLTA to attend parents information meetings with EYFS lead to inform parents of support available</td>
<td>Parents and Carers have access to appropriate support for their language needs.</td>
<td>Target setting meetings and Report</td>
<td></td>
<td>September 2017 and ongoing</td>
<td></td>
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</tr>
<tr>
<td>• EYFS lead &amp; EAL and inclusion HLTA to contact Family learning to organise parent and child learning courses.</td>
<td>Children with EAL make rapid progress from their starting points</td>
<td>Phonics Tracking Analysis</td>
<td></td>
<td>September 2017 and ongoing</td>
<td></td>
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<tr>
<td>• Planning to include input from EAL and inclusion HLTA and INco</td>
<td>Boys make rapid progress from their starting points</td>
<td>Pupil progress meetings</td>
<td></td>
<td>September 2017 and ongoing</td>
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<tr>
<td>• Tracking of EAL children in consultation with EAL and inclusion HLTA and INco</td>
<td></td>
<td>Phase / SMT Meetings</td>
<td></td>
<td>September 2017 and ongoing</td>
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<td>• Planning demonstrates effective scaffolding to support EAL learners</td>
<td></td>
<td>Planning / Book scrutinies</td>
<td></td>
<td>December 2017 and ongoing</td>
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<tr>
<td>• EYFS lead &amp; EAL and inclusion HLTA to lead early years advisor to develop termly planning to include</td>
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<td>Impact of CPD records</td>
<td></td>
<td>December 2017 and ongoing</td>
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<tr>
<td>enhanced learning opportunities</td>
<td></td>
<td>Parent and Carer Workshop Evaluations</td>
<td></td>
<td>December 2017 and ongoing</td>
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<tr>
<td>• Contact local community and religious groups to arrange opportunities for visits and trips</td>
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<td></td>
<td>December 2017 and ongoing</td>
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<tr>
<td>• EYFS lead and Nursery teacher to plan joint learning opportunities between nursery and reception classes.</td>
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<td>December 2017 and ongoing</td>
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<tr>
<td>• Parents regularly invited to ‘open-door’ learning experiences / workshops</td>
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### EVALUATION
(How will this be reported to GB?)

- Termly standards and achievement report (including closing the gaps analysis)
- Phase action planning / Impact Evaluation, Subject action planning / Impact Evaluation, SL Portfolios
- Governor’s Link Visit Reports
- SIP Visit - Termly Reports
- Headteacher Termly Reports
### Action Points

<table>
<thead>
<tr>
<th><strong>5.2. To strengthen work with external colleagues and providers and the wider community</strong></th>
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</thead>
<tbody>
<tr>
<td>• EYFS Phase Leader to ensure regular attendance at EYFS network meetings to develop partnerships, share practice and develop knowledge to widen community networks</td>
</tr>
<tr>
<td>• The DHT and EYFS Phase Leader ensure the assessments from previous establishments of learning (Nurseries) is used as a baseline for measuring progress in the EYFS</td>
</tr>
<tr>
<td>• EYFS Phase Leader to draw from the expertise and advise of LA EYFS Consultant to develop termly planning to include enhanced learning opportunities</td>
</tr>
<tr>
<td>• Contact local community and religious groups to arrange opportunities for visits and trips</td>
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<tr>
<td>• Liaison with the SLs to enrich and extend learning activities and experiences both within and beyond the school</td>
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<tr>
<td>• Phase Leader to ensure that all whole school initiatives are implemented and embedded within the EYFS e.g. attendance incentives, RRSA, learning dispositions, guided reading, library and home-learning practice</td>
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<table>
<thead>
<tr>
<th><strong>Success Criteria</strong></th>
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<tbody>
<tr>
<td>EYFS pupils experience a broader curriculum and learning experience as a result of the school’s partnership with external partners and the wider community.</td>
</tr>
<tr>
<td>EYFS pupils experience at least one curriculum enrichment trip / visit each half term to further aid their knowledge, understanding and skills across the curriculum.</td>
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<tr>
<td>EYFS pupils develop their knowledge, skills and understanding by greater exploration of their local community. This leads to accelerated progress in language development and learning.</td>
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<table>
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<tr>
<td>Whole School Trips and Visits annual overview</td>
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<td>Planning and Learning journey scrutiny evaluations</td>
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<td>EYFS impact evaluations</td>
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<td>Impact of CPD records</td>
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<td>Parent / Pupil Voice evaluations</td>
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<tr>
<td>HSIP SLA</td>
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<tr>
<td>Costs of LA EYFS consultation and support</td>
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<tr>
<td>Costs of visits, trips and educational workshops as appropriate</td>
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<tr>
<th><strong>Timescale</strong></th>
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<td>September 2017 and ongoing</td>
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<thead>
<tr>
<th><strong>Leadership</strong></th>
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<td>EYFS Phase Leader Assessment, Standards and Achievement, Curriculum Lead (DHT)</td>
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<td>SENDco</td>
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<td>Subject Leaders</td>
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### Evaluation

(How will this be reported to GB?)

- Termly standards and achievement report (including closing the gaps analysis), Target Setting Report
- Provision mapping and impact report
- Phase action planning / Impact Evaluation, Subject action planning / Impact Evaluation
- Governor’s Link Visit Reports
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- Headteacher Termly Reports
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<tr>
<td>5.3. To further develop partnerships with parents and carers</td>
<td>• EAL and Inclusion HLTA to be included in home visits to identify parental language and learning support needs</td>
<td>Parents and Carers are engaged in the children’s learning and maximise their involvement in children’s achievement and progress.</td>
<td>Standards and achievement analysis reports</td>
<td>September 2017 and ongoing</td>
<td>EYFS Phase Leader Assessment, Standards and Achievement, Curriculum Lead (DHT) EYFS Teaching Team SENDco INco</td>
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<td></td>
<td>• Explore parental expertise to maximise opportunities for parental involvement in curriculum experiences.</td>
<td>Parents experience a wide range of learning with their child.</td>
<td>Closing the Gaps Termly Reports</td>
<td>October 2017 and ongoing</td>
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<td></td>
<td>• EYFS Phase Leader to work in collaboration with core subject leaders to lead on parental information workshops and meetings e.g. Developing phonics skills in the EYFS</td>
<td>Parental engagement is heightened. They are encouraged to actively contribute to children’s learning journeys.</td>
<td>Target setting meetings and Report</td>
<td>September 2017 and ongoing</td>
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<td></td>
<td>• Promote high and regular attendance of ‘open-house’ termly opportunities for curriculum learning experience workshop for parents to see learning in action</td>
<td></td>
<td>Phonics Tracking Analysis</td>
<td>December 2017 and ongoing</td>
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<td></td>
<td>• Develop the use of digital learning journals amongst all EYFS teaching and learning staff</td>
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<td>Whole School Trips and Visits annual overview</td>
<td>December 2017 and ongoing</td>
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<td>Costs of digital learning journey licence / subscription</td>
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**EVALUATION**  
*(How will this be reported to GB?)*

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