



Marlborough Primary School & Nursery School Improvement Plan Summary 2016-19

Priorities		Main Points of Action for Staff & Governors	Impact/Outcomes
1.	<p>Leadership & Management</p> <p><i>To ensure that strong leadership at all levels leads to exemplary practice among staff and rapid progress for all learners.</i></p>	<p>To increase the effectiveness of School Leaders in terms of managing change and securing improvements:</p> <ul style="list-style-type: none"> Implementing a revised model school leadership ensuring clarity in terms of responsibility and accountability Ensuring that robust procedures for safeguarding children provide an example of best practice Establishing and communicating clear and shared vision for improvement which is reflected in the school's plans and policies Producing clear expectations for all curriculum leaders Providing ongoing CPD opportunities as appropriate including 'Reflective Practice' Reviewing and revising the curriculum to further embed the New National Curriculum 2014 and associated assessment processes and implement a coherent process with a view to aligning provision with Cavendish Primary School Extending networks and partnerships with other schools to share best practice Further developing the Governors' role in terms of being a 'critical friend' Improving the quality of the internal and external learning environment 	<p>Self & Independent Evaluation (e.g. Ofsted, Peer challenge Partners) to find:</p> <ul style="list-style-type: none"> The Effectiveness of Leadership & Management to be 'Outstanding' The Quality of Teaching, Learning and Assessment to be 'Outstanding' Personal Development, Behaviour and Welfare to be 'Outstanding' Outcomes for Pupils to be 'Outstanding' <p>Monitoring & evaluation to find:</p> <ul style="list-style-type: none"> 100% and 50% of teachers judged as good and outstanding over time respectively accordingly by the end of Summer Term 2018 (Excluding NQTs who should be at least embedding good) No examples of inadequate teaching over time All teachers meeting career stage expectations and at least 20% exceeding them All teachers facilitating rapid and sustained progress among learners as a result of good subject knowledge across the curriculum All teachers meeting the needs of the pupils as a result of having an accurate knowledge of their next steps in learning arising from the implementation of rigorous assessment strategies including a clear understanding of how these outcomes compare to national expectations and national averages <p>Monitoring & evaluation to find all learners:</p> <ul style="list-style-type: none"> With a clear understanding of the learning objectives and related success criteria Responding appropriately to a range of challenging questions which reflect consideration of Bloom's Taxonomy With high levels of motivation and actively engaged in differentiated interactive and appropriately challenging learning experiences Generating, expressing and exploring their own questions and ideas Taking pride in their learning and responding positively to praise and encouragement Learning rapidly and sustaining concentration Applying learning and creative thinking skills to a range of meaningful, cross-curricular and practical situations Drawing on prior knowledge, understanding/experiences to support their learning Demonstrating an ability to make positive choices based on clear reasoning Learning equally well in differing groups Reflecting on and learning from decisions which may have led to less successful outcomes Achieving positive outcomes as a direct result of engaging in regular kinaesthetic learning experiences Receiving effective support from teaching assistants and other adult helpers Responding positively to praise and encouragement Evaluating their own progress against learning objectives and success criteria Striving to meet their individual learning targets With a clear understanding of ways in which they can keep themselves and others safe
2.	<p>Quality of Teaching, Learning & Assessment</p> <p><i>To ensure that teachers' depth of knowledge and understanding leads to a greater proportion of outstanding teaching across the curriculum.</i></p>	<p>Ensure high quality teaching and learning across the curriculum leads to improved outcomes for learners by:</p> <ul style="list-style-type: none"> Reaffirming a shared pedagogy and understanding of high quality teaching and learning among all teachers Providing ongoing CPD opportunities for teaching staff to extend their own subject knowledge and pedagogy with a focus on Science, Computing, PE & RE Further developing planning in order to take account of the changing needs of the learners and the need to deepen their understanding Embedding the use of high order to questioning Conducting fair and rigorous appraisal processes for all teachers Raising our expectations of all pupils with a particular focus on those in receipt of the Pupil Premium Grant <p>Improve the quality of writing throughout the school through:</p> <ul style="list-style-type: none"> Delivering more focussed and systematic teaching of writing delivered through meaningful cross-curricular links Raising our expectations for boys in writing by extending the use of drama and topic themes as a stimulus Raising our expectation of all pupils with a particular focus on growing a greater proportion of higher attaining learners <p>Develop and implement increasingly effective AFL strategies through:</p> <ul style="list-style-type: none"> Implementing and embedding rigorous and increasingly accurate assessment procedures and moderation procedures Conducting regular and thorough pupil progress meetings 	
3.	<p>Personal Development Behaviour & Well-Being</p> <p><i>To ensure that positive learning characteristics among pupils leads to higher rates of attendance and excellent behaviour.</i></p>	<p>Ensure that all pupils are safe and secure and fully aware of how to keep themselves and others safe through:</p> <ul style="list-style-type: none"> Delivery of Safeguarding, Child Protection & 'Prevent' training to all staff and governors Raising pupil and parental awareness through PSICHE, Assemblies, Meetings and Communications e.g. website Completing specific lessons, staff training and associated parent/carer workshops on the issue of e-safety <p>Improve learning behaviours through:</p> <ul style="list-style-type: none"> Further promoting positive learning characteristics including the notion of a 'growth mind-set' Ensuring that high quality teaching helps to minimise instances of low level disruption among the learners Providing appropriate support & guidance to ensure the emotional & mental well-being of vulnerable pupils <p>Improve rates of attendance and punctuality</p> <ul style="list-style-type: none"> Promoting the importance of attendance and punctuality among pupils and parent/carers Implementing rigorous monitoring and evaluation of attendance and punctuality and offering incentives and setting targets where appropriate Targeting persistent non-attendance through more rigorous engagement with parents/carers 	
4.	<p>Outcomes for Pupils</p> <p><i>To accelerate progress and raise standards with a particular focus on writing and disadvantaged learners.</i></p>	<p>Ensure that achievement gaps for disadvantaged learners are closed by:</p> <ul style="list-style-type: none"> Identifying potential, raising expectations and implementing targeted interventions for pupils in receipt of pupil premium Encouraging contribution of parents/carers by improving the quality of information about pupils' progress and supporting ideas for extending learning at home <p>Improve rates of progress and standards of attainment by:</p> <ul style="list-style-type: none"> Further developing the use of tracking data systems and pupil progress meetings to identify and address underachievement Raising the level of challenge and teacher expectations in writing with a view to increasing the proportion of learners meeting and exceeding the age related expectations in EYFS, KS1 & KS2 Ensuring a specific focus on rates of progress in specified subject areas e.g. Science, PE and Computing 	