



**MARLBOROUGH
PRIMARY SCHOOL**

FOR **EVERY** CHILD'S BRIGHT FUTURE



WELCOME TO MARLBOROUGH PRIMARY SCHOOL

FOREWORD: MRS ROBINSON JONES, ACTING HEADTEACHER, SAYS...

It is with great pride that we welcome you to our wonderful school.

A warm and welcoming environment

Marlborough is a vibrant school with a warm, welcoming, safe and fun environment where all children are supported and encouraged to excel. We take pride in developing the best possible standards of learning, teaching and assessment by holding the highest expectation and knowing our children well.

Focusing on mental health and wellbeing

We believe that a happy child is a successful one, therefore emotional wellbeing and mental health is at the heart of our aspirations. Our school is united by everyone's dedication to maximising pupils' personal development and wellbeing.

All of our staff understand that emotional health is closely linked to mental health and that, as a school, we can encourage positive development of mental health in childhood. Consequently, this is embedded across the curriculum to allow us to develop healthy and happy children who are ready to take on the challenges they may face in school and beyond.

Wide-ranging curriculum

At Marlborough, we challenge all children to strive for academic, creative, sporting and personal accomplishment within a wide-ranging, engaging, relational and enriched curriculum.

Our children are given time to explore subjects and develop deep understanding. We encourage children to take ownership of and responsibility for their learning, so they have the confidence and curiosity to ask questions, solve problems and reflect and respond to high quality written and verbal developmental feedback. Children are praised for their ability to collaborate, their perseverance and self-belief and positive attitudes towards their learning.

Celebrating a diverse community

We pride ourselves on being an inclusive school where everyone can achieve success and develop their skills of independence, whatever their background. We promote an ethos of respect and empathy, where diversity is valued and celebrated – both within school and the wider world.

We want pupils to celebrate and embrace our diverse community, which we do through a balanced curriculum, school trips and whole school events, preparing them to become good citizens of the world.

Dedicated staff

High-quality teaching is a key priority at Marlborough, and the relationship between staff and children underpins inspirational, supportive and effective teaching, learning and assessment. I am exceptionally proud of our dedicated, passionate, and approachable staff, who are actively involved in identifying pupils' support and professional development needs. We ensure that there is a wide range of quality continued professional development available, and that staff can learn from each other and share good practices.

Parent partnership

Another very important part of our school is you, the parent! As you will see, by reading the many parent and pupil stories within this prospectus, you and your child are very important to us. We champion the link between school and parent and work very hard to involve you in every step of your child's time here...and increase your child's enjoyment of learning

School values

At Marlborough, we value equality, respect, honesty, teamwork, and determination, and these have been determined in partnership with our children, staff and families.

Get in touch

I hope that our prospectus gives you an insight and understanding of what we aim to achieve at our school. If you wish to hear more about what we can offer your child, please contact us for more information or an appointment to meet me. We welcome visits and love to show our school 'in action'. Call us on 020 8427 3087 or email office@marlborough.harrow.sch.uk.



AS A FATHER OF FOUR, HAMID HAS HIS HANDS FULL, BUT MARLBOROUGH GIVES HIS FAMILY STABILITY.

Hamid lives in Harrow and has three sons that currently attend the school: Mohammed Ali, Year 2; Abbas, Year 3; and Mohsin, Year 6.

STABILITY AND SUPPORT

Being a single parent working full-time, Hamid appreciates all the support that Marlborough has given him, especially throughout the COVID pandemic. "I can't thank the school enough for the stability and support I've received", he says. "When lockdown happened, I volunteered with the NHS to deliver medication to elderly people around the area. I explained the situation to the school, who made arrangements to continue teaching my children."

Hamid's oldest son, Mohsin, needed additional support to ensure he was brought up to the right educational level, which the school succeeded in doing. "Mohsin was at a Year 2 level when he should have been Year 4, and I'm really pleased to say that he's recently reached this, and the school have been a huge help", explains Hamid.

A CURRICULUM THAT SUITS ALL

Hamid's children all have different interests which are well-catered for through Marlborough's varied curriculum and activity offering. "Abbas is really into sport, and he loves football and physical activity, which isn't surprising given I'm a personal trainer. He finds that learning through play is very effective for him, and there's plenty of that at Marlborough. Mohsin, on the other hand, loves Maths and English, and he's also had great fun discovering the planets and the universe recently during the school's recent 'space' theme. My youngest, Mohammed Ali, simply loves to help others. He likes to educate his brothers and takes advantage of every learning opportunity he's offered", says Hamid.

STRONG PARENT-TEACHER RELATIONSHIP

One thing that particularly stands out to Hamid is the strong relationship between parents and teachers at the school. "My oldest son was having some behavioural issues, but they invested the proper time and resources, and we worked together to overcome this problem", he explains. "They recognise that each child has their own unique way of learning and dealing with things, and they'll use this to approach each situation on an individual basis."

Hamid also appreciates the school's eagerness to involve parents in all its activities. "They'll get you involved in any way possible, and they want you to engage with everything they do. If you've missed an email, for example, they take the time to explain it to you in detail over the phone", he adds.

SENSE OF COMMUNITY

The school offers great flexibility for Hamid, which he appreciates given his busy work schedule. "They have a breakfast club and after-school club that has been incredibly useful to me", he explains. He also values the strong sense of community at Marlborough, along with its diverseness. "There are a lot of Arabic parents around here, and English isn't always their first language. I'm very happy to translate for them, and we've built up our own network as a result. The teachers will come to me if they need help with communicating, and I enjoy being able to play my part", he says.

Mohammed Ali says: "I love playing with all my friends and the toys in school. My teachers say I am a chatterbox and I like to make my teachers and friends laugh."

Abbas says: "I love playing football and love the challenge that the teachers give me so I can get rewards and play Uno or 4 In a Row."

Mohsin says: "I love learning and playing at the same time so I can remember in detail the work my teacher gives me."



SCHOOL DAY: SETTLING IN

The school gates are opened between 8.40am and 8:50am for a soft start. Children start at 8.50am and registers close at 9am. Gates open at 3.15pm and 3.30pm for children to be collected.

WRAPAROUND CLUBS

Breakfast Club

We offer a daily Breakfast Club in school from 7.30am – 8.40am. Children enjoy a welcoming and calm start to the day, preparing them for a day of success.

After School Club

We run our own After School Club which starts at 3.30 pm and ends at 6pm. A range of games and activities are laid out for the children, and they are encouraged to participate in both outdoor and indoor activities.

UNIFORM

Uniform should consist of grey or black trousers/shorts/ skirts, white or red polo t-shirt and blue sweatshirts. Red and white checked dresses and playsuits can be worn in the summer. Black school shoes or plain black trainers without coloured logos may also be worn.

Children no longer need to wear school-branded uniforms featuring the Marlborough logo but uniform should be the colours specified.

Where to buy

Non branded uniform can be purchased from all major supermarkets or clothes stores. Uniform with the school logo can be bought from: Teeny Wear, 325 High Road, Harrow Weald, HA3 5EQ. Telephone: 020 8863 3892



SCHOOL MEALS AND SNACKS

The lunch hour at Marlborough is a time for children to come together whether eating a healthy school meal or packed lunch. School meals are cooked fresh daily on site in our state-of-the-art kitchen. All school meals meet the Government standards and are nutritionally evaluated to ensure children are provided with a balanced diet.

Free school meals

Every child in Foundation Stage, Year 1 and Year 2 is entitled to a Free School Meal. Children in Year 3 and above can qualify for free school meals if their family receive certain income-related benefits.

Break-time and milk

Children in Foundation Stage and Key Stage 1 receive free fruit daily. Children in Key Stage 2 are welcome to bring fruit to eat at break time. All children in Foundation Stage receive free milk daily.



THANKS TO MARLBOROUGH'S SUPPORT, JING'S SONS SETTLED BACK INTO UK SCHOOL LIFE AFTER TWO YEARS IN JAPAN.

Jing lives in Harrow with Nathan, who attends Reception, and Samuel, who is in Year 3.

ONGOING GUIDANCE AND SUPPORT

Given the cultural differences between the UK and Japan, especially in education, Jing was worried about how her children would settle into life back in the UK after spending two years in Japan. "Everything in Asia is so different", says Jing. "Things were more challenging for Samuel as he's a bit older and had to re-learn the various rules and new behaviours, but the teachers have all been very supportive of him."

Marlborough made sure that both Nathan and Samuel received all the extra support they needed, keeping Jing closely informed of their progress every step of the way. "We have a great relationship with the school, and Samuel managed to catch up on everything after just one month. He was very shy when he first started, but now his English and behaviour have improved greatly, and he's finding it much easier to make friends", she adds.

AN EXCITING CURRICULUM

Marlborough benefits from a broad and balanced curriculum that also recognises and celebrates the cultural diversity and life experiences of all of its students. To keep engagement levels high, the school picks a new topic for the children to focus on every term. Recently, the theme was space, which Jing's youngest son Nathan particularly enjoyed. "He really loved learning everything about space. When he gets home in the evening, he always asks me questions about it, so it's lovely to see him so curious. He even wanted me to buy a book about the solar system!", says Jing.

PLENTY OF ACTIVITIES

The school benefits from some brilliant sports leaders, and that's something that Jing has found her sons are really enjoying. "My youngest loves gymnastics which he does during his PE lessons. It's a great way for him to burn off some energy, and he always likes to practice at home and show me what new tricks he's learnt at the end of the day", she says.

WORKING TOGETHER

There's a strong sense of community at Marlborough, along with a great support network, which has really helped Jing. Parents have their own WhatsApp group to discuss school news and upcoming activities, but it's the fantastic parent-teacher relationship that really makes the school standout. "I'm a very curious parent, and naturally I worry about my children, but the teachers are happy to help. They take their time to discuss my children's education and any difficulties they might be facing, and they always provide thorough feedback", says Jing.

Nathan says: "I enjoy phonics and PE."

Samuel says: "I like dimensions, maths and PE."



INSPIRING AND CREATIVE CURRICULUM: FOUNDATIONS FOR SUCCESS

RELEVANT, PURPOSEFUL AND FULL OF OPPORTUNITIES

At Marlborough, we want our children to be able to discover their own gifts and talents. To support this, we provide lots of opportunities for their interests to grow. Our knowledge and skills-based curriculum is designed to provide high-quality learning experiences for all our pupils enabling them to grow together socially, emotionally and spiritually as individuals and as a community.

We provide our children with a broad and balanced curriculum that is relevant and purposeful, preparing them for the next stages in their lives and beyond. Our curriculum is highly aspirational and challenges all children to be the best they can be.

CULTURAL DIVERSITY

We recognise and celebrate the cultural diversity and life experiences of all our pupils. We use our local and wider community purposefully to further enrich the curriculum, equipping children with the necessary skills for life.

Creativity, commitment and courage

We are proud that our curriculum draws inspiration from a range of diverse historical role models like Josephine Baker, Mary Anning and Ignatius Sancho that focus on creativity, commitment, courage and a sense of community in our pupils. The whole curriculum is bound together by both the school values and British Values on which we place so much emphasis, making us a positive, successful community of learners.

THE CURRICULUM IS DIVIDED INTO THREE STAGES:

- 1. Early Years Foundation Stage: from ages 0-5
- 2. Key Stage 1: from ages 5-7
- 3. Key Stage 2: from ages 7-11

MUSIC

Music and singing are an important part of our school life, and all our pupils have music lessons as part of the curriculum which include learning different instruments throughout the years. These include the Ocarina, Steel Pans and Guitarele. Our intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and discussing different music across different historical periods, styles, traditions and musical genres. We aim to develop their confidence, skills, performance experience and knowledge of music so that children will have an understanding of music and its importance, as well as an appreciation of different types of music.

Exciting opportunities

Music is also embedded into weekly singing assemblies, musical performances in Reception and Year 2 and events where children are given the opportunity to sing, play and hear different music. Year group assemblies regularly include aspects of music. Furthermore, we have a carol service at Christmas and an end of year production performed by Year 6.

School choir

We also have a school choir, and pupils are also offered the opportunity to learn a musical instrument with peripatetic teachers. Children can choose from a variety of instruments to learn, including violin, guitar and steel pans. Over time children develop their skills and go on to complete grade exams. Our peripatetic music teaching is organised by Harrow Music Service.



WITH A PASSION FOR CREATIVE WRITING, HENRY HAS BEEN GIVEN THE CHANCE TO FURTHER ENHANCE HIS SKILLS.

Justin and Sofi live in Harrow with their daughter, Kalina, who previously attended Marlborough Primary, and their son, Henry, who is in Year 5.

INSTILLING CONFIDENCE

After joining Marlborough Primary, Justin and Sofi's son Henry was nervous about school and found it difficult to make friends. However, with the school's support, he has since come on leaps and bounds. "It was Henry's nature to learn by himself, and he was often reluctant to take part in group participation," explains Justin. "We went to the teachers for support, and he has progressed significantly since then. In the last two years he has become someone that all of his classmates know and like".

Marlborough Primary encourages students to be respectful and empathetic of others, which Sofi has noticed. "All of the children there are really lovely and well-behaved. It is a very multicultural school and I think that is a very good thing. Children need to know how to communicate with others from different cultures and backgrounds, and they should be able to recognise and understand the differences. The children understand this and that is all thanks to the school, which naturally brings their good natures out", explains Sofi.

PARENT OPPORTUNITIES

As a parent who actively volunteers at the school, Justin has experienced a first-hand view of his son's progress. "I've helped with chaperoning on class trips, as has my wife Sofi, and we love to see how Henry interacts with his other classmates", explains Justin.

Justin has been a Governor on the school board, helped out as a Data Protection Officer during the GDPR transition, and now volunteers when he can. "I have taken up various parent roles to help out, and the school does lots to encourage this. Sofi has also taken part in a First Aid for children course which was another opportunity offered to parents", he says. "Whenever I pick up Henry, there's always a noticeable buzz in the playground between parents. You can see them talking to teachers and to each other, which is great to see."

DEVELOPING INTERESTS

Both Henry and Kalina have always been very interested in creative writing, which Marlborough Primary has done much to support. "Henry, along with some other children, was recently selected to take part in a more in-depth creative writing activity, so this is something that is continuously encouraged", explains Justin. "As parents, we are also kept very up to date on his developing interests through school reports and parent evenings", he adds.

Marlborough Primary benefits from an enriched curriculum that is brought alive through educational guests and field trips. "In the last 18 months, Henry has developed a great interest in history. He has read all the Horrible History books going back to the Stone Age, and he loves military history too. The school organises trips to enhance this, and they also have educational visitors from time to time. Henry's teacher has also asked him to present a few five-minute history pieces for his classmates, so he is very supported and encouraged in this sense", explains Justin.

FANTASTIC FACILITIES

Over the years, the school has benefited from improved facilities. "When Kalina first started, the school was being rebuilt from the bottom up. Now it's a really lovely building that's airy, bright, and well-maintained", says Justin. "They have also recently taken on a new expressive arts teacher who puts the children's work up around school as a showcase. Each piece has meaning behind it, and you can clearly see that they are encouraging the children to think more coherently about what they're doing, helping with their future development", he adds.

Henry says: "I particularly like that we can play sports at lunch time. I like playing hockey. My teacher makes the lessons fun. My favourite lessons are English and dimensions."



ENRICHED CURRICULUM: TRIPS, VISITORS, P.E AND CLUBS

TRIPS

Examples of our trips include:

- Year 6 residential to PGL Liddington.
- Ninja Warrior.
- Puttshack.
- Whipsnade Zoo.
- Kidzania.
- Buckingham Palace.
- Forest Schools.

School events

Children often participate in school events too, such as our Jubilee party and Eid celebrations.

VISITORS

We have an interesting mix of visitors who come into school and provide our learners with real-life experiences that can help them relate what they learn at school to the world around them and develop their confidence. Recent examples include a Paralympian visit, a dinosaur workshop and ZooLab.

SPORT AND P.E.

We follow the National Curriculum for PE with each child encouraged to participate in at least two hours of physical activity each week.

Sports Leaders

Our school is extremely lucky to have some brilliant Sports Leaders. At lunchtime, their role is to lead games and engage children in playtime. The Sports Leaders have training with our Sports Coaches and come up with lots of play ideas and games that can be led by themselves with lots of exciting equipment. They have many new ideas and plan activities just like the teachers do to ensure playtimes are fun for all children and especially the younger ones, whilst they gain effective organisational and leadership skills.

CLUBS

Extra Curricula clubs

We have an extensive range of clubs. Examples include:

- Football.
- Chess.
- Cooking.
- Choir.
- Art.
- Cricket.
- Yoga.
- Expressive Arts.



MARLBOROUGH HAS GIVEN MORISAH'S SON TRISTAN THE SUPPORT HE NEEDS TO SEE SCHOOL IN A DIFFERENT LIGHT.

Morisah lives in Harrow with her son, Tristan, who is in Year 5.

A COLLABORATIVE APPROACH

When Tristan initially started at Marlborough Primary, it was clear that he felt unsettled. "Tristan wasn't like this at home, and for a while, we were struggling to understand what was wrong", explains Morisah. "We could see that he was displaying some challenging behaviour. He was very emotional, and it was easy for him to become upset."

It was clear that something needed to be done to improve things for Tristan, so a meeting was set up between Morisah and Tristan's teachers to navigate the best route forward. "I found it very easy to speak to the teachers. The Headteacher at Marlborough is excellent, and so is Tristan's teacher, Mr Jacques", says Morisah. "We had a meeting, and the 1 to 1 support Tristan needed was put in place with Miss Sewell, which has made him a completely different child. He's looking at school in a totally different light, and he's no longer afraid to say if he's struggling with something. Marlborough has really brought him out of his shell", she adds.

NEW OPPORTUNITIES TO EXPLORE

Marlborough Primary provides plenty of opportunities to help develop its students' interests, which has been fantastic for Tristan. "He enjoys football, athletics, and dodgeball. If the school recognises that Tristan is good at something, they will tell me so I can also encourage him to take part", explains Morisah. "The school is always organising sports activities with others in the area – there's a lot on offer for the children."

Tristan also enjoys Marlborough's after school club, which provides a wide range of games and activities. "Tristan loves going to after school club. When I collect him at the normal time, he's actually disappointed that he's not going to it. It keeps him active and helps with his development, which is so important for young children, especially when they have plenty of energy to burn off", says Morisah.

CHILD-CENTRED

High-quality teaching is an important aspect of life at Marlborough Primary, and the school prides itself on the fantastic relationship between its staff and the students. It works hard to actively identify and help those pupils that may need additional learning and development support.

"One of my favourite things about Marlborough is that it's so child-centred. Even though my own child has experienced challenges in the past, they still give him the attention and support that he needs", explains Morisah. "They genuinely want him to do well, and I can see that it's the same for other children as well."

A DIVERSE ENVIRONMENT

Marlborough Primary is an inclusive school that promotes respect and empathy in everything it does and wants its students to embrace the diverse community it sits within. "My son's schooling is incredibly diverse, and he learns all about different religions and backgrounds in his lessons, which is very important to me", says Morisah. Diversity is valued and celebrated at Marlborough through its curriculum, school trips and whole school events.

Tristan says: "I really enjoy English and PE the best at school."



INCLUSION: A CURRICULUM FOR ALL

SPECIAL EDUCATIONAL NEEDS

Most children and young people in mainstream schools will have their special educational needs met through good classroom practice. This is called Quality First Teaching. In deciding whether to make special education provisions to support educational, social, physical or emotional needs, we: work in partnership with parents, carers and pupils; consult with relevant external agencies; use assessment tools and materials; use observations, use short notes.

Interventions and targeted support

Where a pupil is identified as having a special educational need we follow a graduated approach which takes the form of cycles of "Assess, Plan, Do, Review". This means that we will:

- Assess a child's special educational needs – This would include assessment by teachers supported by the SENCO. Observations and assessments carried out by the educational psychologist and advice from outside agencies.
- Plan the provision to meet your child's aspirations and agreed outcomes – Additional or different provision is planned by the class teacher with support from the SENCO and external advice where it has been requested. Targets are set and formalised in a short note, a support plan or an EHCP and are discussed with parents/carers and the child.
- Do put the provision in place to meet those outcomes – Interventions are out in place and time and support is allocated for them to be carried out.
- Review the support and progress – The impact of any intervention is reviewed with teachers, parents/carers and the child looking at progress towards targets and next steps.

How accessible is the school environment?

Adaptations have been made to the school environment to ensure it is fully accessible for anyone with a disability.

GIFTED AND TALENTED CHILDREN

We recognise that all children are individuals with their own specific needs, gifts and talents. Children who are identified as being exceptionally able or talented are monitored and provided with stimulating and enriching lessons appropriate to their needs. Opportunities are sought for such pupils to meet and work with similarly gifted pupils in the area.



ADMISSIONS AND GETTING INVOLVED

ADMISSIONS ARRANGEMENTS

Reception intake

Harrow Council coordinates primary school admissions. We have 90 places each year in our Reception classes, 52 in our nursery class which also offers 30-hour provision, and we occasionally have places available in other year groups.

Application Process

- The closing date for September applications is in mid-January of that year.
- Applications can be online via the eAdmissions website.
- You will be notified of your child's placement by the following April.

Contact details for the Harrow Council School Admissions Team

- Address: Harrow Council, Civic Centre, Station Road, Harrow, HA1 2XY.
- Tel: 020 8901 2697.
- Email: schooladmissions@harrow.gov.uk.
- Web: www.harrow.gov.uk/schools-learning/apply-primary-school-place.



GETTING INVOLVED

Voluntary helpers

We have a volunteer scheme for parents and carers who can dedicate regular time to support children in school. All adults that work in school must have a List 99 check and we will organise this for you. Regular volunteers will work with children in different classes than their own and must have a DBS check. Please visit the school website for more information.

Governorship

We are supported by an active and rigorous Governing Body. Governors attend regular meetings and visit school to review learning; monitor progress and to ensure that the school has effective and robust management systems in place. You can contact the Governors through our school office.



OUR VISION, AIMS AND VALUES

We pride ourselves on being an inclusive school where everyone can achieve success and develop their skills of independence, whatever their background. We promote an ethos of respect and empathy, where diversity is valued and celebrated – both within school and the wider world.

Safeguarding and welfare is crucial and intrinsic in all we do. Children are taught the virtues of respect, equality, teamwork, honesty and determination. Special care is taken to educate everyone in Marlborough Primary School about the needs of others and how best to meet them. We promote open and honest communication with parents, carers and specialists and actively seek to engage with all members of the Marlborough community in a positive and supportive manner.

In her speech to the United Nations in July 2013, Malala Yousafzai said: "One child, one teacher, one pen and one book can change the world".

This is a guiding principle at Marlborough Primary School. We believe that if one teacher can change the world, then together as a school we can strive to ensure Marlborough Primary School is a place of growth, learning, development and success "For Every Child's Bright Future".

Our Aims

Our Aims include:

- Teaching, learning and assessment of the highest standard and quality.
- An engaging and enriched curriculum facilitated by a well-resourced learning environment.
- A culture of respect, equality, teamwork, honesty and determination, where children are eager and active as good citizens, look after mankind regardless of difference, as well as the planet which we occupy.
- Instil in children and adults a lifelong love for learning and a strong grounding for future success throughout all stages of learning and life.
- Opportunities for a positive and active partnerships with parents, carers, governors and the wider local community which reflects and draws upon the richness and diversity of our community.



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Marlborough Primary School

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