



**Morningside
Primary School**
and Children's Centre
Achieving and Aspiring Together

School Evaluation and Development

April 2020- April 21

**PRIMARY
ADVANTAGE**

SCHOOLS ACHIEVING
MORE TOGETHER

Morningside Primary School

SCHOOL EVALUATION AND DEVELOPMENT

Leaders in Primary Advantage Schools follow an annual school improvement cycle which runs from April to April, alongside the financial year. Details of the cycle can be found in Part 8 of this document.

This document combines the school self evaluation and school development plan as listed below:

Part 1	School Context
Part 2	Summary School Self Evaluation
Part 3	Summary School Development Plan Priorities
Part 4	School Self Evaluation (aligned to the 2019 OfSTED Framework)
Part 5	School Development Plan
Part 6	Budget
Part 7	Timeline and responsibilities
Part 8	About our SDE

SCHOOL CONTEXT

Morningside Primary school is a two form entry school and Children's Centre in the London Borough of Hackney. Ofsted visited in June 2017 and the school was graded as outstanding in all areas. Morningside is part of the Primary Advantage federation: a local federation of 8 schools. The Executive Principal is a National Leader in Education and the school is part of a Teaching Schools Alliance.

Morningside serves an area of high deprivation, scoring highly on factors such as low qualifications, unemployment, poor health and overcrowding. The area has higher crime rates than the Hackney borough average.

The percentage of pupils known to be eligible for the pupil premium grant is well above the national average. Deprivation is a key issue. The deprivation factor is significantly above the national figure. Many of our families are transient and are not entitled to claim free school meals. They do not speak fluent English and are often unable to access services or benefits. They live in private, rented, short let accommodation, which is often overcrowded and unsuitable for families. This results in high levels of mobility. Despite these barriers, our families are fully committed to their children's education and have a strong desire to improve their children's life chances.

The children that attend Morningside come from ethnically diverse backgrounds. The school has 95% pupils from minority ethnic backgrounds; 63% with English as an additional language which is significantly above the national average. There are currently 23 languages spoken by children in the school.

On-entry assessments show that children enter our nursery at a development stage that is well below the average for their chronological age especially in personal and social development, reading and writing. To address this we work hard at including our parents, through partnership work with the Children's Centre, in a range of pre-school activities including free ESOL classes. We have provision for two year olds in our Children's Centre which is on site.

OVERALL EFFECTIVENESS

GRADE: outstanding

Morningside was judged as outstanding in all areas at our last inspection in June 2017.

All areas at Morningside continue to be outstanding. This is evidenced in our SIP reports, annual supported reviews and internal self evaluation and monitoring mechanisms. The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical and mental well-being enables pupils to thrive and safeguarding is effective.

PREVIOUS INSPECTION

Morningside was inspected by Ofsted in June 2017. The school was judged to be outstanding in all areas.

PROGRESS SINCE PREVIOUS INSPECTION

Since our last OFSTED inspection (June 2017) staffing at the school has remained stable. End of year outcomes in almost all groups are consistently above national and progress is outstanding in the vast majority of areas.

- We have made progress in working towards the improvement target that was set at the previous OFSTED. We have worked with our federation of schools to devise and implement new systems so that progress and attainment are tracked consistently in all subjects. This is reported to our governors on an annual basis.
- We have also devised and put in place an e-tracking system to demonstrate progress over time in the foundation subjects that mirrors the system we use to measure progress in core subjects. This is bespoke to the federation and was embedded during the academic year 2018-19.

PART 2: SUMMARY SELF EVALUATION APRIL 2020-21

Overall Effectiveness Grade: 1	<ul style="list-style-type: none"> Morningside School is outstanding in all areas. Leaders strive to ensure that we give our learning community a wide range of positive experiences that prepare them exceptionally well for the next stage in their education Teaching is very good in all year groups and a high percentage is outstanding Pupils achieve very well and have positive attitudes to learning Strategies are in place to allow for all pupils to make rapid progress Groups are monitored systematically and the school ensures that no child is held back The promotion of British Values and pupils' spiritual, moral, social and cultural development is central to what we do We have excellent working relationships with parents and work with them to support learning
Quality of Education Grade: 1	<ul style="list-style-type: none"> The quality of teaching is always good or better and a high percentage of the teaching is outstanding Teachers have excellent subject knowledge and high expectations. They plan enriching and challenging learning experiences for the children The expectations of pupils are consistently high. Children work hard in lessons because teachers expect the best from them. Collaborative learning is a strength Marking and feedback is highly effective in all year groups. Innovative systems and resources devised by the school have been shared across the federation, at forums within Hackney and in neighbouring local authorities Homework is well matched to pupil needs and there are a wide range of after school activities available to pupils Teachers planning meets the needs of learners and teachers give positive and constructive feedback to children and families KS1-progress in all areas is at least good and attainment at expected levels is in line or above age related expectations. Y1 phonics is well above the national average Pupils eligible for the pupil premium grant are making good or better progress in all year groups KS2-attainment in all areas is above national averages at the end of key stage two % pupils making expected levels of progress in maths and writing in KS2 is excellent Pupils with SEN are making good progress
Behaviour and Attitudes Grade: 1	<ul style="list-style-type: none"> The school has a positive ethos underpinned by the key words Ready, Respectful and Safe. These consistent messages allow children to treat each other with respect. Incidences of bullying and poor behaviour are rare and systems to deal with them are excellent Behaviour at the school is exemplary. There is consistency in positive behaviour management and the use of well thought out systems that are applied by all Attendance is above national average figures and no groups are disadvantaged by low attendance
Personal Development Grade: 1	<ul style="list-style-type: none"> Safeguarding policies, practice and procedures are robust. Pupils report that they feel safe and know how to seek support when it is needed Leaders are committed to ensuring that pupils stay safe online and know how to deal with any risks that may arise Excellent pastoral support systems are in place at the school and partnership work with other schools and agencies is effective Pupils are active citizens who contribute to the school and the local community
Leadership & Management Grade: 1	<ul style="list-style-type: none"> Leaders at all levels demonstrate high expectations and their drive has resulted in the rapid improvements that have been made and sustained, especially for disadvantaged pupils Leaders have worked together to devise and implement an inspiring, rich and innovative whole school curriculum The curriculum provides up to date, imaginative and effective opportunities for learning for all groups of pupils and is relevant to the community the school serves Effective systems and rigorous monitoring have a positive impact on the quality of teaching The highly effective federation governance model ensures that the school is monitored, challenged and supported Leaders work hard to build good relationships with parents and carers Effective safeguarding systems are in place and monitored regularly by both the link governor and the local authority Monitoring of pupil progress and teacher performance is well planned to raise standards and constantly review and refine practices Development planning has a clear focus on the most important areas for improvement
Quality of Early Years Grade: 1	<ul style="list-style-type: none"> EYFS-children are making improved progress from low starting points. Good systems are in place to assess and there is clear focus on progress Excellent relationships with parents enable staff to share good practice and support home learning Progress is rapid and sustained during EYFS and GLD is above national and on a continuing upward trend Teaching is excellent and staff have regular and bespoke CPD linked to the School Development Plan

PART 3: SUMMARY DEVELOPMENT PRIORITIES APRIL 2020/21

School Self Evaluation tells us we need to ...

- Align our PPG strategy more closely to our development plan
- Develop oral communication in all phases
- Devise and implement a more bespoke CPD offer
- Continue to build and maintain effective relationships with outside agencies
- Improve the progress of middle attainers in maths
- Monitor middle and high prior attainers who are disadvantaged and ensure that they are at least in line with national
- Develop leaders at all levels
- Ensure that attendance improves in EYFS
- Develop and refine provision for SEND pupils
- Develop pupil self-esteem and confidence

The most recent inspection tells us

- This is an outstanding school
- "To improve further the school needs to embed the assessment systems so that progress and attainment are tracked consistently well across all subjects."

Stakeholders tell us we need to ...

- Continue with wide range of enrichment activities
- Continue to provide Open Days to share information about the curriculum and learning
- Continue to celebrate success using Marvellous Me, Twitter, phone calls home and the website
- Monitor the progress of black Caribbean boys
- Share pupil ideas for all school food

Our Federation focus is

To improve attendance so that all schools are at least in the top 50%, with all schools working towards being in the top 30% of schools nationally.

To secure the best standards or attainment and progress in each Federation school.

To review the business functions of the expanded federation and teaching schools to ensure that: finance and admin teams are trained and supported to fulfil their roles;

all schools are fully compliant with financial procedures; and, the business functions of the federation are efficient and cost effective.

To continue the development of governance systems and structures to ensure the effectiveness of the Central Governing Board, its two Committees, and the eight Local Advisory Boards.

To ensure all federation schools are committed to sustainable practices and include sustainability as part of their curriculum offer and daily practice with pupils.

SDP Priorities 2020 -21

LEADERSHIP & MANAGEMENT

- **To develop leaders at all levels**
- To plan and deliver high quality CPD to all staff
- To ensure that all pupils have access to the wider curriculum through excellent reading provision

QUALITY OF EDUCATION

- To develop pedagogy in maths through high quality professional development
- **To develop oral communication so that all pupils can demonstrate understanding, express feelings and ask questions**
- To ensure that the lowest attaining 20% in each cohort make rapid and sustained progress
- To accelerate the progress of disadvantaged pupils to ensure that they are in line with national
- **To further develop our provision and PPG strategy to ensure that disadvantaged pupils achieve well in all phases**

BEHAVIOUR AND ATTITUDES

- To work with pupils and staff to eliminate labelling and bias

PERSONAL DEVELOPMENT

- **To further improve our work with agencies and the wider community to ensure that the health and wellbeing of all pupils and families is a key focus**
- To use a wide range of strategies to develop self-esteem and confidence

EARLY YEARS EDUCATION

- To prepare for the new Profile and Baseline Assessment so EYFS is compliant by 2020.
- **To ensure that the new EYFS curriculum supports progression and effective pitch and challenge**
- To raise attendance rates of pupils across EYFS with a focus on those whose attendance falls below 95%

PART 4: SCHOOL SELF EVALUATION

EVALUATION OF QUALITY OF EDUCATION

The quality of education provided at Morningside is exceptional. Staff have high expectations for all pupils and are determined that they achieve well, regardless of their starting points. This helps create independent and reflective learners, who are eager to know how to improve and to capitalise on every opportunity. Learning walks, conversations with children and regular book looks evidence this.

We have developed our curriculum so that it is ambitious, rigorous and ensures that authentic and meaningful links are made to enhance learning opportunities. We ensure that knowledge, skills and understanding are developed and embedded over time within and between subjects to develop depth and mastery. This ensures our pupils learn more than facts and content but also acquire the skills to be good learners. Units of learning are carefully sequenced to ensure that knowledge and skills are learned over time and remembered. There is good breadth and coverage. Our rigorous monitoring cycle enables us to regularly evaluate and update our curriculum where necessary.

The curriculum is subject based and inspires pupils to learn through high quality first hand experiences, trips and residential visits. This helps pupils to see beyond their direct experience and broaden their horizons; it builds a rich cultural capital for all learners.

Regular gathering of pupil voice evidence ensures that teachers and leaders are able to provide a curriculum that is well matched to learner needs. Work scrutinies demonstrate that pupil work across the curriculum is of a consistently high standard.

Staff enjoying working at Morningside. Annual teacher surveys and high retention of staff evidence the appreciation staff have of the efforts made by school leaders to reduce their workload. Bespoke and well-devised CPD ensures that our teachers have strong subject knowledge. They have an in-depth knowledge of each pupil and work closely with leaders to ensure that interventions are carefully targeted. Observations and learning walks provide evidence that teachers use questioning effectively to probe and deepen understanding as well as to identify misconceptions. Regular training for teachers on subject specific skills and knowledge ensures learning for pupils in all subject areas is planned effectively. This has resulted in higher expectations and better quality pupil work throughout the curriculum. Books and external evaluations provide firm evidence of this. Development for support staff is provided ...

Reading is prioritised at Morningside. Early reading is well structured and staff are highly skilled at teaching it. Our reading pathway outlines the rigorous and sequential approach we use to ensure that pupils gain the necessary skills to enable them to access the full curriculum. Pupils are able to articulate a good comprehension of the texts that they read as a result of the SFA lessons which take place each day in Years 1 to 6. These focus on developing skills in inference and comprehension. Home reading and a range of other reading opportunities create a comprehensive and positive reading culture. As a result pupils make strong progress in reading and achieve above national averages at the end of KS2.

Assessment is used to drive planning and impact on learning across all subject areas. The school's system of marking ensures that understanding of the intended learning is regularly checked and that all pupils receive incisive feedback in a timely and personalised manner. This also ensures that any pupils who may need additional support are quickly identified and high quality interventions are put in place. Pupils are confident at self-assessing and also at carrying out assessments on their peers as evidenced in their books. Assessment processes ensure that pupil knowledge and understanding is captured and used to direct planning and future learning and as a way of measuring individual pupil progress. Two data points each year are used to inform supportive pupil progress meetings with teachers during which support for pupils who need to catch up is agreed. This is also an opportunity to discuss the impact of teaching on pupil performance and to challenge where needed. Those children with additional needs are assessed and staff resources are deployed to support pupils particularly those with SEN and disadvantaged pupils. A thorough provision map is regularly reviewed and adjusted according to need.

Moderation with partner schools and the use of a bespoke assessment tool ensures that this process is meaningful and manageable for our staff. We work closely with the Primary Advantage Teaching School and our leaders actively support initial teacher training and school improvement work as part of their roles. NQTs and Schools Direct students develop rapidly at Morningside due to effective support and high quality CPD.

Outcomes

EYFS	2017 cohort size: 30	2018 cohort size: 39	2019 cohort size: 38	Trend 17- 19
GLD %	71 (71)	73 (72)	77 (72)	↑
Reading %	80 (77)	82 (tbc)	89 (77)	↑
Writing %	75 (73)	75 (tbc)	81 (74)	
Maths %	86 (78)	88 (tbc)	89 (80)	↑

Phonics	Y1	Y2
2017	88 (86)	60 (92)
2018	91 (83)	38 (92)
2019	91 (83)	50

KS1	2017 – cohort size: 60		2018 – cohort size: 60		2019 – cohort size: 59		Trend 17-19	
	Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth
Reading %	80 (76)	25 (25)	85 (76)	22 (26)	85 (75)	25 (25)		
Writing %	78 (68)	15 (16)	85 (70)	23 (16)	80 (69)	20 (15)		
Maths %	77 (75)	18 (21)	85 (76)	25 (22)	85 (76)	27 (22)		↑
RWM %	70	11	78	13	76 (65)	15 (11)		↑

KS2	2017 – cohort size: 57				2018 – cohort size: 58				2019 – cohort size: 54			
	R	W	M	RWM	R	W	M	RWM	R	W	M	RWM
%Expected/+	81 (72)	83 (77)	86 (75)	71 (61)	63 (75)	81 (78)	78 (76)	61 (64)	80 (73)	81 (78)	78 (79)	74 (65)
% High Score/GD	12 (25)	17 (18)	5 (23)	2 (9)	7 (28)	25 (20)	20 (23)	2 (10)	41 (27)	33 (20)	30 (27)	20 (10)
Scaled Score	104 (104)		104 (104)		100 (105)		103 (104)		106 (104)		105 (105)	
Progress	1.9	2.8	1.7		-3.9	1.4	-0.7		0.8	1.2	-0.2	

KS2 3 Year Average %		R	W	M	RWM
	ES+				73 (68)
	HS/GD				20 (10)
	Scaled Score	106 (105)		105 (105)	
KS2 3 Year trend	ES+				
	HS/GD		↑	↑	
	Scaled Score				
	Progress				

Morningside pupils are proud of their achievements and have excellent attitudes to learning. They are well aware of the impact that poor behaviour choices have on others. There are exceptional systems in place at the school, with clear routines and expectations to support positive behaviour choices. Staff are well trained and have regular CPD opportunities to develop their skills and knowledge. Consistent implementation of the whole school positive behaviour management systems has resulted in children learning to respect and celebrate each other. It is a safe environment where children listen carefully to adults and each other.

As a result of well organised staff and good strategies to eliminate low level disruption, the school has a calm and orderly environment. Pupils show courtesy and respect for adults, peers and the learning environment. Work to improve politeness and courtesy continues tirelessly with all staff expected to model these behaviours at all times.

Visitors to Morningside have commented that the “feel” of the school is excellent. The evidence from learning walks shows a calm and productive learning environment with pupil behaviour in lessons being consistently excellent and pupils showing respect for each other’s ideas and opinions. The small number of pupils who have significant behavioural needs have excellent provision due to the robust systems in place and the highly trained staff. Lesson observations and external reports (SIP and Ofsted) evidence the fact that low level disruption is minimal.

Our whole school anti-bullying focus continually improves pupil knowledge and understanding of bullying as well as to develop their skills in dealing with it. We work hard to prevent all forms of bullying. Pupils report that when issues occur the staff deal with them quickly and effectively.

The Pastoral team monitor attendance and punctuality rigorously. Where there are issues they are dealt with swiftly and effectively. The rate of overall absence (3.5%) in 2018/19 was in the lowest 20% of schools with a similar level of deprivation. Our policy and practice in managing punctuality and attendance has ensured that it has been sustained above national averages for the last three years.

The NSPCC run regular workshops around “Speak Out and Stay Safe” to discuss issues that further support the children in staying safe and reporting when they feel unsafe. There are worry boxes in all classrooms. Pupils report that they know what to do if they feel unsafe both at school and outside school. Digital Champions in each class share key messages about online safety and these are reinforced as part of assemblies and

Incidents of bullying and harassment at Morningside are extremely low. All incidents are logged; the pastoral team ensure that they are followed up on and all relevant parties are kept well informed at each stage.

Our PSHCE curriculum includes themes relevant to our context including celebrations of diversity, educating against the risks of gang and knife crime and preparing for secondary school transition.

The school works very effectively with outside agencies which offer additional support for the high number of pupils with need. There are highly effective systems for integrating pupils at risk of exclusion. We have had no fixed-term exclusions during the past three years and no permanent exclusions.

Parents are extremely supportive of the school. In the last three annual questionnaires over 95% agreed with the statement ‘my child enjoys being at school most days’. A very large majority agreed with the statements ‘pupils at the school behave well’, ‘my child is not bullied or harassed at school’ and ‘the school keeps my child safe’. Partnership projects with parents around areas including healthy eating and online safety have been very well received. Pupils understand how to stay healthy and care for their environment.

Pupils are actively engaged in supporting each other through School Council, Digital Champions, Reading Buddies and Playground Friends. Regular feedback on all areas, linked to the monitoring cycle, is sought by School Council and fed back to the school leaders.

Morningside pupils contribute to the local community in a variety of ways. The children feedback that they enjoy taking part in events such as Hackney Carnival and are proud of their links to the local hospice, Fire Station and other organisations. Staff actively engage with the community to bring expertise into the school.

The quality of the pastoral support offered by the school is exceptional. Our pupils can explain how to eat healthily and they understand what a healthy and active lifestyle is.

The provision in all phases of the school is organised to ensure that our pupils have a wide range of opportunities that will enable them to nurture, develop and stretch their talents and interests.

The curriculum and wider ethos of the school enables us to exploit all opportunities to teach pupils and families about how to adopt responsible practices, keep safe and deal sensibly with risk. All pupils are aware of how to report concerns and who to report them to. All staff undergo training in safeguarding practices and have had awareness training regarding FGM, radicalisation, knife crime and extremism. Digital Champions work with school leaders to share messages about online safety and to train all pupils about the dangers of inappropriate use of social media and technology. Pupils and staff report that they know how to stay safe online. Trips, residential visit and visitors are used throughout the school to enhance our curriculum offer and to develop resilience. Working with Inspire (business partnership) has encouraged pupils, particularly the most disadvantaged, to develop skills equipping them for later life and the world of work such as team work, leading, being creative and problem solving. This has also given pupils the opportunity to visit places of work and to collaborate with pupils from other schools. All pupils are taught collaborative learning strategies which develop the skills of reflectiveness, reciprocity, resourcefulness and resilience and enable pupils to be successful learners who are prepared for the next stage in their education.

Monitoring and evaluation is highly effective at helping to reduce differences in outcomes and to ensure equality of opportunity for all pupils. We place a great deal of emphasis on promoting equality and eliminating discrimination. We have clear policies and procedures in place to deal with bullying, racism and other discriminatory behaviour. As a consequence such instances are extremely rare.

Leaders' awareness of preparing pupils for life in modern Britain is high. Morningside pupils are active citizens who take part in a wide range of community events. The school provides many opportunities for pupils to engage in learning about democracy, fairness, trust and the rule of law. In accordance with The Department for Education we aim to actively promote British values in schools to ensure young people leave Morningside prepared for life in modern Britain. Pupils are taught to regard people of all faiths, races and cultures with respect and tolerance and to understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its laws.

The development of our approach to personal development has progressed using the school's ethos and the cooperative learning standards that run through all areas to support and reinforce attitudes to learning. PHSE sessions and assemblies focus on learning to cooperate well with others and being able to resolve conflicts effectively. Pupils are taught about the consequences of their actions. They demonstrate their respect for others' values and faiths through assemblies, PHSE sessions, fundraising and the variety of cultural events that they take part in throughout the year. Our curriculum enables pupils to share their views and they are taught to be respectful to others who have a different viewpoint. Morningside pupils care and respect each other's views and ideas. This is shown throughout their daily interactions but also through talk partner and group work, whole class lessons such as PHSE and assemblies. Pupils are encouraged to take on wide range of activities to support the school including playground friends, reading buddies, digital champions, school councillors and Eco councillors. They relish the opportunities to be given these responsibilities and carry out their roles with great maturity.

Pupils' physical and mental well-being are well supported at Morningside and the open culture actively promotes all aspects of pupil welfare. The science, PE and PHSE curriculum all exemplify this but also whole school initiatives such as Peer Mentoring, Breakfast for All and the Daily Mile further extend this together with the work of the inclusion and pastoral teams. Mindfulness and Yoga are practised within the school for classes and individuals as well as other strategies such as Time to Talk and ELSA. Our positive behaviour management systems enable us to focus on building pupil confidence and all staff have been trained in and understand the importance of building self-esteem and resilience.

Parent questionnaires tell us that 100% of parents who responded thought that the school has a happy atmosphere and that the school recognises and celebrates achievements. 95% of respondents stated that they thought that behaviour in the school was excellent and that they felt that their child was confident to approach any adult in the school if they had a problem.

Leaders measure staff wellbeing annually and seek the views of all colleagues. Leaders understand the main factors influencing good quality of work. Surveys evidence the fact that the vast majority of staff feel that their wellbeing is an important factor that is considered by the leadership.

Exceptional leadership has ensured a highly effective and positive ethos across the whole school community. Throughout the school there is a relentless and uncompromising pursuit of excellence. Leaders provide a strong sense of direction and are focused clearly on the learning and achievement of all pupils. There is a clear moral purpose and a passionate, shared belief that the school can impact on the lives and life chances of pupils. The senior leadership team is highly visible, accessible and lead from the front. Leaders lead on all areas of improvement and the capacity for improvement is excellent.

Governance of the school is outstanding. Governors fulfil all of their statutory duties to ensure the school is challenged and supported to meet the needs of all pupils and to effectively deploy resources. Governors are highly visible and challenge and support leaders to deliver their shared vision.

Our carefully planned CPD sustains excellent pedagogical delivery in all classes. There is a clear focus on consistently developing subject and pedagogical knowledge. Our monitoring evidences that the CPD is impacting positively on the teaching of the curriculum. Leaders oversee a rigorous self-assessment cycle to ensure that pupils make rapid progress. Accurate monitoring and use of data ensures that interventions are well matched to pupil needs.

Leaders at all levels are involved in supporting and monitoring; they respond quickly when areas for improvement are identified. Performance management is robust and closely linked to the development outlined in the SDE and to the professional development programme. It is used with high impact to develop all staff to deliver the key priorities as well as to develop future leaders.

Staff surveys and other feedback evidence the fact that leaders are aware of workload issues within the profession. They are constructive in their management of identified issues and have put a number of initiatives in place to support staff wellbeing. Retention rates for teachers are high and our IDSR evidence demonstrates teacher absence at 1.5 days per year which is well below the national average of 4.0%.

School leaders engage well with parents and the local community. Outreach work begins in our Children's Centre. Parents report that the good relationships formed with staff enable them to support their children at home. Open days, workshops and cultural events are well attended. Leaders strive to build positive relationships with other local schools, secondary schools and local businesses in order to enrich and support our provision.

The school meets all statutory requirements for safeguarding. Procedures are in place and are highly effective. A member of the school committee has responsibility for safeguarding and is rigorous in the monitoring and evaluation of all areas. Systems for child protection are reviewed yearly and evaluated externally. Meticulous records are kept of all at risk pupils using systems developed using the best practice from both within the local authority and outside.

Rigorous Safer recruitment practices are in place. All teaching assistants are trained first aiders and medical care plans are in place where necessary and monitored closely. All staff have had safeguarding training and paediatric first aid training. Safeguarding policies and child protection procedures are followed consistently and reviewed regularly. With the significant re-development of the outdoor provision our health and safety procedures have been reviewed, adapted and implemented in line with statutory guidelines. The effective strategies that are in place to promote high standards of behaviour are clearly evident outside as well as inside the classroom.

Children report that they feel safe at school and are able to identify where to get help and support if necessary. The outdoor areas are well thought out and provide opportunities for children to play and learn outside. The children report that playtimes are fun. They are safe and report that they feel safe.

Online-safety is a displayed feature in all classrooms and is referred to on a daily basis. There are regular whole school focus days and there are regular workshops (for pupils and families) and circle time sessions based on staying safe on the internet. Pupil voice evidence tells us that our pupils are confident in knowing how to stay safe online.

Early years provision and practice at Morningside is exceptional. Practitioners have high aspirations for all pupils. Leaders are relentless in the pursuit of excellence.

Pupils demonstrate strong progress from starting points as a result of the high expectations of practitioners. The percentage of pupils attaining or exceeding a Good Level of Development has been in line or above the national percentages for the last 3 years with pupils making excellent progress from low baselines. Pupils currently at the school continue to make good or better progress.

The Morningside EYFS curriculum is highly responsive to pupil need. Carefully planned activities stimulate interest and curiosity in all areas of learning and this is supported by a well-resourced and highly stimulating environment. This has resulted in pupils developing learning approaches which are collaborative and sustain high levels of concentration and engagement. The use of innovative and creative approaches to learning as well as opportunities to read, write and count both indoors and outside result in a highly purposeful environment.

Oracy, the use of language and the development of vocabulary are key areas at Morningside as many of our pupils arrive at school with very low starting points. We have created a language rich environment and have used CPD time to develop the pedagogy of all EYFS practitioners. This has resulted in improved outcomes at the end of EYFS.

Systematic teaching of phonics, alongside a well-managed home reading programme ensure that the vast majority of children write and read well. A 5-a-day reading diet is in place with books and stories being celebrated at every opportunity. The children benefit from both independent and group reading activities and practitioners capitalise on every opportunity to practise and refine pupil skills during the school day. Our Family Fridays are very well attended by parents who join in with the learning and select books to share with their children.

Children demonstrate independent and safe learning behaviours and are keen to take part in planned activities. They are able to demonstrate an understanding of right and wrong and learn to manage their own feelings and behaviour as a result of the skilled intervention of practitioners. Children with particular needs are catered for well and in partnership with their parents. Staff are well supported by the SENDCo who ensures that provision meets pupil needs.

Teaching is highly effective. The quality of teaching is consistently good with much outstanding practice and as a result all groups of children make rapid progress. Accurate assessment informs group and individual needs using a bespoke online system. Moderation is robust and results in a high level of consistency of judgment.

Children are confident to take risks and enthusiastically use apparatus to explore and develop physically. Children have access to fruit and milk throughout the day and activities are planned throughout the year exploring the importance of healthy living. Our Family Fridays are well attended and parents are actively engaged and support children in learning through a variety visits, activities and workshops. Parent questionnaires demonstrate that families value these opportunities and are keen to be involved.

Transition from EYFS to Key Stage 1 is carefully planned. Pupils move from EYFS to Year 1 seamlessly as a result of transition units taught during the summer term.

Staff are knowable-identifying misconceptions and responding and adapting as necessary

Staff read to children in a way that excites and engages them-vocabulary

PART 5: SCHOOL DEVELOPMENT PLAN

DEVELOPMENT PLAN FOR QUALITY OF EDUCATION

Key Priorities	
<ol style="list-style-type: none"> To improve the progress of middle and higher prior attainers in reading To accelerate the progress of middle and high prior attainers who are disadvantaged and ensure that they are at least in line with national To develop parental engagement in supporting learning, particularly in reading Identify how best to encourage pupils whose home language is not English to read English language books at home. Ensure that each year group has an author on whom to focus so that pupils have more opportunity to discuss themes and characters across a range of books 	
Success Criteria	
<ul style="list-style-type: none"> Evidence of progress to be consistent across year groups Attainment to be in line with similar schools nationally Gaps are closing for identified groups Pupil progress meetings include all pupils and rigorously challenge class teachers to ensure that all identified groups are receiving the best possible provision 	
Key Priority	Actions
1. To improve the progress of middle and higher prior attainers in reading	Review and refine monitoring overview to ensure systematic self-evaluation
	To ensure CPD programme includes opportunities for leaders at all levels to analyse published data
	Use pupil progress meetings (Fundamentals Checks) to ensure best practice
2. To accelerate the progress of middle and high prior attainers who are disadvantaged and ensure that they are at least in line with national	To improve outcomes in each year group so that the % of pupils working at age expected levels increases
	To narrow gaps for pupils with SEND
	To narrow gaps for pupils entitled to the PPG
	Careful monitoring of identified groups by core subject leaders and SMT
3. To develop parental engagement in supporting learning, particularly in reading	To ensure that there are opportunities for parents to see learning in action and to work with their children in a classroom situation.
	To provide workshops and drop-in sessions that support parents in developing their skills and knowledge in supporting learning
	To continue to develop e-learning opportunities in reading
4. Identify how best to encourage pupils whose home language is not English to read English language books at home.	Reading Champion to collect data, provide materials for reading and monitor take-up
5. Ensure that each year group has an author on whom to focus so that pupils have	Reading Champion to assign authors to year groups, share information with all staff and include details in Staff Handbook
	Displays in corridors and book corners to celebrate authors
	Reading enrichment opportunities in all phases

more opportunity to discuss themes and characters across a range of books	
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	Impact	Further Actions
End of Year Review	<p>Monitoring systems are highly effective and have enabled leaders to make changes and improvements in a timely manner.</p> <p>Fundamentals and Foundations checks enable leaders to evaluate the quality of provision and to support teachers in planning effective and specific interventions.</p> <p>In all phases PPG pupils were in line with their peers in maths and reading</p> <p>Open mornings and workshops are well attended. Annual questionnaires demonstrate that the vast majority of parents are very happy with the school</p> <p>Reading is widely celebrated around the school. The introduction of TA-led reading champion awards and high quality CPD opportunities for all staff have impacted well on pupil attainment.</p>	<p>Write and implement an evaluation schedule linked to the Sept 2019 framework</p> <p>Carefully monitor PPG gap in year 2</p> <p>Continue to support PPG pupils in writing</p> <p>Plan further activities to support reading at greater depth</p>

DEVELOPMENT PLAN FOR BEHAVIOUR AND ATTITUDES

Key Priorities

1. To ensure that attendance is in the top 30% nationally

Success Criteria

- Attendance systems are robust and enable the school to be in the top 30% nationwide

Key Priority	Actions
1. To ensure that attendance is in the top 30% nationally	Pastoral team to review all procedures for managing punctuality and attendance, then refine where necessary.

	Impact	Further Actions
End of Year Review	All procedures are in place and are reviewed regularly. The overall rate of absence (3.5%) in 2018/19 was in the lowest 20% of schools with a similar level of deprivation.	Improve the persistent lateness of targeted families

DEVELOPMENT PLAN FOR PERSONAL DEVELOPMENT

Key Priorities

1. To develop work with agencies and the community to ensure that health and wellbeing of all pupils and families is a key focus
2. To continue to use PPG funding to support our most vulnerable children in accessing the wider curriculum

Success Criteria

- Staff at Morningside feel confident in dealing with health and wellbeing issues
- Links with outside agencies are strong and relationships are positive
- Pupils in receipt of the PP grant perform in line with their peers

Key Priority	Actions
To develop work with agencies and the community to ensure that health and wellbeing of all pupils and families is a key focus	DHT (Inclusion) to review and update Emotional Health and Wellbeing policy
	Pastoral team to work with PHSE lead to improve packed lunches
	DHT to collate and share information on signposting so that SLT and Pastoral Team are able to support families better
	Mindfulness sessions for all pupils to take place weekly
	Sensory room in place
To continue to use PPG funding to support our most vulnerable children in accessing the wider curriculum	E-learning opportunities made available outside core learning time for pupils who do not have home access to them
	Robust systems in place to identify families who are eligible for the grant
	Pastoral team to include wide range of real-life experiences as part of the wider curriculum for identified children
	Case studies in place to demonstrate impact of PPG spend
	To create a parent café with a fortnightly focus to support families. Parent information sessions to be held regularly with outreach strategies to include the most vulnerable
To ensure that attendance is in the top 30% nationally	Pastoral team to review all procedures for managing punctuality and attendance, then refine where necessary

	Impact	Further Actions
End of Year Review	<p>Significant improvements made to knowledge and understanding of healthy food for both pupils and their families</p> <p>Family food sessions (with 6 targeted families) were well received. Their children now bring healthier packed lunches and are able to help with preparing food at home</p> <p>Pupils report that they appreciate having time each week to share their thoughts and feelings. Weekly sessions have been observed by SLT and PHSE lead and are well planned to meet pupil needs</p> <p>Electronic homework clubs are very well attended</p> <p>22 additional families added to the PPG list</p>	<p>Continue to advocate school meals for all</p> <p>Parent workshops to be re-run</p> <p>Sensory room to be completed in summer term</p> <p>Case studies to be written</p>

DEVELOPMENT PLAN FOR LEADERSHIP & MANAGEMENT

Key Priorities	
<ol style="list-style-type: none"> To develop leaders at all levels To further scrutinise spending in order to introduce savings and efficiencies To introduce bespoke systems of performance management for all support staff 	
Success Criteria	
<ul style="list-style-type: none"> Leaders at all levels are fulfilling the duties on their job description All leaders monitor and assess regularly; analysis of monitoring and assessment informs CPD Curriculum is broad, balanced and fit for purpose All staff are involved in a robust system of performance management 	
Key Priority	Actions
1. To develop leaders at all levels	Ensure that all leaders are involved at all levels in routinely monitoring and assessing progress and achievement alongside their coach/mentor
	Ensure that leaders work directly to the SDE
	Ensure that systems are in place for all leaders to be mentored and developed. Induction systems are to be in place for all new leaders.
	All leaders are involved in reviewing and updating the curriculum
2. To further scrutinise spending in order to introduce savings and efficiencies	SLT to work with Finance Manager to identify savings. Link governor to be involved
	HT to meet with Finance Manager weekly with efficiencies as a standing agenda item.
	Finance Manager to work with admin, premises and kitchen teams to identify possible savings and efficiencies
3. To introduce bespoke systems of performance management for all staff	Performance management of all support staff to be reviewed and further developed by DHT (Inclusion)
	Performance management of all premises, kitchen and admin staff to be reviewed and further developed by Finance Manager

	Impact	Further Actions
End of Year Review	<p>End of year review feedback demonstrated that teachers and leaders feel that monitoring is a strength at Morningside.</p> <p>New leaders have been successfully inducted and report that additional time with mentor has enabled them to have a positive impact on teaching and learning.</p> <p>Curriculum leaders are now capable and confident in identifying and implementing changes to the curriculum to ensure coverage, progression and quality.</p> <p>LAB minutes show clear evidence of savings being made in a wide range of areas. Finance and Office Manager is thorough in his practice and the school has made substantial in-year savings</p>	<p><i>Recording in RE books to be improved to match the very high-quality recording in topic books (new target from Supported Review)</i></p> <p>Ensure that leaders work directly to the SDE</p>

	Performance Management of all staff is in place	
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DEVELOPMENT PLAN FOR EARLY YEARS PROVISION

Key Priorities

1. To ensure that more able pupils in EYFS are making progress in line with national averages

Success Criteria

- All subject leaders are aware of and involved in the EYFS expectations, learning and development and monitoring
- Children undertake highly challenging activities
- Regular and robust assessment procedures inform planning
- Pupils in identified groups to be in line with peers nationally or gaps to be closing rapidly
- Consistently high progress to be made by all children from their starting points

Key Priority	Actions
1. To ensure that more able pupils in EYFS are making progress in line with national averages	To review and further refine (as and when necessary) systems of assessment in maths
	Increase challenge across the phase and in year in line with children's skill development
	Review the impact of the "5-a-day" reading diet in all classes and make necessary alterations to provision
	To create a numerate environment both inside and outside
	To introduce new fortnightly self assessment

	Impact	Further Actions
End of Year Review	Use of books for the most able pupils from December onwards has enabled staff to assess pupils as exceeding using a strong evidence base Phonics and early reading have been tweaked and new systems are ensuring that the least able pupils have the most skilled teachers Parental engagement is excellent	Review recording in maths Make environment more numerate Introduce new data collection systems

PART 6: BUDGET

Outcome	Action	Expenditure
<i>Sensory room in place by the end of the year</i>	<i>DHT to assess need, plan and procure the services required with support from the Finance Manager</i>	£15,000
<i>Improved outdoor area in EYFS</i>	<i>Improvements to the EYFS outside area as part of the development of a more numerate environment to be procured by Head teacher with support from Finance Manager</i>	£5,000
<i>Improved physical development provision in EYFS</i>	<i>Forest School sessions for all reception pupils throughout the year</i>	£10,000
<i>Improved storage and e-security</i>	<i>Replace servers</i>	£6500

PART 7: TIMELINE & RESPONSIBILITIES

Timescale	Objective reference	Key actions	Leader
Ongoing Priorities	1.1a	Ensure that all leaders are involved at all levels in routinely monitoring and assessing progress and achievement alongside their coach/mentor	HT
	1.1b	Ensure that leaders work directly to the SDE	HT
	1.1c	Ensure that systems are in place for all leaders to be mentored and developed. Induction systems are to be in place for all new leaders.	DHT
	1.2a	SLT to work with Finance Manager to identify savings. Link governor to be involved	SLT
	1.2b	HT to meet with Finance Manager weekly with efficiencies as a standing agenda item.	HT
	1.2c	Finance Manager to work with admin, premises and kitchen teams to identify possible savings and efficiencies	SBM
	2.1b	To provide workshops and drop-in sessions that support parents in developing their skills and knowledge in supporting learning	DHT
	3.1d	Mindfulness sessions for all pupils to take place weekly	DHT
	3.2a	E-learning opportunities made available outside core learning time for pupils who do not have home access to them	SLT

	3.2b	Robust systems in place to identify families who are eligible for the grant	DHT
	3.2c	Pastoral team to include wide range of real-life experiences as part of the wider curriculum for identified children	DHT
	4.2a	To improve outcomes in each year group so that the % of pupils working at age expected levels increases	SLT
	4.2b	To narrow gaps for pupils with SEND	DHT
	4.2c	To narrow gaps for pupils entitled to the PPG	SLT
	4.2d	Careful monitoring of identified groups by core subject leaders and SMT	SLT
	5.1b	Increase challenge across the phase and in year in line with children's skill development	HT
Summer 1	2.1c	To continue to develop e-learning opportunities in reading	DHT
	3.3	Pastoral team to review all procedures for managing punctuality and attendance and refine where necessary	DHT
	5.1c	Review the impact of the "5-a-day" reading diet in all classes and make necessary alterations to provision	SLT
	5.1d	To create a numerate environment both inside and outside	SLT
	5.1e	To introduce new fortnightly self assessment	HT
Summer 2	1.1e	All leaders are involved in reviewing and updating the curriculum	SLT
	2.1a	To ensure that there are opportunities for parents to see learning in action and to work with their children in a classroom situation.	DHT
	2.2	Reading Champion to collect data, provide materials for reading and monitor take-up	RC
	2.3a	Reading Champion to notify assign authors to year groups, share information with all staff and include details in Staff Handbook	RC
	3.1a	DHT (Inclusion) to review and update Emotional Health and Wellbeing policy	DHT
	3.1b	Pastoral team to work with PHSE lead to improve packed lunches	DHT
	3.1c	DHT to collate and share information on signposting so that SLT and Pastoral Team are able to support families better	DHT
	4.1a	Review and refine monitoring overview to ensure systematic self-evaluation	DHT
	5.1a	To review and further refine (as and when necessary) systems of assessment in maths	HT
Autumn 1	1.3a	Performance management of all support staff to be reviewed and further developed by DHT (Inclusion)	DHT
	1.3b	Performance management of all premises, kitchen and admin staff to be reviewed and further developed by Finance Manager	SBM
	2.3c	Reading enrichment opportunities in all phases	RC
	3.2e	To create a parent café with a fortnightly focus to support families. Parent information sessions to be held regularly with outreach strategies to include the most vulnerable	RC
Autumn 2	2.1a	To ensure that there are opportunities for parents to see learning in action and to work with their children in a classroom situation.	SLT
	2.1c	To continue to develop e-learning opportunities in reading	RC
	2.3b	Displays in corridors and book corners to celebrate authors	RC
	4.1b	To ensure CPD programme includes opportunities for leaders at all levels to analyse published data	SLT
	4.1c	Use pupil progress meetings (Fundamentals Checks) to ensure best practice	SLT
Spring 1	3.2d	Case studies in place to demonstrate impact of PPG spend	HT
	4.1c	Use pupil progress meetings (Fundamentals Checks) to ensure best practice	SLT
	3.1e	Sensory room in place	SLT
Spring 2	1.1d	Recording in RE books to be improved to match the very high-quality recording in topic books (target from Supported Review)	SL
	2.1a	To ensure that there are opportunities for parents to see learning in action and to work with their children in a classroom situation.	HT
	2.1c	To continue to develop e-learning opportunities in reading	RC

FEDERATION DEVELOPMENT PLAN CYCLE	
February	School Review including: <ul style="list-style-type: none"> • IDSR • In school data • Collation of stakeholder feedback • School and LAB review activities • SIP and Supported Review reports • Review of current plan • SEF in a Day, day 2
March	<ul style="list-style-type: none"> • Spring Term Development plan review • LAB approval of key priorities • Federation Priorities at CGB
April	<ul style="list-style-type: none"> • Development Plan cycle starts • Governor approval
July	<ul style="list-style-type: none"> • Summer Term development plan review
October	<ul style="list-style-type: none"> • Data analysis • Evaluation update • SEF in a Day day 1
December	<ul style="list-style-type: none"> • Autumn term development plan review

PART 8: OUR SCHOOL IMPROVEMENT CYCLE

