Herbert Morrison Primary School Development Plan
2019/2020

School Improvement Focus	Key Issue/ Development Area	Link to Federation/School Vision Statement (*Federation in italics*)	
Overall Effectiveness	**SIA Introduction** (SIA report 2018/19)	• Maintain and deepen Outstanding School status with continued excellent outcomes for pupils	**Section 1**
Review of progress from previous inspection priorities	• Ensure that teachers provide further opportunities to challenge the most able so that their attainment consistently matches their excellent progress. • Challenge and More Able Pupil Attainment	• Stimulate a lifelong thirst for knowledge and learning and to encourage an independent and innovative attitude.	**Section 2**
Quality of Education (Demonstrating the intent, implementation and impact of the curriculum)	• Clarity and ambition of the curriculum Intent, Implementation and Impact	• *Provide every pupil with opportunity to succeed academically* • *Unrelenting focus on the attainment and progress of every child.* • Provide a broad and varied curriculum in which each child can develop skills, talents and their creativity	**Section 3**
	• Review assessment needs of the pupils throughout the year		
	• Introduce Grammar Masters to the curriculum		
	• Implement updated Relationship and Sex Education (RSE) guidance		
	• Increase the number of children achieving At or Above age-related standards in Reading at the end of KS1 and KS2 through accurate formative assessment		
Behaviour and Attitudes (Demonstrating high expectations, positive attitudes and relationships and high attendance)	• Consistently high standards of behaviour for learning in all year groups with active anti bullying initiatives using pupil ambassadors	• *Equality of opportunity for pupils, staff and all stakeholders.* • Embed values into pupils' learning to ensure positive learning behaviours which reflect respect for themselves and others	**Section 4**
	• Maintain a rights-respecting school community, based on the CRC, in all areas and in all aspects of school life e.g. charity fund raising, Article 12 Council and Eco Council.		
	• Maintain high levels of punctuality and attendance • Improve attendance of SEND boys		
Personal Development (Developing interests, talents, character and physical/mental health. Preparation for future success and life in modern Britain)	• Management knowledge and behaviours: • Line managers to have access to training on mental health, including how to identify employees with potential issues.	• *Provide a range of enriching activities that promote enjoyment, develop interests and nurture talent* • *Committed to promoting a sense of community through promoting inclusion, stability, British values and making a positive contribution to the locality*	**Section 5**
	• Employee Knowledge and resilience: • Training on resilience and stress management		

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	available and promoted to all staff; people to manage periods of change and uncertainty • Promotion of British values • Each phase ready for the next phase of their learning	• Promote equality of opportunity for every child and member of the school community • Provide a safe, secure and welcoming environment for children to thrive and learn	
Leadership and Management (Includes values, policies and practice, subject knowledge, liaison with stakeholders, workload/wellbeing management, effective governance and safeguarding)	• Review of workload in conjunction with DfE workload toolkit • ii) Develop wellbeing programme in line with Guidance for school leaders on preventing work-related mental health conditions' • i) Development of Governance with focus on vision, strategy and effectiveness. Ensuring all statutory duties discharged • Introduce a financial year to financial year monitoring schedule • On-going development to further improve the quality of impact of middle leaders and school staff (subject and phase team leadership)	• *Ensure all pupils feel safe, protected and cared for* • *Drives success for all pupils through collaboration that is effective and efficient in respect of pedagogy, personnel, resources, administration and leadership.* • *Decision making is always in the best interests of the pupils*	**Section 6**
Early Years Provision	• Maintain and review the highly stimulating and challenging learning environment both indoors and outdoors to support a reaccreditation of Natural Thinkers • To increase the percentage of Pupil Premium children achieving a good level of development. • Increase the number of children reading regularly at home with a focus on EYFS and transitioning into KS1 ith good habits	• Stimulate a lifelong thirst for knowledge and learning and to encourage an independent and innovative attitude. • Instil an aspiration to achieve success within and beyond the School	**Section 7**