

Belmont School



School Development Plan Summary

2022-2023

Our Core Objectives

01

Quality of Education

Staff plan robust high quality creative learning using the school's progression documents enabling inspirational teaching, so that all pupils receive academic equity and achieve the best possible outcomes in all areas of the curriculum.

02

Behaviour and Attitudes

All pupils have a strong understanding and respect of each other's differences

03

Personal Development

Pupils are equipped with the knowledge, resources and opportunities to live well and be mentally healthy

04

Leadership and Management

Leaders at all levels create a cohesive, consistent and coherent culture that subscribes towards a strategic decision-making process

Ofsted Key Judgement	What we are aiming for	Priority developments	Success Criteria
<p>The Quality of Education</p>	<p>The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.</p> <p>The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>Pupils' work across the curriculum is consistently of a high quality. Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.</p> <p>Children with SEND achieve the best possible outcomes. Children consistently use new vocabulary that enables them to communicate effectively. They speak with increasing confidence and fluency, which means that they secure strong foundations for future learning, especially in preparation for them to become fluent readers.</p>	<ul style="list-style-type: none"> • To raise expectations of what children, particularly the most disadvantaged, can and should achieve. • To increase the number of pupils in KS2 reaching age related expectations in reading. • To increase the number of pupils in KS2 reaching age related expectations in writing. • To increase the number of pupils in KS2 reaching age related expectations in maths. • To provide CPD to subject leads so that they can fully lead their curriculum area. • To monitor the implementation and impact of the school curriculum. • To use assessment and monitoring to effectively monitor pupil achievement and progress in all subject areas. • To further develop oracy skills across the school. • To further develop and embed the whole school approach to phonics teaching and reading through Rocket Phonics. • Ensure that the lowest 20% of readers are identified and read regularly with staff. • To improve writing attainment across the school. • To review and develop mastery of mathematical concepts in maths. • Improve provision and progress for disadvantaged and SEN groups 	<p>Children and staff can give examples of where they have had high expectations of themselves and others.</p> <p>Planning and monitoring of books show high expectations and the scaffolding that has been put in place to help children to achieve highly.</p> <p>There is a significant increase in the number of children in Key Stage 2 that are meeting age-related expectations in the core subjects. Their progress throughout the year has been above expected.</p> <p>The school curriculum, including assessment, is fully embedded and is having a positive impact on children's progress and attainment.</p> <p>Children's oracy skills have improved and they are beginning to use these in a variety of different situations.</p> <p>Progress in writing is strong and this is having a positive impact on attainment in the subject.</p> <p>All maths planning across the school has been reviewed and updated, providing a progressive and sequential learning process. Pupils with SEND needs make progress inline with their peers.</p>

<p>Behaviour and attitudes</p>	<p>Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.</p> <p>Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties.</p> <p>Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community.</p> <p>Pupils actively support their own well-being and that of other pupils.</p> <p>Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes informed, fair, and highly effective action to support them to succeed in their education.</p>	<ul style="list-style-type: none"> • Strengthen the use of retrieval, metacognition, memory techniques and learning strategies. • Children and young people see themselves as rights respecting global citizens and advocates for fairness and children’s rights, both locally and globally. • Raise expectations on how children communicate with each other and adults. • To develop children’s independence and resilience. • To ensure any discrimination is reported and dealt with in most appropriate manner. • Provide opportunities for children to contribute to wider society. • Review and reintroduce pupil groups, roles, and responsibilities. • To continue to improve overall rates of attendance for all groups of pupils, focusing on persistent absence. 	<p>Children interact respectfully towards each other and staff and are mindful of how their words are perceived.</p> <p>Discriminatory incidents are reported by children and adults when it occurs. The school follows up on such incidents robustly.</p> <p>Children have been given opportunities to contribute to our community and wider society. Pupil roles have been reintroduced and have been effective in supporting positive values and wellbeing.</p> <p>Overall attendance has improved and is above 95% for disadvantaged pupils.</p> <p>Persistent absenteeism has decreased and the proportion of disadvantaged pupils in this category is consistent with the overall proportion of the school population.</p>
<p>Personal development</p>	<p>The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.</p>	<ul style="list-style-type: none"> • Consider and develop additional experiences for children that are outside of the ordinary school offer. • Promote sharing of talents and achievements other than the academic. 	<p>All children have had the opportunity to participate in something that is new to them or otherwise not part of the normal school curriculum. Children are proud of their achievements and have had regular opportunities to share these with others.</p>

	<p>The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.</p> <p>The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.</p> <p>The school enables all children to develop their outdoor experience through our Forest School offer and planned outdoor learning.</p>	<ul style="list-style-type: none"> • Develop a culture of high aspirations (in children and staff) for what children can do and be in later life. • Ensure staff are well-informed about the children in their class through effective transition. • To reaccredit as a UNICEF Rights Respecting Gold School. • To extend the offer of extra-curricular provision, in order to build cultural capital, and increase accessibility. • Develop pupils' emotional literacy, enabling them to express their feelings • Provide enrichment through outdoor learning and Forest School opportunities both on and off Belmont site 	<p>Children have high aspirations of what they can achieve in life and this is supported and promoted by staff in school.</p> <p>Transitions have been effective in helping teachers to understand more about each child; not just their behaviour and academic abilities.</p> <p>The school continues to embed the UN Convention on the Rights of the Child in its policy, practice and culture, promoting knowledge and understanding of the Convention. These actions continue to have a positive impact on children who are beginning to see themselves as rights respecting global citizens and advocates for fairness and children's rights, both locally and globally</p> <p>Pupils will be able to dynamically risk assess play and learning outside of the classroom</p> <p>Pupils develop and appreciation of and respect for the natural environment</p>
<p>Leadership and management</p>	<p>Leaders ensure that teachers receive focused and highly effective professional development.</p> <p>Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.</p> <p>Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are</p>	<ul style="list-style-type: none"> • Plan for and provide further opportunities for staff CPD (in line with the aims of the SDP and the monitoring cycle). • Introduce a more collaborative and rigorous way of tracking and monitoring teacher development through Bluesky. • Develop ways to ensure the vision and aims of the SDP are communicated to, and shared by, all staff and parents. • To conduct more case studies so that the effectiveness of interventions and strategies can be better evidenced. 	<p>All teachers have discussed their own CPD needs regularly with school leaders. They have been provided with opportunities for CPD in line with their own aspirations and those of the school. This has been recorded and monitored and as had a positive impact on pupil achievement.</p> <p>The SDP has been shared with all staff and parents and is regularly referred to in meetings and other communication. Staff have "bought in" to its aims and have contributed to achieving the targets within it.</p>

	<p>identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.</p> <p>Staff consistently report high levels of support for well-being issues.</p>	<ul style="list-style-type: none"> • To further improve safeguarding across the school. • Leaders are aware and take account of the pressures on staff, considering staff wellbeing, ensuring well-being opportunities for all within the school • To ensure all stakeholders have a clear understanding of the pathways and processes involved in identifying and supporting children with SEN in school • A detailed Pupil Premium Strategy is in place to secure substantial improvement in diminishing the difference with progress and attainment of disadvantaged pupils 	<p>The school has completed a range of case studies that show how effective different strategies and interventions have been.</p> <p>All school staff know their responsibilities in keeping children safe and are familiar with the latest policies and guidance.</p> <p>Safeguarding meetings with written records of actions are kept and used to ensure support is given in a timely manner.</p>
<p>Early years education</p>	<p>The curriculum intent and implementation are embedded securely and consistently across the provision. It is evident from what practitioners do that they have a firm and common understanding of the provider's curriculum intent and what it means for their practice. Across all parts of the provision, practitioners' interactions with children are of a high quality and contribute well to delivering the curriculum intent.</p> <p>Children's experiences over time are consistently and coherently arranged to build cumulatively sufficient knowledge and skills for their future learning.</p> <p>The impact of the curriculum on what children know, can remember and do is highly effective.</p>	<ul style="list-style-type: none"> • To ensure successful transition into primary school for all new children. • To monitor the implementation and effectiveness of the EYFS Framework and baseline assessment. • Develop subject leaders' knowledge and understanding of EYFS and how it fits into their leadership area. • Further develop children's language skills through the use of Rocket Phonics. 	<p>All children have settled well into school. This is reflected in their behaviour and progress.</p> <p>Senior Leaders have a good understanding of the EYFS Framework and, together with the EYFS lead, have identified areas for improvement throughout the year.</p> <p>Subject leaders have a good understanding of the foundations of their subjects through regular contact with the EYFS department.</p> <p>Children's language skills continue to develop. This is beginning to have a positive impact in other curriculum areas.</p>

	<p>Children demonstrate this through being deeply engaged in their work and play and sustaining high levels of concentration. Children, including those children from disadvantaged backgrounds, do well.</p>		
<p>Finance, Premises, HR and Health and Safety</p>	<p>The school is financially stable, with less expenditure and more income having a positive impact on the school budget. There are systems in place to ensure that the education and wellbeing of the children are prioritised when spending is considered.</p> <p>The school has a stable broadband and wireless network, to facilitate uninterrupted IT access by all pupils.</p> <p>The school is well-known in the community as being a place available for lettings. This is bringing a regular and reliable stream of income into the school. The school is highly regarded in the community and is the first choice for prospective parents in Harrow.</p> <p>The school uses cost-efficient, sustainable and environmentally-friendly energy, working towards the target of a zero-carbon footprint.</p> <p>All school buildings are accessible to all staff and children.</p> <p>The school has highly-efficient systems for</p>	<ul style="list-style-type: none"> • To regularly review budgets and spending, making savings wherever possible. • To identify and, where possible mitigate, risk factors to the financial stability of the school • To prioritise spending on the aims of the School Development Plan. • To upgrade security systems. • To promote and implement the use of the school buildings and grounds for lettings. • To seek regular opportunities to promote the school in the local community. • To install LED lighting across the school. • To improve accessibility in the main office area. • To review and implement HR policies and practices. • To review and implement Health and Safety policies and practices. 	<p>Regular meetings have been held between senior leaders to discuss and evaluate school spending. This has led to more efficient use of funding, leaving the school in a more financially secure position.</p> <p>The school has prioritised spending on the aims of the School Development Plan. This has led to the success criteria as described in this document.</p> <p>The school has increased the broadband speed and installed a new wireless network. The school has increased the number of lettings using the school site. This has led to an increase in income to the school.</p> <p>LED lighting have been installed. This has saved the school money and contributed to the overall aim of eliminating the school's carbon footprint.</p> <p>The main office area is fully accessible. The school is compliant with all HR and Health and Safety practices.</p>

	ensuring that HR and Health and Safety policies and practices are implemented and followed by all staff.		
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