

BELMONT SCHOOL SELF-EVALUATION

SELF-EVALUATION SUMMARY – July 2022 (Year 2021-22)

SUMMARY EVALUATION

INTRODUCTION

Context: Belmont School joined the SAND Academies Trust in July 2020. Our school works closely with the other schools in the Trust: these currently include three other special schools - Battledown, Milestone, Paternoster, and one mainstream primary with a communication and interaction provision (Willow Primary Academy).

Belmont is a special school catering for pupils between the ages of five and 16 with Complex and Additional Learning Difficulties. Belmont received an Outstanding Ofsted Report in October 2018 and is currently heavily oversubscribed and at maximum physical capacity with 177 on roll from Sept 2022. In addition to these children Belmont is supporting the LA and mainstream schools with a small number of in-reach placements to reduce exclusion of particularly vulnerable children. One third of Belmont pupils are on the Autistic Spectrum and over 25% have a high number of ACE's and recognised trauma in the past. As a result, many of our children have joined us following failed experiences in mainstream schools, exclusion or are from the APS service. During the past three years we have made extensive improvements to our school site, learning provision and facilities to cater for the increasingly complex needs of the children. Examples have included six additional intervention rooms, two new secondary classrooms, a three-level soft play and sensory centre, and improved disabled access. In addition, and to even better meet the needs of the cohort, leaders redesigned the secondary curriculum and the introduction of extensive work around relational school and restorative working. The school was very proud to be the winner of the 'Ace Maker' inclusion award in June 2021.

The Leadership Team and Local Advisory Board members are currently driving forward the following projects to further improve facilities, teaching and learning to ensure the outcomes and educational experiences for our children are outstanding:

- Further improvements to onsite facilities (Health and Wellbeing Centre, cycle/running track, multi sports area and accessible 800m cycle trail)
- Continued support and training in **Relational School Approaches** (Trauma informed; Thrive; ACE Aware and Restorative Practice)
- Further embedding of our adapted curriculum to best support and challenge the needs of the pupils and prepare them for their next step in transition to Post 16 and beyond.

	Belmont	Glos Av.	National		Belmont	Glos Av.	National
FSM %	55%	16.5%****	22.5%***	Child In Care	1.25%	0.57%****	0.67%***
Ethnic Minority	13%	n/a	34.5%***	EHCP	100%	n/a	4%**
No. on CPP	1.3%	0.37%****	0.41%***	EAL	5%	7.2%**	19.5%***
Pupil Premium	45%	35.4%****	27.3%***	CIN Plan	1.2%	2.8%***	3.21%***
Boys & Girls	B 74.7% G 25.3%	B 72.4% G 27.6%**	B 72.8% G 27.2%**	Special School Attendance	92.6%	89.9%**	89.3%****

* Data from 20-21 Schools Census for Special Schools ** Data from 21-22 School Census *** Data from Gov.uk ****(Office for National Statistics June 21) GCC Data **** Please note that this document should be read in conjunction with the Key Performance Indicators – published six times a year.

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<p>SIGNIFICANT DEVELOPMENTS DURING ACADEMIC YEAR 2021-2022 Including consideration of previously identified Ofsted targets</p>	<ul style="list-style-type: none"> • Further development of RP and Relational School and the impact. • Outstanding staff and pupil attendance during the pandemic (in context of Covid 19). • Majority of lessons recognised as good or outstanding during this academic year. • Despite the Covid-19 challenges, outstanding learning progress/outcomes during 2021-22 reflected in assessments, books/files, student progress files, internal and external observations and learning walks ratified during an external SIP visit in June 2022. • Development planning is thorough and clearly reflects the school's accurate self-assessment of its performance and ambition for constant improvement (Ofsted 2018). • As a result of targeted interventions, national tutoring programme and high-quality lessons, Pupil Premium students made greater progress in all areas of Maths and English. • Increased work with external professionals (play, music and occupational therapy) within the school to support growing complex needs. Increased support from specialist speech and language therapists. • Increased CPD of staff on DIR floor time interventions and specialist speech support to enable more of our complex learners to be ready for learning. • 91% of pupils have made progress within their Thrive scores through specialist support. 	
<p>OUTCOMES FOR STUDENTS Attainment, progress and the quality of learning.</p>	<p>Grade 1 Strengths</p> <p><u>Context of year 11 cohort 2021-2022:</u></p> <p>17 pupils: four girls and 13 boys, 10 pupils were Pupil Premium, five pupils had four or more ACE's (that we know of). Five pupils joined us late in KS4, some with extremely low attendance (20%) leaving Belmont with over 85% attendance. Six pupils needed specialist support for anxiety, regulation of emotions, self-harm resulting from abuse/trauma.</p> <p><u>2021- 2022 Year 11 headline figures (17 pupils):</u></p> <ul style="list-style-type: none"> • All pupils achieved an accreditation in Maths • 16 pupils achieved an accreditation in English • Three pupils achieved Maths GCSE grades • 16 pupils achieved ICT Entry Level Certificates • All pupils achieved ASDAN Awards • All pupils achieved a Bronze Arts Award 	<p>Areas for development</p> <p>- Continue to embed updates and fine tuning to the curriculum to suit the needs of the pupils.</p> <p>- Continue to explore the most suitable accreditations to prepare pupils for their next transition and planning ahead for more complex future learners.</p>

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	<p><u>Step Up to English:</u> Silver Award: seven pupils gained ELC1, three pupils gained ELC2. Gold Award: seven pupils gained ELC3.</p> <p><u>Maths:</u> One pupil gained ELC1, seven pupils gained ELC2, nine pupils gained ELC3, three pupils secured GCSE Maths.</p> <p><u>ASDAN: Personal Development Programme:</u> Eight pupils achieved Bronze, four pupils achieved Silver, five pupils achieved a Gold.</p> <p><u>PSHE Short Course:</u> 15 pupils passed the award and the remaining two both gained credits.</p> <p><u>Foodwise:</u> Seven pupils passed the award.</p> <p><u>ICT ELC:</u> 16 pupils gained EL1 in Online Basics, 10 pupils gained EL3 in four other areas, six pupils gained EL1 in three other areas.</p> <p><u>Arts Award:</u> All 17 pupils achieved the Bronze Arts Award.</p> <p><u>SATS results – Key Stage 2</u></p> <ul style="list-style-type: none"> • 4 attempted the exams and we were exceptionally proud of the way they performed during the exams. • 1 pupil was successful at achieving a pass at the Reading and the others were not far off. <p>Whole school attendance Sept 2021 – July 2022: 92.6%. Levels of attendance were still impacted by Covid 19. We have also noticed higher absence linked to medical needs as the complexity of our pupils increases.</p>	<p>- To focus on attendance as a whole in line with national changes and to work with families with poor attendance to improve now that Covid 19 is having less of an impact.</p>
QUALITY OF EDUCATION	<p>Grade 1 Strengths</p> <ul style="list-style-type: none"> • 100% of lessons deemed as Good or Outstanding (best practice or established). The number of lessons observed and learning walks was reduced due to Covid-19. All staff were formally observed at least once, in addition to SIP visit and learning walks. • Marking and assessment procedures are consistent and in line with the Marking Policy. 	<p>Areas for development</p> <p>- Ensuring five new teachers are supported in their new role at Belmont</p>

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	<ul style="list-style-type: none"> • Rigorous CPD programme delivered this year to support the improvement in the quality of teaching and learning, assessment and adaptations to the curriculum. • Rigorous assessment three times per year to track pupil progress on Pupil Asset. • The quality of teaching and learning is consistently high. Leaders carefully monitor the quality of provision with rigour. You provide staff with high-quality guidance and support to ensure that their teaching meets your exacting standards. You act swiftly when teachers do not meet these expectations. (Ofsted 2018). 	<ul style="list-style-type: none"> - Rigorous monitoring and evaluation of the adapted curriculum. - Implementation of Teacher 360 to track and assess teaching and learning across the school. - Effective deployment of new LP's to support specific needs of pupils. LP CPD program to be put in place.
<p>BEHAVIOUR AND ATTITUDES & PERSONAL DEVELOPMENT Attitudes to learning, behaviour in lessons & around the school, attendance & punctuality, attitudes towards others, how well protected from bullying, views of students/parents</p>	<p>Grade 1 Strengths</p> <ul style="list-style-type: none"> • 100% of parents engaged in parental conversations and EHCP meetings. Parental feedback was exceptional and positive with 100% of families stating they would recommend Belmont School to others, and that their children were safe at school. We achieved our target to ensure 100% of parents were set up on Class Dojo and fully engaged in the class daily communications. • Whole school attendance of 92.6% achieved during 2021-22, impacted by Covid 19. • Zero fixed term exclusions and zero permanent exclusions, further reduction in Team Teach physical interventions (see Head's Reports to LAB with data analysis). • Last inspection reflects 'outstanding' safeguarding, behaviour and attendance (Ofsted 2018). External SIP visit (summer term 5) identified no concerns with safeguarding practice and culture (safeguarding action plan in place). • Safeguarding remains a priority for LAB members and leaders, with considerable planning for ongoing investment in the training of staff and LAB in 2022 – 23. Focus time each Wednesday and Thursday is dedicated to CPD and safeguarding for all staff. 	<p>Areas for development</p> <ul style="list-style-type: none"> - Lead further training and work with both parents and children on child-on-child bullying, online safety & up skirting to ensure whole school community are clear on how this will not be tolerated, and our processes for challenge and support in this area. - Introduction of the Belmont Bees to embed school values and ethos.

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LEADERSHIP & GOVERNANCE	Grade 1 Strengths	Areas for development
<p>How well leaders demonstrate an ambitious vision, high expectations, improve learning, develop staff, sustain improvement. Accuracy of data, curriculum, governance, safeguarding, and partnerships</p>	<p>The school year was again disrupted by Covid-19 and the school leaders needed to work very hard for many months to keep the school safe and fully operational -for example, offering extended school and remaining open for respite in the school holidays. The efforts of Belmont staff were recognised by GCC’s safeguarding teams and the GCC Head of Education and Belmont was also thanked by numerous families for going the extra mile when the community needed us.</p> <p>Leadership and Governance is strong and highly aspirational for the children. This was recognised as a strength during a visit from Stephen McShane the Belmont SIP who recorded: <i>‘Senior leaders are passionate about the school. They are driven to provide the very best. They are committed to continually improving. A demonstration of their strength is their willingness to engage in this process of honest reflection recognising that the school must keep examining its practice in a changing environment. Their practice of ‘rumbling with ideas’ is powerful. They are very knowledgeable’.</i></p> <p>Belmont LAB and SAND AT remain committed to the use of <u>external</u> and independent challenge and support. The school commissions a SIP annually to lead this work, conducting a rigorous health check on the school and standards These professionals are either SEND experts or Ofsted inspectors who help the school leaders evaluate the school’s performance and shape further work and priorities. The school’s current SIP is Deirdre Fitzpatrick.</p>	<p>- To provide further CPD to staff on the new framework to ensure we are embedding ‘Deep Learning’ and working towards the national expectations and priorities for our children.</p> <p>- Review the school’s progress and position against the current Ofsted inspection framework.</p>
<p>IDENTIFIED SCHOOL TARGETS 2022–2023 as informed by the SEF and 3-5 year strategic plan</p>	<ul style="list-style-type: none"> • Embedding of the curriculum changes, then evaluate and review for next academic year. • Implementation of Teacher 360 to assess Teaching & Learning and support performance appraisals. • Develop staff members’ ability to understand and communicate our work in relation to deep dives, sequential curriculum and embedded learning (intent, implementation and impact). • Further focus on Relational School to build on last year’s success and impact further on the wellbeing and mental health of the Belmont community. • Further improvements to facilities and premises for the learning and development of the whole child (Health & Wellbeing Centre, Skills for Life opportunities). • Further develop collaborative working practice across the SANDMAT in targeted areas such as attendance, safeguarding, and teaching and learning. 	