

## BELMONT SCHOOL DEVELOPMENT PLAN 2023-24 (Mid Year Review 2024)

### INTRODUCTION

This strategic Plan provides an overview of our short term (one year) objectives in five key areas of the school:

**Leadership & Management:** To support, challenge and inspire in all areas to ensure outstanding practice across the school.

**Behaviour & Attitudes & Personal Development:** To increase the opportunity for every pupil to be safe and reach their full potential in school and within the wider community.

**Provision and Premises:** To ensure a safe community and exciting environment for building confidence, friendships, skills and knowledge.

**Outcomes for students:** To improve the quality of education for all to achieve optimal outcomes for pupils based on their needs.

**Quality of Education:** To support & challenge every pupil and staff member to achieve their full learning potential.

Objectives for the yearly plan are drawn up through the whole school self-evaluation process where all staff and LAB members are able to discuss and contribute through working parties associated with the five key areas. These objectives are then collated by the SLT and finally discussed and approved by the school's full governing body.

Each objective is clearly defined by what success will look like, how and when this will be achieved to provide a clear focus for the school during the year.

**This whole school development plan is achieved by school leaders and also supported via many operational development plans led by subject leaders and key stage teams:**

- each curriculum/subject area has a set of targets recorded in a dept development plan
- any staff members with UPS responsibilities also have a set of targets
- each member of staff has their own CPD targets linked to the school's objectives.

**Abbreviations:**

SAND AT -Academy Trust

LAB - Local Advisory Board  
(governance)

SLT - Senior Leadership Team

KSL Key-Stage Leaders

GCC - Gloucestershire County Council

LA - Local Authority

F@B – Friends @ Belmont (Parent  
Teacher Association)

MAT - Multi Academy Trust

PP - Pupil Premium

SDP – School Development Plan

CPD - Continuous Personal  
Development

DDP - Departmental Development Plans

UPS - Upper Pay Scale

**R - RED** - Behind timescale or at risk

**A - AMBER** - On target for deadline

**G - GREEN** - Complete

**ACTION PLANS FOR 2023/24 – BELMONT SCHOOL**

**LEADERSHIP & MANAGEMENT**

<b>R</b>		Behind timescale or risk on non-completion
<b>A</b>		Progressing and on target for deadline
<b>G</b>		Complete



	<b>Objective Intent</b>	<b>Actions Implementation</b>	<b>Success Impact</b>	<b>Monitoring</b>	<b>Review Schedule</b>	<b>Led by</b>	<b>Cost</b>	<b>Start / End Date</b>	<b>RAG</b>	<b>Comments</b>
Target 1	To <b>establish the new middle and senior leadership teams</b> following the departure of KH and restructure of SLT.	SLT members to support and challenge each other and review work and progress. LAB to work with senior leader from SAND AT to monitor and feedback.	Higher effective staff induction and transition for CV & IP and new leader for KS3. Recognise effective whole school leadership against targets (school & individual PM)	KD & LAB	LAB & SLT Meetings	Head & Rep from LAB	Leadership time	April 23 - July 24		Full (new) SLT planning day booked off site during April 2023. From Jan 24 whole leadership focus on values and team work (Dare 2 Lead programme).
Target 2	<b>SLT to implement Inspection Preparation Action Plan</b> following the external review of leadership and whole school effectiveness against current inspection criteria	SLT Design Inspection Preparation Action plan for consideration by SAND AT and LAB (Term 1) SLT implement training, monitoring schedule and set targets for staff/department teams. SLT work with external SIP to Health Check school, identify priorities and ratify SLT judgements on standards.	Belmont continues to be recognised as an outstanding provider by Ofsted. Consistent high-quality lessons and learning in line with 'outstanding descriptors in inspection guidance' Outstanding safeguarding culture, training and processes Outstanding leadership.	SAND CEO / LAB & SLT	Ongoing	KD & SLT	Leadership time	Sept 23 - July 24		4 external SIP visits have been booked across this academic year.  6 focused Ofsted sessions will be planned to take place during this academic year to inform staff of the processes and expectations of inspection.
Target 3	Continue to <b>improve &amp; embed the whole school effectiveness of Communication &amp; Interaction</b> via effective specialist leadership and further whole school CPD	Communication and interaction lead to propose CPD training needed for staff for the year.  Lead to implement a C & I development plan following rigorous review and assessment of current practice  Introducing a CPD pathway to ensure all staff progress to the required standard to provide outstanding support to Belmont pupils.  Communication and interaction group to be established with priorities for increasing the	SALT to lead communication and interaction whole school. Regular updates with intervention team and SLT  Through effective CPD, increase staffing skills of all class teams to support children with C&I needs.  Makaton training throughout school. Communication team upskilled.  Develop 'home grown' skilled and effective staff team to reduce need for external specialists.	CV & AC  AC with communication and interaction group	Sept 23 to July 24	CV Lead	SALT Lead 2.5 days per week	Sept 23 - July 24		Draft plan agreed and mid-year meetings have been planned with the school's external SIP.  Jan 24 update Half day session in the inset was devoted to C & I with brief whole staff session followed up school teams designing and making specific visual resources to benefit children during the rest of the year.

		effectiveness of communication and interaction whole school  Ensure a multi-agency approach is taking place with OT and wider professionals for a consistent approach with interventions, learning approaches and environments.	The Five Good Communication Standards (RCSLT, 2013) will be seen within school; 1. There is good information that tells people how best to communicate with me – 2. Staff help me to be involved in making decisions about my care & support – 3. Staff are good at supporting me with my communication – 4. I have lots of chances to communicate – 5. Staff help me to understand & communicate about my health -							
Target 4	<b>To successfully embed 'Teacher 360'</b> to evidence and support outstanding practice and targeted CPD to develop the very best standards of teaching	Induction to Performance Management process by CY – linked to SANDMAT CPD Leads  Guidance and training to SLT and MLT who line manage teachers and lead assessment work during observations, learning walks and teacher reviews.	SANDMAT Software programme to monitor PAs. Classroom visits will indicate that pupils are engaged and making outstanding progress due to the planning, preparation and delivery of differentiated and active lessons. SIP Health check & external reviews can readily see outstanding progress and this is reflected in their judgement / feedback.	CY	Termly	CY	CPD budget £15,000 whole school training budget	Sept 23 - July 24		CY(Deputy) started this work in the previous year. This target will be monitored via lessons observations and also via the term 2 data drop. Further work is taking place with the SANDMAT deputies to refine the paperwork & link to software programme – currently the lesson observation paperwork is being developed to cover all schools approaches and to ensure consistency across the MAT.

**ACTION PLANS FOR 2023/24 – BELMONT SCHOOL**

**BEHAVIOUR & ATTITUDES**

<b>R</b>		Behind timescale or risk on non-completion
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<b>G</b>		Complete



	<b>Objective Intent</b>	<b>Actions Implementation</b>	<b>Success Impact</b>	<b>Monitoring</b>	<b>Review Schedule</b>	<b>Led by</b>	<b>Cost</b>	<b>Start / End Date</b>	<b>RAG</b>	<b>Comments</b>
Target 5	Ensure even better consistent application of new school policy, standards and language around behavioural management and relational school.	-High quality CPD offer & induction to new staff (CY) -Effective analysis of whole school data for behaviour and inclusion to review consistency in application and use of language (by 3 KSL and monitoring from CV) -Early interventions are available consistently across the school and impact monitored (Interventions team & LT) -Whole school reward/recognition are effective & consistent (KSL)	Recognised consistent best practice regarding: -Management of challenging behaviour to improve learning and attendance -Team Teach interventions monitored closely to ensure safety and interventions are reducing incidents -Children and families continue to report they feel safe in school -The school community recognises and celebrates the success of children who develop and improved behaviours to maintain longer term motivation	CY CPD  KSL Behaviour Analysis  TL Team Teach Training & standards & impact	Termly at SLT and all pastoral meetings	CV & TL KSL Team	Leadership Time and resources from CPD budget	Sept 23 - July 24		Ongoing work with the MLT and teachers to develop consistent behaviour approaches across the school that support Trauma informed practice.  3 members of staff currently being trained as Thrive practitioners to support TI work across the school and SANDMAT.  Belmont has new behavioural lead (TL) this year following retirement of PS.
Target 6	<b>Whole school attendance</b> target has been set at 93% Implement national changes to attendance expectations Upskill new attendance officer (AK)	Whole school attendance is closely monitored by Key Stage Leaders & SLT to ensure swift actions are taken to support groups or individuals with concerns. Regular meetings and ongoing monitoring and tracking to ensure attendance remains high. SANDMAT Attendance network to be formed and led by Daniel Parker.	Whole school attendance target is 93% or above for this academic year  Students received high number of learning hours leading to positive outcomes for learning and social development.  All students with low attendance are monitored closely and given the support, challenge and encouragement to improve.	LFM (UPS) KSL Attendance officer  RC as DDSL for vulnerable children	Termly at SLT and all pastoral meetings	CY & AK	0	Sept 23 - July 24		Term 1 attendance 93.05% Term 2 attendance 92.8% Term 3 attendance % Term 4 attendance % Term 5 attendance % Term 6 attendance %  Jan update; Leaders have used small amount of Pupil Premium funding to assist with transport ensure the most vulnerable assess school consistently.
Target 7	<b>Secure Outdoor Play and Learning accreditation for Secondary School</b>	LL to secure high standard of accreditation (Gold) LL to further develop OPAL to facilitate learning and safe play. Look at play facilities for secondary & develop links with PE & Sport funding (IP) SLT securing funding for project (support from CS)	Student active play and engagement. Development of leadership, team work, values, communication skills and improved behaviour. OPAL (Outdoor play and learning) is embedded in secondary and primary and adapted for the larger number of students this year. Greater outdoor provision and schemas offered to pupils.	LL (Support from CV & CS, IP)	Termly SLT	LL, LM, FB & Play leaders	Sports and PE allocation plus opal budget.	Ongoing		Development of play areas in the whole school budget for this year allocated.  Secondary areas need; Trim Trail, Sensory areas, Building zone and water play, shade and additional seating. Possible links with F@B.

**ACTION PLANS FOR 2023/24 – BELMONT SCHOOL**

**Personal Development of Pupils**

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<b>G</b>		Complete



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Target 8	Ensure the provision for Student <b>Personal Development</b> is outstanding	Ensure the provision for Student <b>Personal Development</b> is outstanding Broad and balanced curriculum and extra curriculum programme. Ensure all PD elements are included in the curriculum: SMCS; Modern Britain; Culture; Values & Beliefs; Diversity; Citizenship; Careers; Social Capital; 9 protected characteristics	The school consistently promotes the extensive personal development of pupils. Pupils experience a rich experience through the curriculum and extra-curricular activities.	CV & LFM & JFG	LAB meeting	Lead for PD	Dept budget £1000	Sept 23 - July 24		Direct link to new Our Futures curriculum
Target 9	<b>To keep the gap closed between Pupil premium and non-pupil premium pupils as well as other key groups within school.</b>	Ongoing tracking and monitoring and analysis of data. (Academic, Holistic, Behaviour and Attendance) Implementation of Interventions through targeted interventions both holistic and academic. Increased support from OT and specialist Speech and language to reduce barriers to learning. SLT to ensure National Tutor programme is extended to impact on academic progress.	Gap between pupil premium and non-pupil premium remains closed. The gap for all areas will stay closed through the adapted curriculum. All pupils making progress within their expected levels.	IP	Ongoing	IP & CV & TL & GB	£88k pupil premium allocation	Sept 23 - July 24		Baseline assessments are planned to take place in term 1 with a date drop in term 2. Following analysis of needs during 2022-23 the pupil premium funding has supported recruitment to specialist staff members to help close the gap. Recruitment has included OT, SALT, National Tutor and additional intervention staff.



**ACTION PLANS FOR 2023/24 – BELMONT SCHOOL**

**QUALITY OF EDUCATION**

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Target 10	<b>To further ensure a challenging, creative and sequential curriculum</b> is being followed throughout the school providing maximum learning and development opportunities for children	Sharing Best Practice is coordinated across the school Focus session review progress and allow for further CPD training Embedding curriculum is monitored via SLT & SIP and feedback from staff This target will be monitored by lesson observations during term 2 and learning walks later in the year. This area also reviewed with all subject leaders.	Pupils will be fully engaged and maximum learning and progress will take place in all subject areas. Teachers will be able to communicate the purpose and impact of all lessons so all stakeholders understand how plans, lessons contribute towards outstanding pupil achievement	CY	Termly	CY	Curriculum budgets & CPD Budget	Sept 23 - July 24		
Target 11	<b>To further ensure the best possible learning outcomes and progress from children</b>	Ongoing monitoring and evaluation of curriculum delivery. Delivery of appropriate interventions to support the gaps in progress and development of pupils.  Implementation of the Interoception curriculum to develop pupils' social, emotional and physical well-being.	Students make excellent learning progress across the core subjects English and Maths Successful monitoring of all groups CIC, Boys, Girls, FSM to ensure all academic interventions are used to support gaps and help secure fast progress towards targets. Feedback from children and progress is positive about learning progress	CY & IP & CV & AB	Ongoing	CY & IP Support from IP, JFG & TL	Leaders Time and resources from curriculum budgets	Sept 23 - July 24		Baseline assessments are taking place in term 1 with a data drop in term 2.  Following analysis of needs during 2022-23 the pupil premium funding has supported recruitment to specialist staff members to help close the gap. Recruitment has included specialist OT & SALT in addition to more intervention staff.
Target 12	<b>To ensure that Reading interventions are having an effective impact</b> across the whole school community.	Termly meeting with CY & English co-ordinators  Reading ages tested twice per year for all children  Analysis of reading data leads to targeted interventions for children  High profile events like WBD run during the years	Read Write Ink is embedded successful across the whole school  All pupils increase their reading ages this year  The reading culture improves further creating more lifelong readers  Trial is running from Sept 23 until Dec 23 (Books beyond words)	JFG & MC (CY SLT monitor)	Ongoing	JFG & MC & JK	Leaders time & Read Write Inc	Ongoing		The good work on reading development is also being supported by the development and investment of a specialist library / learning resource centre during this year. Appointment of new library leader (Jane).

**ACTION PLANS FOR 2023/24 – BELMONT SCHOOL**

**PROVISION AND PREMISES**

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Target 13	<b>To secure additional specialist Health and Well-being centre.</b> A specialist round space made from wood to support Health and community use.	CY to commission project once funding secured. Permissions and external build targeted for completion by Sept 2023. KD & F@B to support the project and priority for CS as fund-raising staff member.	Pupils, Staff and community engagement in physical recreation and therapeutic activities increases. Improvements in mental health and resilience, reduction in anxiety, stress.	KD & LAB	Termly SLT	CY & CS	£900k current estimated costs	Sept 21 – Sept 26		Project has 170k already, allocated from previous school budget and £10k from F@B Plans are progressing with architect, however costs national are dramatically increasing and SLT capacity to progress project was a challenge last year.
Target 14	<b>To create additional social areas for shade and shelter</b> across the school	KD & MB implement plans following agreement from SLT and LAB	To secure the following facilities by September 24.  Large secondary seating area with access to shade and shelter to allow for access all year around.  Primary reading area with shade and shelter	KD & RWW	Termly SLT	LL OPAL Team	£30k secured for this work (20k secondary and 10k primary)	Sept 23 – Sept 24		Design and funding for secondary area has been agreed and 3 quotes have been confirmed. The build should be completed during Feb half term or Easter ready for the summer. Preliminary ideas for a shaded area attached to the primary classrooms is underway. To be used in all weathers to provide an outdoor learning/shade area. Meeting with a builder on 8/2/24 and initial meetings with Mike Bridges undertaken.
Target 15	<b>To secure funding and plans for specialist library / learning resource centre</b>	Library is currently too small and not accessible to both primary and secondary students. Provision needs to be located between the building and to accommodate whole class visits.	New library is fully operational by Sept 2025 In year one (by Sept 2024) we have secured planning permission and design.	KD	Termly SLT	JK & CS	Leadership time	Sept 23 – Sept 24		KD Secured £80k investment at the end of the year 22/23 this has been added to a small year-end balance to pay for the building that will be available from Jan 23 and currently supporting transition for complex children.



Target No.	Lead		Term 3 Feb 24 Mid-Year Review presented at LAB 28 <sup>th</sup> Feb 2024	Term 6 End of Year Review July 24
1	KD	To establish the new middle and senior leadership teams following the departure of KH and restructure of SLT.	At the start of Term 3 the school leadership team was finally complete with an SLT of four and three Key Stage Leaders. The roles and responsibilities of these staff members have been shared with school staff and LAB members. The staff team is performing well and despite five of the team of seven all being new to the roles, Terms 1-3 have been successful. Now at full strength, the head and deputy are very keen to revisit values and explore how we can achieve our full potential as a team. Chantel will be starting the Dare to Lead program with us from Term 3 onwards.	
2	KD	SLT to implement Inspection Preparation Action Plan following the external review of leadership and whole school effectiveness against current inspection criteria	Inspection preparation during Terms 1 – 3 has largely focused on our work with Deirdre our School Improvement Partner. Foci has included the importance of a sequential curriculum, book reviews, and she has attended some of the pupil progress review meetings when school leaders support and challenge class teachers on the progress and standards in their classes. During Terms 4-6 the leaders need to become more familiar with the inspection handbook, plan for the management of inspection days and upskill the teachers and subject leaders to communicate our work to inspectors. Three SAND schools have been inspected in the past few months and Belmont SLT is working closely with these schools and learning from their experiences so we can continue to offer the best provision to our children.	
3	CV	Continue to improve & embed the whole school effectiveness of Communication & Interaction via effective specialist leadership and further whole school CPD	<p>A lot has been actioned already this year to continue to improve and embed the whole school effectiveness of Communication and Interaction.</p> <p>A SALT assistant has been deployed to support in the delivery of SALT across the school. This has resulted in more students receiving direct therapy and has meant there is a SALT presence even when Amy is not in school.</p> <p>Amy has completed CPD by visiting Kingsbury School and meeting Oasis School to look at the use of Gridplayer in classrooms. This has given Amy an insight into C&amp;I in other schools, as well as an opportunity to gather ideas. For example, transition music has now been implemented to help with classroom structures and routines.</p> <p>There is now a more consistent use of visuals across the school through the use of: lanyard symbols; RP booklets; communication boards around the school site (ongoing); and the introduction of 'Makaton Champions'. This is providing increased opportunities for communication and we are continuing to build Total Communication across the school.</p> <p>More specialist support is being given to pupils with complex needs (The Nest and The Hive) through: staff training; individual interventions and ongoing liaison with the class teams.</p> <p>'Word Aware' has been implemented across the school which is a whole school approach to developing vocabulary linked to the Interoception curriculum. This has provided growing awareness of why vocabulary support is so important and means there is dedicated time each week to focus on this.</p> <p>Class therapy folders have been developed to ensure all the information is one place, including targets. This is resulting in an increased understanding of pupils' speech, language and communication needs and targets.</p> <p>Staff CPD has been delivered in the following areas: Word Aware (and follow up); Intensive Interaction with select classes; Makaton Level 1 with select staff; and the use of Grab Bags to support pupil voice. This has resulted in an increased understanding of different interventions, along with increased confidence for staff to deliver these across the school day.</p> <p>There is a continuing service from NHS SALT and AAC Specialist, and regular meetings are held to review the service provided. This means there are assessments of pupils being conducted by an NHS SALT and pupils (and relevant staff) are receiving specialist AAC support.</p> <p>There is regular involvement with parents through coffee mornings and information provided on Dojo. This is increasing parents' understanding of the SALT provision at Belmont as providing more support at home.</p>	
4	CY	To successfully embed 'Teacher 360' to evidence and support outstanding practice and targeted CPD to develop the very best standards of teaching	Teacher 360 has been expanded across SAND schools and SLT and CPD leads from several schools are involved in the program. The Belmont mid-year teacher performance reviews start in term 4.	

5	CY	Ensure even better consistent application of new school policy, standards and language around behavioural management and relational school.	The whole school standards around behaviour management have remained excellent in the first part of the year. This is reflected in strong, respectful and positive relationships between staff & students and ratified by data around less and less physical interventions and a drop in challenging behavior. In addition, when the SIP has visited, she has always passed comment on how very calm the school remains. Despite the good progress and calm school because of the high numbers of new staff joining the team additional training around Relational school has been planned for terms 4 & 5 this year.
6	CY	Whole school attendance target has been set at 93%	Attendance term 1 93.05%, term 2 92.8%, term 3 93.3% Total attendance average terms 1 – 3 93.05%  At this time the whole school attendance strategy is working very well and despite a number of issues linked to winter illness and national concerns around attendance Belmont children have kept attendance levels high and well above typical national special school levels. The combination of relational school, suitable curriculum and support and challenge from the staff team are the main drivers behind our continued success with attendance.
7	LL	Secure Outdoor Play and Learning accreditation for Secondary School  <a href="#">Please see request to revise this target, from the above to the below...</a>  <a href="#">To secure very high quality and inclusive play spaces in the secondary school in line with the primary provision.</a>	Play leaders have developed their understanding of the 16 Types of Play and observed how these are offered in our playground. After observations and through discussion, we identified types of play which we wanted to initially focus on enhancing; locomotor, exploratory and object play. A range of new 'play' equipment was brought into the playground. Children have enjoyed using large construction materials e.g road blocks and cable reels for den building. This has been great for children problem solving, risk assessing and co-operating in play to create a structure they utilise and share. We introduced tree trunk rings which the children have enjoyed using as stepping stones, bases and backgrounds for their transient art. Some children in secondary have also enjoyed the mud kitchen, built and installed by Men in Sheds and the new large 'Lego' blocks. Andrea (a Thrive lead) has been providing THRIVE lunchtimes once per week for KS3 and has had a good up-take. Children have been engaged in the activities. KS3 have a sparked interest in playing football, linked to the recent organised matches by Mr Mansell. This has engaged a number of the children who tend to seek 'rough and tumble' play, so a very good thing! Children are becoming more familiar with the resource options in the OPAL store and are accessing smaller toys e.g. cars and Lego. In general, children are now used to tidying and returning equipment. We have trialled the use of a yellow grit bin as a storage solution for safe resources to be left on the playground (rather than locked in the OPAL store) which the children can access freely and take ownership of. We have two more bins that will be introduced onto the playground next term. KS4 have a dedicated 'Quiet Room' in addition to the 'Common Room' and access to outside. The next steps for OPAL will include, developing resources for imaginative and socio-dramatic play. Look into shade and shelter solutions, we want to make sure it is fit for purpose. Continue to look into large pieces of play equipment for secondary (swing set, trampolines, trim trial); this links with Belmont Community Sport plans. Continue to develop staff understanding of OPAL and their role on the playground. Some staff are already more comfortable being advocates of play, modelling positive play behaviours and facilitating play without restricting imagination.  The headteacher is requesting a slight change to the target, on the basis of; 1) The accreditation and mentoring support for this program is now very expensive at £5500 <a href="#">The OPAL Primary Programme - Outdoor Play And Learning</a> 2) Some of the staff team from the previous program are support the work in secondary and have the skills 3) Belmont has a motivated lead who had already achieved big progress during terms 1-3 so confident the provision will be good 4) If the school feels the accreditation is essential in the future we can invest in OPAL next accademic year
8	CV	Ensure the provision for Student Personal Development is outstanding	The Personal Development of students at Belmont School is directly linked to 'Our Futures' which is a curriculum strand encompassing Life Skills, Citizenship, CEIAG (Careers Education, Information, Advice and Guidance) and vocational studies. The Our Futures team have developed the intent, implementation and impact of the curriculum area to ensure that it is underpinned by essential key skills. Monitoring (informal book looks and planning scrutiny) carried out shows that lessons: embed key skills;

			<p>provide opportunities for students to work and play together; allow students to work using their own initiative; encourage problem solving; and embed the practical use of English, Maths and IT.</p> <p>Across Primary, Our Futures is topic based and includes guided play-based learning; role-play, story books and social stories, modelling by adults, exploration and exposure to a variety of curriculum related experiences, together with whole school focused curriculum days. The children's curriculum has been enriched with extra-curricular trips such as: Cheetahs class visit to Perrybrook Railway; Elephants class trip to Cineworld; and Alligators class visit to Westonbirt Arboretum.</p> <p>In Key Stage 3, topic-based learning is planned to encompass all Our Futures strands. Emphasis is placed on developing key skills for lifelong learning. The curriculum has been enhanced by extra-curricular trips such as: Giraffes class visit to The Wilson Museum. The Key Stage 4 Our futures curriculum is delivered through ASDAN Personal Development Programme and ASDAN Short Courses in Citizenship, Living Independently, FoodWise, Careers &amp; Experiencing Work. Their curriculum has been enhanced through RDA and Night Owls and Otters class trips to Harry Potter Studios. All Key Stage 4 classes have had college link days to support their transition from Belmont to their next destination. Otters class have also visited the Holiday Inn as a workplace visit to see the various jobs that the hotel industry offers. As the year progresses, we hope to grow these opportunities.</p> <p>The next step is to plan and implement focused curriculum days for Citizenship and CEIAG to ensure they are focused, meaningful and relevant.</p> <p>As this is a new strand for the Belmont curriculum, the 'Our Futures Team' (AW, EB &amp; JG) shall be reviewing this at the end of each big term, to ensure Our Futures is adaptable to the continually changing needs of our students.</p>	
9	IP	To keep the gap closed between Pupil premium and non-pupil premium pupils as well as other key groups within school.	Please see the mid-year progress report from Ms Petrova, she will also be attending the next LAVB meeting to take any questions from LAB members.	
10	CY	To further ensure a challenging, creative and sequential curriculum is being followed throughout the school providing maximum learning and development opportunities for children	From Sept 23 the curriculum areas were adapted to further meet the needs of the pupils. Subject areas were created such as Our Bodies (incorporating Active Skills, Interoception, Forest Schools, Yoga and Mindfulness); Our Futures (Careers; Design and technology). Teachers have worked together to create curriculum that are creative incorporating various areas that will interest and be important for the next steps in pupils transition. Regular teacher meeting and adaptation of the curriculum areas ensure that the curriculum is sequential and each topic reinforces previous learning and builds on new concepts. Subject leads are able to discuss the development of their subject areas during SIP visits and Teaching and Learning Progress Meetings.	
11	CY & IP	To further ensure the best possible learning outcomes and progress from children	School leaders recognise (and can evidence) that the learning environments within Belmont are conducive to learning, examples of this are seen on learning walks and behavioral data that's been improving during this year. Feedback from our School Improvement Partner reflects that the curriculum design is meeting the needs of the children and this is also reflected in the children's motivation to attend school (Term 3 attendance over 93% far above national averages for special schools). Book reviews and learning walk reflect high levels of progress for the Belmont children and any not making strong progress are support with additional interventions.	
12	JFG	To ensure that Reading interventions are having an effective impact across the whole school community.	Whole school phonics is now established and working very well, the mid-year data drop has just taken place so after analysis the head of department will publish results. The new library has been a big success and this environment is well used and added to the motivation of children to read.	
13	CY&CS	To secure additional specialist Health and Well-being centre. A specialist round space made from wood to support Health and community use	Senior leaders during terms 1-3 have needed to give priority to other essential site projects these have included; MAG locks across primary school building, planning permission for play and sports facilities and the move of a class room that was too small to support the needs of a complex cohort.	
14	KD	To create additional social areas for shade and shelter across the school	Funding has been ringfenced for these projects within primary and secondary as both areas have little or no shade in the summer. Kate Price has been working with some specialist providers to ensure any projects invested in are a sustainable solution and also remain safe for you young children who can climb and at time be more challenging than mainstream. She expected to have the design and procurement process completed by March / April and then to progress with the build shortly after.	

			In secondary we have a design for an outdoor cabin to provide shelter from sun in the summer and wind/rain in the winter. This project is being procured now and is expected to be built during the Easter holidays or May half term ready for the summer months.	
15	KD	To secure funding and plans for specialist library / learning resource centre	<p>Pressure on places and the growing needs of some students has led to the original room for the library being used to support a class. This larger space is working very well for these children and leaders needed to give priority to a complex cohort who needed a larger room to have their needs met.</p> <p>Belmont still has a dedicated library in a secondary classroom: it is used daily and is a wonderful environment in which to encourage reading. The room, however, is not big enough to accommodate a full resource centre, so school leaders are reviewing the longer-term vision and opportunities to develop the room.</p> <p>To date, Caroline (fundraising lead) has submitted an application to the Wolfson Foundation to secure funding for library furnishings, IT and books: this was unfortunately unsuccessful. Leaders will seek to update Caroline on the library plans in order to make future applications.</p>	