

SCHOOL 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).

Belmont is a special school catering for pupils between the ages of 5 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 180 on roll from Sept 2022. In addition to these children, Belmont looks to support the LA and mainstream primary 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 five 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 and hygiene room. In addition, and to even better meet the needs of the cohort, leaders redesigned the school curriculum and the introduction of extensive work around relational school and restorative working. Teachers and Learning partners have also been working alongside leads of all subjects to ensure the curriculum is sequential, relevant and supports the next steps in transition. English Reading has been a focus alongside the new Maths pathways. The school was immensely 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 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.
- Further improvements to onsite facilities (Larger library, 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)

	Belmont	Glos Av.	National		Belmont	Glos Av.	National
FSM %	39%	16.5%***	23.8%**	Child In Care	1.59%	0.57%***	0.7%**
Pupil Premium	36.5%	22.6%**	28.5%**	EAL	3.1%	5.9%*	15.3%*
No. on CPP	2.23%	0.37%***	0.42%**	Fixed Exclusions	No exclusions for 6 years	Not available	6.91%**
Boys	74%	72.8%*	72.4%	Perm Exclusion	No exclusions for 10 years	Not available	0.08%**
Boys & Girls	26%	27.2%*	27.6%*	Special School Attendance	93.54%	89.9%**	89%***

* Data from 21/22 Schools Census for Special Schools ** Data from Gov.uk (Office for National Statistics June 23)

***GCC Data Please note that this document should be read in conjunction with the Key Performance Indicators – published six times a year.

AREAS OF DEVELOPMENT & NEXT STEPS:

- Continue to monitor and evaluate the teaching of new programmes, and that impact remains outstanding (Phonics RWI, Reading, Maths Pathways, New Active Skills curriculum)
- To create a specialist Library environment to encourage reading and increase the range of books and opportunities (Belmont to secure further capacity for our committed 'Reading Champion')
- Further embed Teacher 360 to further assess Teaching & Learning and support performance appraisals, and to work with SANDMAT CPD group to find a software programme to support this.
- 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. Ensure new staff are upskilled and fully trained.
- Further improvements to facilities and premises for the learning and development of the whole child (Health & Wellbeing Centre, Skills for Life opportunities, additional intervention rooms).
- Further develop collaborative working practice across the SANDMAT in targeted areas such as attendance, safeguarding and teaching and learning.
- To establish and assess the effectiveness of the new SLT (Senior Leadership Team) & MLT following the promotion of Katy Hanna to Headship.
- Continue to improve & embed the whole school effectiveness of Communication & Interaction via effective specialist leadership and further whole school CPD.
- School Leaders, SAND & Governors explore if Belmont should continue to further develop curriculum learning pathways in the future to ensure pupils needs are even better met and accreditations are relevant for their next step in transition and for life.

OVERALL EFFECTIVENESS: Outstanding – Belmont School meets all the criteria for 'Outstanding' securely and consistently

- **Safeguarding is highly effective**, including strong culture of Safeguarding in school (SIP SG reports 2020,21,22 & full external safeguarding audit May 23). CPOMS & Sleuth online SG recording system is rigorously used by all staff and is monitored by DSL/DDSLs. Robust procedures and policies in place and the school has capacity via full time DDSL and support from leaders and FSW.
- **Leadership and management remain outstanding.** The current Headteacher and Deputy have been in post for 10 years and are supported by a robust board of governors and an ambitious team of recently expanded senior and middle leadership team. The team focusses on strategic long- and short-term school development which is supported by SAND AT Leads and wider staff team.
- **The curriculum is broad and balanced with individual sequenced subject learning pathways so that all pupils make outstanding progress.** It is robustly implemented and consolidated, the deputy has developed the pathways following extensive research and then in partnership with the staff team so there is shared understanding and commitment for effective delivery.
- Individual pupil outcomes are evidence by pupil progress data and analysis of individual / whole school EHCP learning outcomes. Outstanding academic progress, attendance or personal develop are shared with parents at least 3 times per year making them an integral part of their child's learning journey (learning conversations enjoy attendance of between 98% - 100% each year).
- **Personal Development is outstanding** and an absolute strength at Belmont. School effectively prepares pupils to negotiate the real-life challenges and opportunities of an of an increasingly complex world, enabling them to become well rounded young people who can contribute and be included in their local community and wider society. We support them to be healthy (mentally and physically), safe (online and offline) and equipped to thrive in their relationships and careers.
- **Highly effective use of Pupil Premium funding** ensures disadvantaged pupils to make progress that is similar to or better than non-PP pupils

A main area of focus has been communication and ensuring that all modes of communication are used to ensure pupils feel confident and have the tools to make their needs known. We started to embed our communication and interaction vision. Ensuring that there is frequent universal training for staff through our speech and language therapist. The right training has been provided for Communication in print, Makaton and intensive interaction is consistent amongst all staff.

The EEF says: The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.

Pupil Premium Pupils were able to access wider opportunities such as breakfast clubs, residential and trips. EEF found that: Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results. The model of pre-school breakfast clubs the EEF trialled – free and universal – appears to have clear benefits to pupils. In addition to the positive attainment impact found for pupils in Year 2, the independent evaluation also found both improved attendance and behaviour in schools. Most importantly, breakfast clubs help ensure that no child has to learn when they're hungry- EEF quote re breakfast club provision."

The EEF says this regards outdoor learning opportunities away from the classroom:

"Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes."

- A highly skilled dedicated lead for National Tutoring Programme ensures that students made greater progress in individual development areas within Maths and English to close identified gaps in lost learning due to the pandemic.
- Extensive positive impact of the bespoke Maths's pathways curriculum.

Key Stage 4 results 2022-2023

Year 11 Headline figures (21 pupils):

- All pupils achieved an accreditation in Maths
- All pupils achieved an accreditation in English
- 6 pupils achieved Maths GCSE grades
- 11 pupils achieved ICT Entry Level Certificates
- 16 pupils achieved ASDAN Awards (20 Gold & 1 Silver)
- 21 pupils achieved a Bronze Arts Award
- 19 pupils achieved Bronze D of E Award

Statistics:

- 81.5% of pupils met or exceeded their expected targets. Many primary pupils do not access this strand of Maths and those that do find it a challenge.

Working Mathematically:

- 83.6% of all pupils met or exceeded their expected targets. A significant increase due to whole school focus on developing pupils' use of mathematical language

Geometry and Measure:

- 82.8% of all pupils met or exceeded their expected targets.

Number & Algebra:

- 76.1% of all pupils met or exceeded their expected targets.
- Successful implementation of a consistent whole school Phonics / Reading scheme (Read Write Link) and accessible and challenging English curriculum.

Writing:

- 69.4% of pupils met or exceeded their expected targets.

SPAG:

- 82.4% of pupils met or exceeded their expected targets. Strong progress due to more bespoke sessions at the beginning of each lesson for those streamed groups that can access SPaG.

Communication and Interaction:

- 74.8% of pupils met or exceeded their expected targets.

Reading (39 pupils not on the RWI scheme):

- 64% of pupils met or exceeded their expected targets.

Read, Write Inc (92 pupils):

- 70.7% of pupils met or exceeded their expected targets

Early reading (4 pupils):

- 75% of pupils met or exceeded their expected targets
- Early Reading and Read, Write Inc strands demonstrate very promising progress in our 'Pilot' year.

- Very impressive and ongoing results from Restorative Practise and Relational School approach which is also embedded within the school curriculum. Communication with staff reports that they feel that pupils are responding well, and impact is noticeable through daily practise. We are further developing Sleuth to create robust data on Relational Practise.
- Majority of lessons recognised as outstanding or good during this academic year (ratified by external professionals or SIP during 4 visits)
- Implementation of Teacher 360 to record all aspects of teacher performance and development (Robust system now being expanded across the trust). This system ensures swift and suitable access to an extensive CPD programme linked to both the individual goals of the staff member and the strategic vision for the school's development. As a result, staff are highly skilled and motivated to improve student outcomes.
- Outstanding learning progress/outcomes during 2022-23 reflected in assessments, books/files, student progress files, internal and external observations and learning walks ratified during an external SIP visit on the following dates 14th March 23 & 27th April 23 & 12th June 23.
- Belmont's fully qualified Occupational therapist and Speech and language therapist have had a dramatic positive impact on supporting the school with the growing number of children with complex needs. Successful work has included redesigning classroom layouts, introduction of sensory circuits, full assessments of children allowing for specific groups and cohorts, creation of specialist facilities (swing rooms and sensory spaces). The work has observed further progression for the children and development of the whole child in addition to upskilling of staff to increase daily access to guidance for children leading to needs being met more effectively within the classroom. This work is recognised has increasing assess to learning activities, improving communications, developing concentration and resilience.

This year's successes have continued to be the embedding of our OT curriculum and facilities which is enabled a growing number of children to have access to sensory diets and provision that meets their needs Enables them to be more regulated and therefore ready to learn. The swing room environment and resources has really supported this element of work. We will need to continue to embed this area within school next year. Which focuses on classes delivering DIR floor time and the interoception curriculum

Speech and language have had a successful year, and our own speech and language therapist has worked well with the NHS therapist and this has ensured more children are accessing speech and language provision and therapy and making progress. We have continued to work with AAC specialists and there are a number of pupils who have access to AAC devices or communication books and groups now. This is having massive impacts on pupils' communication and interaction but also their academic learning as they are now able to access this more independently. The next step is to continue with communication and interaction and ensure that staff continue to see the value on this total communication environment. Within school we need to invest in some AAC experts to support the staff and pupils' development.

- Increased CPD for school staff on interventions has enabled staff to have a more active role in sensory processing, regulation and communication and interaction needs for their class. Staff are now working more closely with the specialists at Belmont. We have a multi-agency approach that is highly effective on impact. Feedback from parents (Ofsted Parent View- May 2023) 94% of responses agree or strongly agree that their child is happy at Belmont School; 100% feel their child is safe at school. 96% agree or strongly agree that they know what their child will learn during the year. 99% agree that the school gives the children the support they need. 84% feel that the school has high expectations. 95% of parents agree or strongly agree that the school supports their child's wider personal development.
- 71% of pupils have made progress within their Thrive scores through specialist support.

THE QUALITY OF EDUCATION: Outstanding – Belmont School meets all the criteria for ‘Outstanding’ securely and consistently. Quality of Education is Outstanding

Evaluative Statements based on practice and impact

Intent

At Belmont School we ensure a knowledge-rich learning curriculum that has breadth, depth and relevance to meet the needs and interests of all pupils. The curriculum is successfully planned sequentially and managed to ensure all pupils gain **knowledge and skills** to ensure they are well prepared for the next stage in the education, training and employment. Learning is an integral part of our day and takes place throughout the day in all areas. The Interception Curriculum has been carefully woven throughout our curriculum to support the sensory, social and emotional development of the whole child.

Implementation:

- Pupils' work is challenging, well planned, and sequenced resulting in support staff being best placed and informed to support swift progress. ***“The senior leadership team have clearly led considerable development work around the sequential curriculum and leaders were able to articulate these effectively. In addition, there were a number of highly effective processes in place that should impact further on the quality of teaching.” (SIP DF Dec 22)***
- Any gaps in learning are quickly addressed so pupils can retain information long-term and apply skills and knowledge with increasing fluency and independence.
- Teaching remains very strong majority teaching is Established or Best Practice. There are a wide range of teaching approaches and strategies used to effectively meet all pupils' needs, so they are able to make excellent progress in all areas.
- Phonics and Reading are prioritised for all pupils, including early reading skills. There is a rigorous and sequential approach developing fluency, confidence, and enjoyment. Pupils read widely and often with pride. ***“It is clear that phonics has now been well embedded. Students were engaged, enjoying the activities and teachers subject knowledge was strong.” (SIP DF-March 22)***
- Attainment in reading is regularly assessed and addressed. Reading books connect closely to phonics knowledge taught.
- The focus on reading and skills to communicate gives pupils foundations for future learning.
- Quality of reading is excellent with clear rationale for book selection.
- Teachers have excellent knowledge of subjects they teach. They are effectively supported by the Curriculum Lead, relevant training, and their peers and school leaders.
- A good range of experienced teachers and learning partners who support new teachers, ECTs, and LPs including use of UPS teachers.
- Analysis of use of additional funding shows that it is used effectively to promote rapid progress, confidence, inclusion and wellbeing
 - Effective use of PP funding to enable disadvantaged pupils to make progress that is similar to, or better than, non-PP pupils (**research used – EEF PP short guide**)
 - The attainment of our pupil premium pupils in English and Maths is slightly better than the average attainment of our non-pupil premium cohort of pupils. This means the interventions and curriculum we have in place for our core subjects is meeting the needs of our pupils during this year. The gap is remaining closed in all areas.
 - Effective use of Covid-Catch-Up funding and Recovery Premium has enabled identified pupils to have positive attitudes to learning, their peers and themselves and be ready for learning.

Effective use of National Tutoring funding has enabled identified pupils to close gaps in lost learning due to the pandemic (**research used – *Providing Remote Education, DfE Jan 23***).

- CPD records evidence that leaders enable teachers to attend a wide range of courses and training to improve their knowledge in all subjects, particularly where it improves outcomes for pupils in their class, e.g. Maths and English CPD, including Read, Write, Inc and sensory processing & development of C & I.
- Assessment is used by teachers and leaders to understand the starting points of each pupil and identify gaps in their learning.

The school learning environment continues to received considerable investment to effectively support pupil learning, examples including additional intervention rooms, library and extensive play all support outstanding progress.

Impact:

- Majority of lessons deemed as Good or Outstanding (Best practice or Established). All staff were formally observed at least twice, in addition to SIP visit and learning walks.
- Marking and assessment procedures are consistent and in line with the Marking Policy.
- 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).

Evidence:

- Lesson Observations; Teaching & Learning Progress Meetings; Learning Walks; SIP Visits; moderation; T&L Focus meetings; CPD tracking and evaluation.

Quality of Education Next Steps:

- Continue to embed updates and fine tuning to the curriculum to suit the needs of the pupils. In particular the implementation of the Interception Curriculum.
- Continue to explore the most suitable accreditations to prepare pupils for their next transition and planning ahead for more complex future learners.
- Exploration of further curriculum development to consider pathways that even better suit the needs of the pupils and their next steps in education and training.
- 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.

BEHAVIOUR AND ATTITUDES: Outstanding – Belmont School meets all the criteria for ‘Outstanding’ securely and consistently. Behaviour and attitudes is Outstanding

Evaluative Statements based on practice and impact

- 100% of families engaged in Learning Conversations and EHCP meetings. Parental feedback was exceptional and positive with 99% 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 families were set up on Class Dojo and fully engaged in the class daily communications.
- Whole school attendance of 93.54% achieved during 2022-23, despite small impacted by Covid-19 and one pupil being educated at home due to severe mental health.
- Zero fixed-term exclusions and zero permanent exclusions, further reduction in secondary Team Teach physical interventions (see Head’s Reports to LAB with data analysis).
- Last inspection reflects ‘outstanding’ safeguarding, behaviour and attendance (Ofsted 2018). External safeguarding specialist visited during April ‘23 identified no concerns with front line safeguarding practice and very positive and caring culture (safeguarding action plan in place, close monitoring from LAB & SAND AT)
- 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.

Evidence

Whole school attendance Sept 2022 – July 2023 93.54%.
 Levels of attendance were still impacted slightly by Covid-19. We have also noticed higher absence linked to medical needs as the complexity of our pupils increases.

Behaviour and Attitudes Next Steps:

Upskilling new Assistant Headteacher to lead this area (Sept ‘23 onwards)

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.

Further embedding of the Belmont Bees to further embed school values and ethos.

PERSONAL DEVELOPMENT: Outstanding – Belmont School meets all the criteria for ‘Outstanding’ securely and consistently. Personal Development is Outstanding

Evaluative Statements based on practice and impact	Evidence
<p>The curriculum provides for pupils’ broader development including spiritual, moral, social and cultural development that aims to promote an inclusive, respectful environment for all pupils, and links to personal development, careers, specialist provision, story times, social times, visits, and outings.</p> <p>Rich experiences are carefully planned for in the curriculum and through extra-curricular activities.</p> <p>The way the school goes about developing pupils’ character is exemplary and worthy of sharing.</p> <p>The school prepares pupils for life in modern Britain by developing British Values.</p> <p>The school provides pupils with the opportunity to know how to be responsible citizens, contributing positively to society.</p>	<ul style="list-style-type: none"> • PSHE has been established as a ‘core’ subject at Belmont with coherent, planned PSHE and RSE curriculum, redesigned with sequential pathways and assessments to ensure progress and development from all. • School’s values are reinforced each term, in assemblies and reflection times and are linked to British Values and SMCS. • Outstanding and consistent pastoral support for pupils to understand the consequences of their behaviour, including an opportunity for pupil voice and support from our Behaviour team all underpinned by the established practise of Relational school and Restorative Practise. • The sequential journey of children via Forest School (primary) to Outdoor learning (KS3) to Bronze and Silver Duke of Edinburgh Award for Year 10 and 11 pupils. • New Our Futures curriculum implemented in Sept’ 23 which incorporates Careers, Vocational Skills, Citizenship (including drop down days) • Pupils are prepared well for transitions so they can thrive in the next stage of their education and work. 100% of year 11 students have progressed to post 16 settings. • Gatsby Benchmark Performance – 5 Benchmarks 100% achieved thus meeting the DfE’s target for 2022/23 and achieving a higher score than the average in Gloucestershire.
<p>The curriculum and school’s work support pupils to develop strength of character and supports pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle.</p> <p>They have an age-appropriate understanding of healthy relationships.</p>	<ul style="list-style-type: none"> • School curriculum and wider opportunities e.g., pupils participated in CEO and teacher interviews, learning skills to access the local community. • Job interview practice with local professionals, work experience opportunities and work place visits. • Breakfast Club provides a positive impact on engagement, behaviour, and healthy eating choices. • Provision of after-school clubs has led to new friendships between pupils, increased confidence, wellbeing, and improved life-skills.
<p>Belmont goes the ‘extra mile’ to promote the personal development for pupils providing rich experiences.</p> <p>Quality opportunities for pupils to develop talents and interests.</p> <p>Participation in extra-curricular activities is consistently high including among those from disadvantaged backgrounds.</p>	<ul style="list-style-type: none"> • Robust provision of Cultural Capital opportunities e.g., wide variety of opportunities to participate in musical, artistic, sporting, and cultural opportunities e.g. special schools music festival, Music Works, singing in amazing school choir, extensive sports coaching in place for range of pupils, dance, cycling lessons for all, and table cricket workshops, adaptive bike sessions for pupils with PD, theatre, and cinema trips etc. • During the year Belmont offered 12 weeks of respite, 3 days a week and delivered 12 Saturday drop-in sessions. Respite is 5 hours a day and the Saturdays are 4 hours.

	<ul style="list-style-type: none"> • We helped over 104 children and families through the respite provision and had over 20 different families attended the Saturday sessions. • The respite children came from 6 other schools including specialist settings and mainstream and the Saturday drop in families came from a range of schools across the county. • Belmont continues to be the only special school in Gloucestershire that offers respite provision on this scale and the very high quality was recognised by the head of social care who wrote to thank school leaders and the delivery team. • Belmont provides a daily Breakfast Club and over 25 different children attended during the year. This provision in addition to our weekly sports clubs are very well attended by pupil premium children and other vulnerable groups.
<p>Pupils are well supported for the next phase of their education, training and employment and enabled to make successful transitions. School provides unbiased information for secondary age pupils about next steps and high-quality careers guidance.</p>	<ul style="list-style-type: none"> • Well-designed PSHE and Careers curriculum • ASDAN Personal Development Programme focuses on life skills and preparation for independent living. • Extensive and well-planned transition experiences for pupils joining/leaving school (high levels of attendance) • Job interview practice with local professionals, work experience placements • Catering for school events and setting up our enterprise days and community café. • Access to local facilities building life skills and independence. KS3 visit to local supermarket to develop life skills (budgeting, purchasing ingredients, cooking from a recipe). • Links with specialist transition services (Young Glos) to ensure excellent support for vulnerable pupils moving onto the next phase of their education. 100% success. • 2022 – 23 saw no NEET students with 100% of student progressing successfully to Post 16 education: <ul style="list-style-type: none"> - Gloucestershire College – 15 students - Stroud College – 3 students - Ruskin Mill – 2 students - Evesham College – 1 student
<p>The school promotes quality of opportunity and diversity, and pupils engage with views and beliefs different from their own.</p>	<ul style="list-style-type: none"> • School’s well-designed curriculum, particularly RE and PSHE A wide range of visitors to school, examples include Reverend Gary Grady, Royal British Legion, Young Glos, Info Buzz. In addition, there are trips and visits to local places of worship from varied religions and many other buildings to experience first hand different communities, cultures and religions.

Personal Development Next Steps:

Areas for development

- Monitor and maintain the extensive and rigorous standards of provision established
- Rigorous monitoring and evaluation of the adapted curriculum & exploration of future changes to the curriculum and pathways.

Intent

- To deliver a scheme of work for the subject 'Our Bodies', where understanding the body's signals helps understand and regulate emotional and physical states, developing self-esteem and confidence

Implementation

- Through curriculum development
- subject 'Our Bodies'

Impact

- Objective measures
- Subjective or self – report measures
- Caregiver report
- Staff report
- Decrease in challenging behaviours
- Less time spent out of class

LEADERSHIP AND MANAGEMENT: Belmont School meets all the criteria for 'Outstanding' securely and consistently. Leadership at all levels is Outstanding

Evaluative Statements based on practice and impact

- The school year was slightly disrupted by Covid-19 and also the National Teacher strikes, the school leaders needed to work hard to keep the school safe and fully operational and open for all vulnerable children. School leaders made huge progress to expand the respite offer securing over £200k investment to run inclusive professional respite for families; mid-week, weekends and during 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.
- Belmont LAB and SAND AT remain committed to the use of external and independent challenge and support. The SAND AT commissions an external SIP to lead this work, conducting rigorous health checks 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 external SIP is Deirdre Fitzpatrick, and external safeguarding specialist is Debbie Innis.

Evidence

- Results 2022-23 (see overall effectiveness section above).
 - Outstanding progress for vulnerable groups (Pupil Premium gap remind closed)
 - Whole school attendance consistently between 4% - 8% above national average for special education setting.
 - Summary of SIP reviews;
- Leadership and Governance is strong and highly aspirational for the children. This was recognised as a strength during a review from external SEND specialist who reported: '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'.*

Feedback from staff January 2023:

- 77% of staff agree or strongly agree that Belmont has a supportive culture and ethos
- 67% of staff agree or strongly agree that their wellbeing is regularly addressed
- 84% of staff agree or strongly agree that staff are respectful and inclusive towards each other and pupils
- 81% of staff agree or strongly agree that they are able to do their job well
- 82% of staff agree or strongly agree that they have opportunities for professional development
- 61% of staff agree or strongly agree that their skills and abilities are valued and appreciated
- 73% of staff agree or strongly agree that Belmont is a happy and enjoyable place to work

Pupil voice

- Pupil voice is surveyed annually and results are considered carefully by school leaders and results are shared with the wider school community. Pupils consistently report feel safe and happy in school with strong relationships with staff and peers.

Parents voice

- Feedback from parents (Ofsted Parent View- May 2023)
94% of responses agree or strongly agree that their child is happy at Belmont School;
100% feel their child is safe at school
96% agree or strongly agree that they know what their child will learn during the year.
99% agree that the school gives the children the support they need.
95% of parents agree or strongly agree that the school supports their child's wider personal development.

Leadership and Management Next Steps:

- 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.
- Review the school's progress and position against the current Ofsted inspection framework.
- Ensure outstanding support for the new school leaders and new members to LAB (Excellent transition to posts, focused and specific CPD opportunities, linked mentors and time for reflection with Head or Deputy to ensure well-being and support for these challenging and important posts).
- Ensure that exceptionally high aspiration remind the 'norm' at Belmont and continue to drive the Belmont values and use further research-based evidence to inform future decision from leaders
- Fully embed Teacher 360 to ensure very best practise around effective challenge and support for our teachers
- Continue the commitment to future Curriculum Pathway development as the needs of our young people and community change and develop