

Context

The **school development plan** (SDP) is a working document outlining the Belham's current key priorities. Staff, governors, parents, children and Ofsted have all been involved in evaluating the school's performance in order to identify the priorities for the coming years. An overview of our five key targets with corresponding objectives can be found on Page 2.

Our vision statement, '**Outstanding learning, within a glittering curriculum, where everyone matters, at the heart of the community**', underpins everything that we do at the Belham and is truly at the heart of the SDP. As a relatively new school, our SDP reflects the areas that we still need to develop, whilst not losing sight of our ambitious vision of educational excellence, creativity and inclusion.

The **Belhamite Values** guide daily life at the Belham. As our Ofsted report states: '*Pupils live by the 'Belhamite' values, and parents report that they 'bring the values home with them.'*

B = Brave, E = Enthusiastic, L = Loving, H = Helpful, A = Ambitious, M = Modest, I = Inspirational, T = Trustworthy, E = Equal

Recommendations for improvement from the [Ofsted](#) inspection in July 2018 have been incorporated into the current or previous SDP:

- Strengthen teaching, learning and assessment further, including in the early years, by:
 - ensuring that tasks consistently meet the needs of lower-ability and the most able learners
 - ensuring that a consistent approach to handwriting and presentation is implemented in all year groups
 - making sure that the mathematics programme is fully and successfully embedded, in all classes, especially for the most able pupils.
- Strengthen the early years further by:
 - sharing practitioners' individual strengths and expertise across the provision
 - further developing the outdoor learning space so that it mirrors the quality found in the indoor learning spaces.
- Review the system for recording initial referrals for children who may be vulnerable or at risk to ensure that:
 - all staff use it consistently and confidently
 - it reflects the rigorous approach to keeping children safe which is evident in all aspects of school life.

School Development Plan

Key Priorities 2021-22

	Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management	Early Years Provision
Targets	Provide a 'glittering' yet challenging curriculum with high quality effective teaching, high expectations, and appropriate feedback	Create an inclusive school environment where pupils feel safe and difference is valued and nurtured	A comprehensive and consistent approach to teaching PSHE and RSHE is developed and embedded	Build strong leadership structures at the Belham and strengthen collaboration between schools in the Trust	Develop the learning environment and curriculum in the EYFS so that it meets the needs of all learners (see EYFS action plan)
Objectives 2021-22	<p>All subjects to be equally developed with a focus on Computing, PSHE/RSE and RE first</p> <p>Ensure all subjects' core set of documents are reflective of the learning journey from EYFS to Year 2 and have clear links to the EYFS curriculum</p> <p>All subject leads to have triangulated evidence of effective implementation and progress in learning, including in EYFS</p> <p>Structure CPD to cover the teaching of pedagogy, based on evidence informed research</p> <p>Make use of digital learning platforms to enhance the curriculum</p> <p>There is a consistent approach to feedback, monitoring, and assessment</p> <p>PPG pupils will be given additional opportunities where needed and appropriate to close any gaps in attainment and to ensure equality of wider opportunity in the wider curriculum (see PPG statement)</p> <p>Improve early reading offer and implement new Phonics scheme</p>	<p>Log behaviour incidents in a consistent way using a shared system in order to track, analyse and monitor patterns of behaviour</p> <p>Have robust systems in place to deal with prejudice based bullying incidents</p> <p>All staff will understand the impact of race and identity on a child's experience of education</p> <p>Persistent absence will be below national for all groups of pupils</p> <p>There will greater parental engagement and involvement from a wider and more diverse group of parents</p>	<p>PSHE will be taught explicitly and consistently across the school with a focus on particular identified issues</p> <p>PSHE curriculum will address a full range of equalities issues (with corresponding resources)</p> <p>The statutory RSHE curriculum will be taught in every term from Reception to Year 6</p>	<p>The core processes and procedures of the Trust will have been introduced and embedded further by all stakeholders</p> <p>Managing change so that the senior leadership team work together cohesively and efficiently: there will be clear roles and responsibilities for the core leadership team, senior leaders, and middle leaders</p> <p>Develop a mental health and well-being plan that is clear about how it manages staff well-being and minimises workload</p> <p>The school will engage in the digital transformation strategy of the Trust</p>	<p>Introduce the new framework so the curriculum is coherently planned and accurately assessed</p> <p>Further develop and establish new roles within the Early Years</p> <p>Ensure children acquire a wide vocabulary so that they can communicate effectively in a range of contexts</p> <p>Support parents in their understanding of the ELGs</p> <p>The transition between Reception and Year 1 will be planned and delivered following an evidence based approach from assessment and research</p> <p>Ensure the indoor and outdoor learning environments are carefully planned for and equally effective</p>

School Development Plan Key Priorities 2021-22

Quality of Education

Target 1: Provide a 'glittering' yet challenging curriculum with high quality effective teaching, high expectations and appropriate feedback.

Key Objectives:

- 1.1 All subjects to be equally developed with a focus on Computing, PSHE/RSE and RE first
- 1.2 Ensure all subjects' core set of documents are reflective of the learning journey from EYFS to Year 2 and have clear links to the EYFS curriculum
- 1.3 All subject leads to have triangulated evidence of effective implementation and progress in learning, including in EYFS
- 1.4 Structure CPD to cover the teaching of pedagogy, based on evidence informed research
- 1.5 Make use of digital learning platforms to enhance the curriculum
- 1.6 There is a consistent approach to feedback, monitoring, and assessment
- 1.7 PPG pupils will be given additional opportunities where needed and appropriate to close any gaps in attainment and to ensure equality of wider opportunity in the wider curriculum
(Please see PPG statement)
- 1.8 Improve early reading offer and implement new Phonics scheme

	Key Issue	Actions/Next Steps	Responsible Person	To be completed on/by	Monitoring
I.1	Not all subjects equally well developed RSHE policy not yet being followed	<ol style="list-style-type: none"> 1. Embedding new RE/Computing SoW. 2. Review PSHE Association SoW. Lead to – relaunch of the SoW or adoption of alternative SoW. 3. Ensure RSHE lessons being taught across the year. 	<ol style="list-style-type: none"> 1. RE/Computing Leads 2. PSHE SL 3. PSHE SL 	<ol style="list-style-type: none"> 1. Ongoing 2. Spring 2 3. Spring 2 	
I.2	Curriculum not yet linked explicitly to the new EYFS framework	<ol style="list-style-type: none"> 1. Facilitate better working between subject leaders and EYFS/Y1 phase leader so as to ensure a shared set of documents and a shared understanding of ELGs/continuous provision/subject progression. 2. Reorganise long term planning so that subject leaders are able to access it easily and identify where objectives are being taught. 3. Map out teaching of Tier 3 words in planning. 	<ol style="list-style-type: none"> 1. DHT/CurAHT 2. DHT/CurAHT 3. SLs 	<ol style="list-style-type: none"> 1. Spring 2 2. Summer 2 3. Summer 2 	
I.3	Not all subject leads have triangulated	<ol style="list-style-type: none"> 1. Termly meetings with curriculum AHT focusing on action planning, pupil voice, and outcomes. 	<ol style="list-style-type: none"> 1. DHT/CurAHT 2. DHT/CurAHT 	<ol style="list-style-type: none"> 1. Ongoing 2. Summer 1 	

School Development Plan Key Priorities 2021-22

	implementation and impact across the school	<ol style="list-style-type: none"> 2. Subject leaders to put together exemplar plans, presentation boards and outcomes produced for one unit per subject. 3. Increased moderation in writing; NFER tests in Maths/English. 4. Explore end of unit/termly assessments for foundation subjects. 	<ol style="list-style-type: none"> 3. T&L AHT 4. DHT/CurAHT 	<ol style="list-style-type: none"> 3. Spring 2 4. Summer 2 	
1.4	<p>Not all teachers have had regular exposure to professional development opportunities regarding pedagogy</p> <p>Current practice is not consistently implementing evidence from research</p> <p>ECTs need opportunities to consolidate and develop their skill as teachers</p>	<ol style="list-style-type: none"> 1. Map a long term plan for CPD for 2021-22. Include gap tasks to increase engagement and share/embed good practice. 2. Creation of CPD website on G-Drive. 3. DHTs to attend ELE EEF Deep Dive and Train the Trainer sessions. 4. Staff to make use of Research School and Teaching Hub CPD; build sessions into Belham CPD timetable. 5. Adopt hybrid model for CPD; opportunity to access remotely for flexi-workers. 6. All ECTs to engage with the ECF and attend ECF training. 	<ol style="list-style-type: none"> 1. DHT 2. DHT/T&L AHT 3. DHT 4. TT/T&L AHT 5. T&L AHT 6. T&L AHT 	<ol style="list-style-type: none"> 1. Spring 1 2. Spring 2 3. Ongoing 4. Ongoing 5. Ongoing 6. Ongoing 	
1.5	<p>Remote learning isn't as closely aligned to the curriculum in schools as it could be</p> <p>Teaching of Tier 2 vocabulary is not consistent throughout the school</p> <p>No set homework expectations leading to inconsistency across year groups</p>	<ol style="list-style-type: none"> 1. Embed use of Bedrock as a tool to teach Tier 2 vocabulary. 2. Create a homework policy which makes use of digital learning apps. 3. Revise remote learning policy in line with government guidance. 4. Adopt Trust e-safety policies. 5. Ensure all pupils (including PPG) have the resources needed to access digital learning. 6. Ensure there is a core offer of Reading, Writing, Maths and Phonics available online that matches the school's long term curriculum plan in the event of another lockdown or groups of pupils having to learn remotely. 7. Identify non- core learning to be done each week that covers the essential information being taught in class. 	<ol style="list-style-type: none"> 1. DG 2. DHT 3. T&L AHT 4. HT 5. CurAHT 6. CurAHT 7. CurAHT 	<ol style="list-style-type: none"> 1. Spring 2 2. Spring 2 3. Spring 1 4. Spring 2 5. Ongoing 6. Spring 2 7. Spring 2 	

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1.6	Gaps in learning are not systematically identified	<ol style="list-style-type: none"> 1. Review and revise feedback guidance following book scrutiny. 2. Plan moderation and monitoring cycle. Ensure these are happening consistently. 3. Change assessment cycle so it is line with other schools in the Trust. 4. Use NFER tests in Maths/English in Y1-6. 5. Use NMM and devise comparative judgement system to be used for in-school moderation. 6. Use assessment system recommended by the Trust (Insight). 	<ol style="list-style-type: none"> 1. SLT 2. T&L AHT 3. T&L AHT 4. T&L AHT 5. T&L AHT/English SL 6. T&L AHT 	<ol style="list-style-type: none"> 1. Spring 2 2. Spring 2 3. Spring 1 4. Spring 2 5. Spring 2 6. Summer 2 	
1.7	<p>There are large gaps in attainment and progress between PPG and non-PPG in reading, writing and maths</p> <p>PPG pupils missed out on wider opportunities during lockdown (see PPG statement)</p>	<ol style="list-style-type: none"> 1. NTP in Maths and English for pupils in Y1-6. 2. Catch Up Literacy and Maths programmes delivered by school staff. 3. EEF metacognition course for all teachers and TAs. 4. Ensure families in receipt of PPG have access to devices for ongoing home learning access. 5. Family engagement project launched. 6. Staff meeting sharing successful approaches as part of annual cycle. 	<ol style="list-style-type: none"> 1. T&L AHT 2. T&L AHT 3. CurAHT 4. CurAHT 5. CurAHT 6. CurAHT 	<ol style="list-style-type: none"> 1. Summer 2 2. Summer 2 3. Ongoing 4. Spring 2 5. Spring 1 6. Spring 2 	
1.8	<p>The current phonics scheme does not match the reading books being sent home</p> <p>The current scheme is not being taught with the accompanying resources</p>	<ol style="list-style-type: none"> 1. Purchase Little Wandle Phonics scheme; Phonics Lead and English lead to attend training. 2. Plan rollout of scheme in Reception/Year 1. 3. Ensure Rising Star reading scheme books matches phonics being taught in class. 4. Monitor impact of rollout, provide support to those teaching the scheme. 5. Creation of book display in each class with clear directions and expectations of what needs to be included. 6. Creation of plan to promote reading for enjoyment and develop reading environments around the school. 	<ol style="list-style-type: none"> 1. English/Phonics Lead 2. English/Phonics Lead 3. English/Phonics Lead 4. English/Phonics Lead 5. English Lead 6. English Lead 	<ol style="list-style-type: none"> 1. Spring 1 2. Spring 2 3. Spring 1 4. Spring 2 5. Spring 1 6. Spring 2 	

Success Criteria	Summary of discussions/Evidence
Quality first teaching and consistent processes are in place that enable all learners to make at least good progress.	

School Development Plan Key Priorities 2021-22

Behaviour and Attitudes

Target 2: Create an inclusive school environment where pupils feel safe and difference is valued and nurtured.

Key Objectives:

- 2.1 Log behaviour incidents in a consistent way using a shared system in order to track, analyse and monitor patterns of behaviour
- 2.2 Have robust systems in place to deal with prejudice based bullying incidents
- 2.3 All staff will understand the impact of race and identity on a child's experience of education
- 2.4 Persistent absence will be below national for all groups of pupils
- 2.5 There will be greater parental engagement and involvement from a wider and more diverse group of parents

	Key Issue	Actions/Next Steps	Responsible Person	To be completed on/by	Monitoring
2.1	Behaviour incidents are not being recorded on MIS (or alternative system) Behaviour incidents to be recorded are not clearly defined	<ol style="list-style-type: none"> 1. Review what behaviour incidents are being recorded, how they are being recorded, and by whom. 2. In conjunction with the school's behaviour policy, clearly define what behaviour incidents are to be recorded. 3. Explore system which allows CLT to analyse types and frequency of behaviour incidents. 4. Implement system and share so that staff understand their role in reporting, recording and responding to behaviour incidents. 	<ol style="list-style-type: none"> 1. CLT 2. CLT 3. CLT 4. CLT 	<ol style="list-style-type: none"> 1. Spring 2 2. Summer 1 3. Summer 1 4. Summer 2 	
2.2	Prejudiced based bullying/incidences (particularly those which are homophobic) is not addressed systematically	<ol style="list-style-type: none"> 1. Ensure school is capturing prejudice based incidents and categorising them consistently in order to reduce them. 2. Have a particular focus for next academic year on raising awareness of and focusing on homophobia. 3. Identify where the PSHE scheme addresses prejudice based incidences (particularly those which are homophobic/transphobic). 4. Staff to receive training on LGBTQ+ teaching within the primary curriculum to increase confidence in this. 	<ol style="list-style-type: none"> 1. CLT 2. CLT 3. PSHE SL 4. T&L AHT 5. PSHE SL 6. CLT 	<ol style="list-style-type: none"> 1. Spring 2 2. Summer 2 3. Summer 1 4. Summer 2 5. Summer 1 6. Summer 1 	

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		<ol style="list-style-type: none"> 5. Engage with organisations such as Diversity Role Models. 6. Complete pupil survey on how pupils perceive such behaviour in school and whether they feel safe. 			
2.3	<p>All staff need opportunities to re-examine in a professional context, their understanding of race and identity and impact of a child's experience of education</p> <p>School needs to fully use and involve the expertise of the wider stakeholders in the community</p>	<ol style="list-style-type: none"> 1. ECTs to participate in Racial Literacy course as part of their training 2. School to assert stance as an anti-racist school by: <ul style="list-style-type: none"> ○ wider staff to receive training around racial literacy and unconscious bias; ○ creation of a stakeholder focus group to explore and discuss school's actions/work and topical issues; ○ effectively showcasing children's/school's work using social media channels and website. 	<ol style="list-style-type: none"> 1. T&L AHT 2. HT 	<ol style="list-style-type: none"> 1. Summer 2 2. Summer 2 	
2.4	<p>Persistent absence, particularly amongst PPG pupils, is too high</p>	<ol style="list-style-type: none"> 1. Early Help Team to devise a fortnightly meeting format reviewing previous two weeks' learning, attendance and behaviour information, planning actions to be carried out during the next two weeks. 2. Develop robust system to record pupils discussed, actions and review. 3. The Early Help team will be closely working alongside teachers, coaching them and developing their expertise, when dealing with the reasons behind behaviour and absence. 4. Senior Inclusion Assistants to work with parents and meet weekly: focus on attendance, behaviour record sheets, feedback from TAs and CTs re interventions. 5. Review absence policy, put a workable system in place, identifying who owns different parts of that process. 6. Develop role of SEND admin assistant to help monitor attendance and liaise with parents at the first stage (proforma letters, follow up, phone calls). 	<ol style="list-style-type: none"> 1. Inclusion AHT 2. Inclusion AHT/CLT 3. Inclusion AHT 4. Inclusion AHT 5. Inclusion AHT/CLT 6. Inclusion AHT/CLT 	<ol style="list-style-type: none"> 1. Spring 2 2. Spring 2 3. Spring 2 4. Spring 2 5. Summer 1 6. Summer 1 	

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2.4	<p>Level of parental engagement is not as comprehensive as it could be across the parent body</p> <p>Parent comms are not always streamlined and do not always reach the intended audience</p>	<ol style="list-style-type: none"> 1. The Early Help Team will liaise with parents and named families via ClassDojo, telephone, regular meetings/workshops. 2. HT to offer weekly virtual 'drop in' sessions to parents. 3. Personalised approach in contacting parents, including harder to reach families. 4. Workshops/sessions (pastoral/curriculum/general) offered to parents – in-person/virtual/pre-recorded. Website information regarding how to teach phonics, reading and maths calculation strategies. 5. Complete Belham Communication Review (BCR) project. 6. As part of BCR project: <ol style="list-style-type: none"> a. Involve Friends of Belham to ensure that the school's social media posts regularly with information that is relevant and useful. b. Ensure that website and social media posts are up to date. 7. Teachers to engage in events run by FoB and SLT to meet FoB half termly. 	<ol style="list-style-type: none"> 1. Inclusion AHT 2. HT 3. Inclusion AHT 4. Curriculum AHT/SLs 5. HT 6. HT 7. SLT 	<ol style="list-style-type: none"> 1. Ongoing 2. Ongoing 3. Ongoing 4. Summer 1 5. Summer 2 6. Summer 2 7. Ongoing 	
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Success Criteria	Summary of discussions/Evidence
<p>Pupils, staff and the wider school community can relate to and empathise with those who have protected characteristics and cultural and religious differences. Attendance across all groups improves. Parents actively participate in all aspects of school life.</p>	

School Development Plan
Key Priorities 2021-22

Personal Development

Target 3: A comprehensive and consistent approach to teaching PSHE and RSHE is developed and embedded.

Key Objectives:

- 3.1 PSHE will be taught explicitly and consistently across the school with a focus on particular identified issues – planning will be devised for all teachers to use
- 3.2 PSHE curriculum will address a full range of equalities issues (with corresponding resources)
- 3.3 RSHE curriculum will be taught in every term from Reception to Year 6

	Key Issue	Actions/Next Steps	Responsible Person	To be completed on/by	Monitoring
3.1	Teaching of PSHE is not always evidenced and is not consistent across the school It can be difficult for teachers to source appropriate materials for their lessons	<ol style="list-style-type: none"> 1. PSHE lead to monitor current scheme for coverage/impact. 2. Signpost and organise resources for ease of use. 3. Set out clear expectations for how PSHE is evidenced and ensure this is happening through monitoring. 	<ol style="list-style-type: none"> 1. PSHE Lead 2. PSHE Lead 3. PSHE Lead 	<ol style="list-style-type: none"> 1. Spring 2 2. Summer 1 3. Summer 2 	
3.2	Specific issues and incidents experienced by children are not covered in the PSHE curriculum Teachers lack the expertise and confidence to address certain issues	<ol style="list-style-type: none"> 1. PSHE lead and Inclusion AHT to review current PSHE curriculum for content relating to specific issues such as racism, homophobia, trauma, bereavement. 2. Create age specific 'lesson packs' for teachers to explore and discuss different situations with their class. 3. Look into training provision where necessary, e.g. Winston's Wish for bereavement training. 	<ol style="list-style-type: none"> 1. Inclusion AHT/PSHE SL 2. Inclusion AHT/PSHE SL 3. T&L/Inclusion AHTs 	<ol style="list-style-type: none"> 1. Spring 2 2. Summer 2 3. Summer 2 	
3.3	RSHE curriculum is currently only taught in summer terms	<ol style="list-style-type: none"> 1. Move to teaching RSHE throughout the year and not just in the summer. 2. Give parents the opportunity to review materials used 	<ol style="list-style-type: none"> 1. PSHE Lead 2. PSHE Lead 3. PSHE Lead 	<ol style="list-style-type: none"> 1. Spring 1 2. Spring 2 3. Spring 2 	

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		<ul style="list-style-type: none"> 3. Review PSHE Association resources and explore other RSHE scheme resources such as Jigsaw. 4. Monitor and evaluate how RSHE is being taught and assess impact. 	4. PSHE Lead	4. Summer 1	
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Success Criteria	Summary of discussions/Evidence
The PSHE curriculum is designed to meet the needs of our school community, contributes to the development of cultural capital, is well-sequenced, and covers British values.	

School Development Plan Key Priorities 2021-22

Leadership and Management

Target 4: Build strong leadership structures at the Belham and strengthen collaboration between schools in the Trust.

Key Objectives:

- 4.1 The core processes and procedures of the Trust will have been introduced and embedded further by all stakeholders
- 4.2 There will be clear roles and responsibilities for the core leadership team and senior leaders, as reflected in job descriptions
- 4.3 Senior leaders in the school will be working together cohesively following other members going on leave
- 4.4 Develop a mental health and well-being plan that is clear about how it manages staff well-being and minimises workload
- 4.5 Leaders will know which pupils are currently without appropriate online digital access to learning
- 4.6 The school will engage in the digital transformation strategy of the Trust

	Key Issue	Actions/Next Steps	Responsible Person	To be completed on/by	Monitoring
4.1	<p>Trust alignment Alignment of core processes and procedures to the Trust needs to continue</p> <p>Certain Trust systems, e.g. finance, are not yet well embedded</p>	<ol style="list-style-type: none"> Ensure Support Staff Appraisal policy is followed, including objective setting and performance management, for all office and premises staff. Develop the skills of the governing body so that they can effectively hold the school to account. Timeline and training for staff for new MIS and financial systems. Migration of information for September 2022 start (TBC). Other school systems in addition to Bromcom, such as CPOMS and Insight, need to be taken on by the school according to Trust requirement. Staff involvement in Trust groups and dissemination of information. 	<ol style="list-style-type: none"> HT CoG/TCSET CFO CEO HT 	<ol style="list-style-type: none"> Summer 2 Spring 1 Spring 1 Summer 2 Ongoing 	
4.2 4.3	<p>Leadership roles The roles and responsibilities of core SLT members are not</p>	<ol style="list-style-type: none"> Define CLT roles and responsibilities and the framework within which these can be delivered. SLT to discuss the roles and responsibilities for each tier of leadership. 	<ol style="list-style-type: none"> CLT SLT HT TCSET 	<ol style="list-style-type: none"> Spring 1 Spring 1 Spring 1 Ongoing 	

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	<p>clear yet (due to leave of current leaders)</p> <p>Roles and responsibilities of middle leaders needs to be more defined</p>	<ol style="list-style-type: none"> 3. Creation of new HR and Early Help Team admin role to support DHJS SBM and Early Help Team. 4. Effective communication and working with those in central Trust roles, i.e. CFO, CEO 5. Fixed term contract for an AHT in place from April 2022. 	<ol style="list-style-type: none"> 5. HT 	<ol style="list-style-type: none"> 5. Spring 2 	
<p>4.4</p>	<p>Mental health and well-being</p> <p>There needs to be a cohesive mental health and well-being plan for the school and all its stakeholders</p> <p>Not all staff are aware of what is available to them in terms of mental health, workload and well-being</p> <p>There is a potential for workload to increase where termly requirements are not well co-ordinated between leaders</p>	<ol style="list-style-type: none"> 1. All senior leaders to have taken part in coaching training so that coaching conversations can take place with members of staff around classroom practice/in appraisals. Use of instructional coaching as a model. 2. Update Feedback and Marking Guidance so that more emphasis is placed on using time effective and more efficient feedback strategies. 3. Training and introduction of Mental Health Leads/First Aiders in different departments of the school. 4. HT/SLT to join TCSET 'staff wellbeing' working party. Trust wellbeing policy introduced and actions implemented. 5. Completion of the Trust flexible well-being survey – senior leader on the flexible working steering group. 6. Staff members to receive supervision each term where needed, both proactively and reactively. 	<ol style="list-style-type: none"> 1. HT 2. CurAHT/DHT 3. HT/Inclusion AHT 4. HT 5. DHT 6. HT 	<ol style="list-style-type: none"> 1. Summer 2 2. Spring 1 3. Summer 1 4. Ongoing 5. Spring 1 6. Spring 1 	
<p>4.5 4.6</p>	<p>Digital Transformation</p> <p>Not all schools have sufficient online learning platforms available</p> <p>Families' access to devices for online learning may not be sufficient. Therefore, opportunities for learning presented by</p>	<ol style="list-style-type: none"> 1. Complete a survey of which families have access to appropriate devices, and working broadband to gain an understanding of the level of digital poverty in each school. 2. Work with the Trust and external partners to secure appropriate devices. 3. Take part in Trust wide IT Review. 4. Share across the Trust the programmes currently being used, including links to the most appropriate learning sites for each age group. 	<ol style="list-style-type: none"> 1. CLT 2. HT/DHT 3. HT/DHT 4. CurAHT 5. T&L AHT 	<ol style="list-style-type: none"> 1. Spring 2 2. Ongoing 3. Spring 2 4. Spring 2 5. Ongoing 	

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<p>technology cannot be fully exploited</p> <p>Trust IT offer is not aligned across its schools</p>	<p>5. Continue to provide training for staff, parents and pupils in how to use the key programmes for online learning</p>			
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Success Criteria	Summary of discussions/Evidence
<p>Increase efficiencies and benefits in: curriculum planning, teacher CPD, financial savings, consistency of policies and procedures.</p>	

School Development Plan

Key Priorities 2021-22

Glossary of Acronyms

AHT – assistant headteacher
BCR – Belham Communications Review
CEO – chief executive officer
CoG – chair of governors
CLT – core leadership team
CPD – continuing professional development
CT – class teacher
CurAHT – curriculum assistant headteacher
DHT – deputy Headteacher
ECT – early career teacher
ECF – early career framework
EEF – Education Endowment Foundation
ELE – expert leader of education
ELG – early learning goals
EYFS – Early Years Foundation Stage
FoB – Friends of Belham
HT – headteacher
HR – human resources
IT – information technology

LGB – local governing body
LGBTQ+ - lesbian, gay, bisexual, transgender, queer/questioning
MIS – management information system
NFER – National Foundation for Educational Research
NMM – No More Marking Comparative Judgement
NTP – National Tutoring Programme
PPG – pupil premium grant
PSHE – personal social health education
RE – Religious Education
SDP – school development plan
SEND – special educational needs and disabilities
SL – subject leader
SLT – senior leadership team
SoW – scheme of work
RSHE – Relationships, sex and health education
TA – teaching assistant
TCSET – The Charter Schools Educational Trust
T&L AHT – teaching and learning assistant headteacher