

School Development Plan Key Priorities

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 recent 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 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.

A **glossary** of acronyms used can be found at the back of the SDP.

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Overview

	Leadership and Management	Teaching, Learning and Assessment	Personal Development, Behaviour and Welfare	Outcomes for Pupils	Early Years Provision
Targets	<p>Build strong leadership structures at the Belham and strengthen partnership working between both schools</p>	<p>Provide a 'glittering' yet challenging curriculum with high quality effective teaching, high expectations and appropriate feedback</p>	<p>Children develop and actively demonstrate an outstanding understanding of what their role is in the local, national and international community</p>	<p>Each year group, including PP/LAC pupils, meets aspirational RWM targets, exceeding end of year national expectations. All groups of pupils to make at least good progress</p>	<p>Develop the learning environment in the EYFS so that it meets the needs of all learners</p>
Objectives 2018-19	<ul style="list-style-type: none"> Develop the roles and skills of middle leaders To support and work effectively with a growing governing body Ensure that rigorous health and safety/safeguarding procedures are in place that go above and beyond compliance Develop 'Community Spaces' and offer out facilities to the local community Embed and monitor the appraisal, monitoring and moderation (AMM) cycle Support new SBM in their role and continue to embed new office systems and processes 	<ul style="list-style-type: none"> Ensure that tasks provide enough challenge for all learners, in particular the lower/higher attainers Successfully embed White Rose Maths SoW across the school, ensuring that the needs of the more able are met Plan for age-appropriate vocabulary progression in all curriculum subjects Instil high expectations across the school in handwriting and presentation AHTs in Belham/Hamlet to devise and deliver a programme of CPD around effective teaching Achieve Artsmark 'Gold' Award through embedding the arts in all curriculum areas; achieve PSQM award in Science 	<ul style="list-style-type: none"> Develop and embed PSHE curriculum and make strong links with 'Belhamite values' Achieve RRSA, Healthy Schools, and Stonewall School Champion Bronze awards Develop pupils' roles and responsibilities within the school Provide children with role models from the wider community that reflect the diverse nature of London Review support that is given to PP/vulnerable children in school and after school clubs 	<ul style="list-style-type: none"> EYFS: 85% of children to achieve GLD, with 30% exceeding in CL, PSED, Literacy and Maths Phonics: 90% of children to pass Year 1 Phonics screening test KS1: % pupils to attain Expected + 90% Reading, 80% Writing, 85% Maths Pupil premium group to make at least good progress in line with their peers Children who have made the least progress in Y3/4 to make accelerated progress over two years so that they have made the same good progress as their peers 	<ul style="list-style-type: none"> Develop the outdoor learning environment Develop the indoor learning environment Ensure that good practice amongst practitioners is shared Ensure continuity of provision in the transition between Reception and Year 1

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Leadership and Management		
Target 1: Build strong leadership structures at the Belham and strengthen partnership working between both schools		
Outcomes: Increase efficiencies and benefits in: curriculum planning, teacher CPD, financial savings, consistency of policies and procedures		
Objectives 2018-19	Action Points	Evaluation
Develop the roles and skills of middle leaders	<ul style="list-style-type: none"> ✓ Curriculum AHT (with support from HoS) to train middle leaders and hold termly meetings with a focus on action plans, budgets, subject mapping and whole school subject progression. ✓ Subject leaders to create and share 'vision' for their subject with staff via action plan, Curriculum Policy and INSET. ✓ Subject leaders to produce action plan, set budget for their subject and evaluate termly. ✓ Yearly Curriculum Health Check to be established in each school. ✓ Middle leaders to shadow termly book monitoring with senior leadership team and attend feedback discussions. ✓ AHT (AS) to direct middle leaders towards CPD linked to appraisal and SDP objectives. 	SEF Subject leader action plans/evaluations HoS governors' report Curriculum Health Check Book monitoring records CPD records TT
To support and work effectively with a growing governing body that works in partnership with the school, providing sufficient challenge where necessary	<ul style="list-style-type: none"> ✓ HoS and CoG to plan for growth of governing body to reach optimum number of 12 by 2019-20 school year. Elect two co-opted, one staff and one parent governor in 2018-19. ✓ Ensure governors are up-to-date with training requirements and that they attend Southwark training. ✓ EHT and CoT to communicate school vision and 5 year plan in DHET away day for governors/SLT. ✓ Establish link governor role and responsibilities. Create two sub-committees. ✓ Half termly meetings between HoS and CoG to go over school priorities and check SCR. CoG to conduct termly safeguarding walk with Inclusion AHT. ✓ Through targeted questioning of data analyses, report from link governor and HoS governors' report, governors will ensure that pupil premium and SEND funding is being used effectively and communicated to parents via the website. ✓ LAC Governor to have oversight of the progress of the AfA project and meet termly with the Inclusion AHT. ✓ LGB will continue to build links with the local community through comms (BB) and attendance at school events. ✓ LGB will encourage the creation of policies within the school that create a sense of place and a culture of openness and inclusion. 	SEF HoS governors' report LGB minutes Chair's report LC

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<p>Ensure that rigorous health and safety/safeguarding procedures are in place that go above and beyond compliance</p>	<ul style="list-style-type: none"> ✓ Review initial referral process and provide staff training on how to report concerns. Set up proforma in TEAMS. ✓ Staff, leaders, governors and volunteers receive appropriate training on safeguarding at induction that is updated yearly. ✓ Inclusion AHT to develop a three year cycle of Safeguarding training to be delivered annually. ✓ Inclusion AHT to work closely with Parent Coach, and other external agencies, to provide targeted workshops/sessions for individual/groups of parents. ✓ Fire marshal training to be delivered by an external provider to all TAs, premises team and admin team. ✓ E-safety teaching to be embedded across the school and e-safety workshops to be delivered to parents/pupils, organised by IT subject lead. ✓ Premises team/SBM to carry out all necessary risk assessments and ensure they are accessible to relevant staff. <p style="text-align: right;">SS/SB/LS</p>	<p>SEF HoS governors' report Inclusion action plan H&S/premises records</p>
<p>Develop 'Community Spaces' and offer out facilities to the local community</p>	<ul style="list-style-type: none"> ✓ Project Lead to ensure that terms and conditions, hire agreement, relevant policies are in place and compliant. ✓ Consult relevant staff members re. procedures and safeguarding issues. ✓ Define, assess and ameliorate Safeguarding, Health and Safety, and Risks in relation to the public use and letting of the school. ✓ Research potential hirers. ✓ Autumn term trailing of renting out spaces within the school. ✓ Recruitment of evening caretakers to open and close premises (JP, LS, KS). Premises manager to train keyholders. ✓ JP to oversee marketing and advertising, including distribution of flyers and development of website page. <p style="text-align: right;">JP</p>	<p>SEF HoS governors' report Termly evaluation</p>
<p>Embed and monitor the appraisal, monitoring and moderation (AMM) cycle</p>	<ul style="list-style-type: none"> ✓ Conduct termly year group book monitoring (Autumn 1, Spring 1, Summer 1). HoS to give whole school focus feedback. ✓ Staff to be involved in book monitoring to evaluate the impact of training on differentiation and vocabulary development. ✓ Appraisal observations in Autumn/Summer term. Teacher peer observations to take place in Spring term. ✓ AHT (AS) to present end of term summative assessments in an easy-to-interpret format (Venn Diagrams; progress table) with headlines for each year group. To be done in line with Review and Respond. ✓ Refine our use of data so that we are ensuring we target those children who technically meet expectations or have made expected progress under the Scholar Pack assessment system but who still need support. ✓ Introduce new appraisal policy for non-teaching staff and set pay-related appraisal targets in Autumn term. <p style="text-align: right;">LC</p>	<p>SEF HoS governors' report Book monitoring records Termly data analysis</p>

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<p>Support new SBM in their role and continue to embed new office systems and processes – leading to improved levels of service and greater efficiency</p>	<ul style="list-style-type: none"> ✓ Manage change in SBM: Recruit replacement, clearly define SBM roles (including Trust level finance and HR split), and ensure timely and robust handover planning. ✓ Improve front desk provision: Recruit full-time office administrator to manage front desk and cover ordering whilst long-term absence continues. ✓ Increase office manager responsibilities (KM) including line management responsibilities for 3 members of staff. ✓ Ensure new Support Staff Appraisal policy is followed, including objective setting and performance management for all office and premises staff. KS to clearly define all office staff roles as part of handover to new SBM. ✓ Formalise and embed new ordering procedures: KS to clarify and communicate ordering processes to office and teaching staff – providing detailed guidance and setting expectations. ✓ Improve budget management processes: Set all budget holders up with a HCSS account, and ensure they are actively monitoring their budgets, and monthly budget monitoring is included in SLT meetings. ✓ Support new SBM in their role as Trust level Finance Lead – encourage knowledge transfer from Finance Consultant to new SBM, resulting in greater autonomy and ability to drive through improvements. ✓ Greater exploitation of existing finance package to manage credit card expenditure, track fixed assets and encourage budget holder tracking of expenditure. ✓ Expand community use of the school premises throughout the year to a full, profitable programme of evening courses and workshops, one-off events and school holiday clubs. ✓ Update policies: SC and SBMs to update Staff Handbook, and other Trust Level policies as required. <p style="text-align: right;">KS/SS/LC/SC</p>	<p>SEF HoS governors' report</p>
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Teaching, Learning and Assessment		
<p>Target 2: Provide a 'glittering' yet challenging curriculum with high quality effective teaching, high expectations and appropriate feedback Outcomes: Quality first teaching that enables all learners to make at least good progress. Children take great pride in the presentation of their work because of consistent high expectations of all staff</p>		
Objectives 2018-19	Action Points	Evaluation
Ensure that tasks provide enough challenge for all learners, in particular the lower/higher attainers	<ul style="list-style-type: none"> ✓ External provider to deliver differentiation/challenge INSET. Follow up session to decide upon and implement whole school actions. ✓ AHT to deliver 'Effective Teaching' INSET with a focus on planning. ✓ Review English/Maths planning format. Change from Spring 19 to include CATER, questioning, vocabulary, clear LO/SC. ✓ Monitor through AMM cycle. Challenge and differentiation to be included within the foci of monitoring and evaluation by leaders at every level. ✓ AS to ensure all leaders are confident in using assessment system to track lower/higher attainers and discuss progress in termly Pupil Progress/Review and Respond meetings. ✓ Collect views of pupils as part of monitoring cycle and include specific questions about challenge. 	SEF HoS governors' report Book monitoring Data analysis English/Maths action plan/evaluation
Successfully embed White Rose SoW across the school, ensuring that the needs of the more able are met	<ul style="list-style-type: none"> ✓ Maths subject leaders (CV/ED) to participate in Maths Mastery project and meet termly with hub advisor. ✓ Observe and share good practice in the Maths Hub; CV to disseminate findings and have resources in place for Spring 19. ✓ CV/ED to deliver Maths INSET in Spring 1 focusing on challenge and differentiation. ✓ Teachers to use NRich website, Badger problem solving and Maths No Problem texts for higher attainers. ✓ Set up Maths Catch Up and Keep Up groups for LA/MA in key year groups (Year 2/3). ✓ Maths subject leader (CV/ED) to run teacher and TA CPD to demonstrate best practice using White Rose Materials (+ additional differentiated materials 'Classroom Secrets') in an 'ideal lesson'. ✓ ED/CV to introduce a school-wide times table approach and school to participate in the trial Y4 Times Tables Test this year. ✓ Coaching for Maths Middle leader under the AfA project. 	SEF Maths action plan/evaluation
Plan for age-appropriate vocabulary progression in all curriculum subjects	<ul style="list-style-type: none"> ✓ All teaching staff to attend <i>Closing the Gap</i> INSET and to apply practical strategies to their teaching of vocabulary and spelling, evidenced in planning and work. ✓ SLT/year group teams to monitor and comment on implementation and impact in book monitoring, review and respond. 	SEF English action plan/evaluation

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	<ul style="list-style-type: none"> ✓ Teaching assistants to deliver spelling/phonics interventions for key year groups (Year 2/3). ✓ Subject leaders to plan for vocabulary progression (tier 2/3) in their subject progression maps and evaluate impact through book monitoring, teacher and pupil voice, and lesson observations. ✓ English subject leader to ensure that class libraries stocked with quality texts. Subject leaders to order a range of non-fiction books relating to their subject and promote accordingly. ✓ To develop The Atrium as a fiction “library” area and the second floor learning resources area as a non-fiction reference library. ✓ Reading passports to be introduced from Reception to Year 4. Children to read age-appropriate and appropriately challenging literature from set list. <p style="text-align: right;">AS/TT</p>	
Instil high expectations across the school in handwriting and presentation	<ul style="list-style-type: none"> ✓ Letterjoin handwriting scheme to be purchased and implemented in all year groups. ✓ Purchase thin tipped pens for whiteboards. Year 4 to trial in the Autumn term. ✓ Nominate one child per class per week to receive handwriting/presentation certificate in assembly. ✓ Handwriting and presentation to be a book monitoring focus and a whole school focus in Autumn term. ✓ Presentation expectations to be clearly displayed within class and used for reference by both staff and pupils. ✓ Teachers and TAs to model joined/pre-cursive writing in lessons and in books. Teachers to use Letterjoin font for labels in classrooms. ✓ Well-presented work to be displayed across the school in frames/displays to instil a sense of pride in presentation and provide a good model for other pupils. <p style="text-align: right;">LC/AS</p>	SEF English action plan/evaluation
AHTs in Belham/Hamlet to devise and deliver a programme of CPD around effective teaching	<ul style="list-style-type: none"> ✓ SLT to make sure that staff are aware of current best practice and supporting research by delivering INSET and creating CPD library/display. ✓ Give the tools to teachers (via INSET) to enable them to make small changes in the delivery of their lessons based on research to improve the quality of teaching. ✓ Share best practice that has worked in both schools to inform future curriculum policy and CPD. ✓ Through targeted training, all TAs will be aware of what our school’s evidence based effective interventions are and be confident and skilled in the delivery of these interventions. <p style="text-align: right;">TT</p>	SEF Book monitoring/data analyses
Achieve Artsmark ‘Gold’ Award through embedding the arts in all curriculum areas	<ul style="list-style-type: none"> ✓ KG and NW to submit application for Artsmark (Statement of Commitment) to the Arts Council. ✓ KG/NW to hold Artsmark coffee morning to engage parents and explain the Belham’s offer of arts/Artsmark award ✓ Conduct Arts gap analysis through staff questionnaire which will inform future CPD. ✓ Set clear expectations around the teaching of the arts and provide staff with teaching skills/knowledge through staff INSET. ✓ Monitor Arts planning and work, collect pupil voice, in order to assess impact. ✓ KG to take part in the Cultural Leadership Program and engage with other schools and cultural organisations through the Southwark Arts Network, developing CPD for local schools. 	Artsmark statement of commitment Art/Music action plans/evaluation SEF

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	<ul style="list-style-type: none"> ✓ Establish the Belham's position as an 'Arts Hub' through KG's role as organiser at the Southwark Arts Network. ✓ Continue working with external agencies to enhance pupils' experiences and the curriculum. KG/NW to inform and advise teachers about projects, linking them to year group curriculums. ✓ Create secondary school links with JAGS and Alleyn's to set up future projects and provide our pupils with older role models. ✓ Benefit from artist-led workshops and longer term projects by becoming a partner school with the South London Gallery. ✓ Promote cross-curricular links with the arts by working with Alison Swann and Theatre Peckham as well as pursuing new links. Support a generation of new ideas for teachers to use in other areas (not only in the context of discrete projects). ✓ Develop wider opportunities by expanding music curriculum to include whole class instrumental lessons in Year 2 and Year 5. <p style="text-align: right;">KG/NW</p>	
<p>Achieve the PSQM Award through raising the profile and quality of Science</p>	<ul style="list-style-type: none"> ✓ EC to submit application for PSQM Award to the PSQM hub leader. ✓ Conduct Science Questionnaire to teaching staff to inform Science staff meetings/ CPD/ improving Science at the school. ✓ After meeting with teaching Staff and Science Ambassadors, create a clear vision for Science which is publicised on the website and around the school. ✓ Set clear expectations around teaching and assessment of Science and provide teachers with the skills and resources through staff meetings. ✓ Monitor planning and children's work in Autumn and compare in Summer to assess impact. ✓ Set up STEAM Question of the Week, STEAM Team Challenge and STEAM Club to raise the profile of Science and increase the children's Science Capital. ✓ EC to hold coffee morning and workshop to engage parents in exposing children to Science out of school to increase children's 'Science Capital'. ✓ Work with other agencies to enhance pupils' experiences and the curriculum to increase children's Science Capital. <p style="text-align: right;">EC</p>	<p>Submission June 2019 PSQM action plans and evaluations SEF</p>

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Personal Development, Behaviour and Welfare

Target 3: Children develop and actively demonstrate an outstanding understanding of what their role is in the local, national and international community
Outcomes: Children have a strong sense of self-identity and can relate to, and empathise with, people from other countries and cultures, in different situations to themselves

Objectives 2018-19	Action Points	Evaluation
Develop and embed PSHE curriculum, making strong links with 'Belhamite values'	<ul style="list-style-type: none"> ✓ PSHE subject leader to develop and implement a PSHE scheme of work across the school. ✓ Ensure Christopher Winter SRE SoW is implemented and delivered by all year groups. ✓ 'Safety' days/weeks/teaching planned for over the course of the year and embedded in the curriculum. ✓ Promote Belhamite values through weekly assemblies, and whole school displays and project. ✓ Each class to create a 'Belhamite values' display in their classroom that they can practically refer to. ✓ All members of staff to model and reinforce values at all times. ✓ Parental involvement and input into PHSE programme through workshop/Belham Buzz. ✓ 'British Values' to be taught through curriculum, assemblies etc. ✓ Give pupils and parents ownership over the charities that the school raises money for and put into context through assemblies, lessons and Belham Buzz. <p style="text-align: right;">LC/ED</p>	SEF PSHE action plan/evaluation
Achieve RRSA, Healthy Schools and Stonewall School Champion Bronze awards	<ul style="list-style-type: none"> ✓ Diversity books purchased and used in curriculum planning by all year groups. ✓ Plan whole school events to mark LGBT+ month in February. ✓ Subject leaders to monitor and collect evidence as to how a healthy lifestyle is promoted in relevant curriculum subjects. Whole school activities planned by TT/ED to further promote an active/healthy lifestyle. ✓ ED/AS to gather evidence for Stonewall/Healthy Schools application by Summer 1. ✓ Teachers to make RRSA links made on curriculum overview and in lessons these are to be shared with the children. ✓ Humanities subject leader to ensure that geographical knowledge and skills are covered through curriculum topics, CRT and assemblies. <p style="text-align: right;">ED/AS/KM/LC</p>	SEF PSHE/PE action plan/evaluation
Develop pupils' roles and responsibilities within the school	<ul style="list-style-type: none"> ✓ AS to set up RRSA steering group consisting of staff, pupils, parents and governors. ✓ Year 4 play leaders/Year 3 lunch leaders to mentor and train younger year groups to ensure an effective transition in roles. ✓ Local councillors to speak to pupils in class and in assembly about their experiences in politics/democracy prior to the Learning Mentor setting up School Council in the Spring term. <p style="text-align: right;">AS/SH</p>	

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<p>Provide children with role models from the wider community that reflect the diverse nature of London</p>	<ul style="list-style-type: none"> ✓ Mark special events at school, for example BHM, religious days, and invite visitors to share their experiences with pupils in assembly/class. ✓ Develop new, and embed current, partnerships with secondary schools where pupils have the chance to work with older children (Alleyn's Owls mentors). ✓ Each curriculum area to integrate the learning about role models related to particular topics and teachers to make links with their topic in their planning. <p style="text-align: right;">TT</p>	
<p>Review support that is given to PPM/vulnerable children in school and after school clubs under the glittering curriculum heading.</p>	<ul style="list-style-type: none"> ✓ Collect pupil voice of the more vulnerable groups. ✓ Engage with parents through meetings and information session, ensuring they have the relevant information. ✓ Offer PP pupils subsidised music tuition and one free club per half term. ✓ Inclusion AHT and Learning Mentor to run a reading club before school for PP children. ✓ KG/NW to organise Arts activities including whole school/year projects ✓ Ensure that pupils eligible for PP are offered free sports clubs/EBO place/musical instrument tuition <p style="text-align: right;">SB</p>	<p>SEF Inclusion action plan/evaluation Pupil premium report – evaluation</p>

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Outcomes for Pupils

Target 4: Each year group, including PP/LAC pupils, meets aspirational RWM targets, exceeding end of year national expectations

Outcome: All pupils (Reception to Year 4) to have met aspirational targets and made at least good progress in core subjects

Objectives 2018-19	Action Points	Evaluation
EYFS: 85%+ of children to achieve GLD, with 30%+ exceeding in CLL, PSEDL, Maths	<ul style="list-style-type: none"> ✓ Indoor/outdoor learning environment developed by Reception teachers and overseen by AHT (AS) (see Target 5). ✓ Optional baseline assessments (CEM) to be used alongside teacher judgements in September. ✓ Children given opportunity to move beyond ELGs in broad and balanced curriculum. <p style="text-align: right;">AS</p>	EYFS action plan/evaluation
Phonics: 90% of children to pass Year 1 Phonics screening test Year 2: 6 children - Phonics resits	<ul style="list-style-type: none"> ✓ Regular in house checks to be undertaken to monitor progress in December, March and May. ✓ Pupils to be taught in match groups using Read, Write, Inc. programme. ✓ Year 2 children to have 3x weekly Phonics intervention with IM. <p style="text-align: right;">AS</p>	Year 1/2 Review and Respond
KSI: Expected + - Reading-90%, Writing-80%, Maths-85% GD – Reading 37%, Writing 22%, Maths 27%	<ul style="list-style-type: none"> ✓ Baseline assessments carried out in core subjects and interventions put in place from Autumn term. ✓ Challenge and differentiation to be a focus in planning Maths and English activities (see Target 2). ✓ 2x week Catch Up/Keep Up sessions to be taught in Maths/English by additional teachers. ✓ Handwriting Tader Rescue group 2x week. ✓ 1-to-1 reading with focus children as identified by AHT/CTs, focusing on comprehension skills. ✓ Implement vocabulary and spelling strategies from <i>Closing the Gap</i> INSET. ✓ Year 2 teachers to attend Southwark moderations. Whole school/in year moderation in Maths/Writing to take place termly. <p style="text-align: right;">AS</p>	
Pupil premium group to make at least good progress in line with their peers Children who have made the least progress in Y3/4 to make accelerated progress over two years so that they have made the same good progress as their peers.	<ul style="list-style-type: none"> ✓ Focus HLTA support in key stages of the school. Mentoring/head first/individual target setting working with PP children. ✓ PP children and parents to be involved in structured conversation that result in agreed personal targets. (extend to SEND) ✓ Taking part in two year AfA programme with SB as lead across two schools. ✓ Review inclusion systems and from that doing focused TA training using teaching material from the Bubble CPD platform. ✓ Conduct a full needs analysis which will feed into action plans. ✓ Develop two key middle leaders through coaching so that they can lead on inclusion in their areas. (KG/CV) ✓ Refine data analysis so we can more easily identify children who have made 'good' progress but not made 6 points of progress. <p style="text-align: right;">AS</p>	SEF HoS report

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Early Years Provision

Target 5: Develop the learning environment in the EYFS so that it meets the needs of all learners

Outcomes: 85% children achieving GLD, with more pupils exceeding in CLL, PSED, LD and Maths

Objectives 2018-19	Action Points	Evaluation
Develop the outdoor learning environment	<ul style="list-style-type: none"> ✓ Make links with other schools so that our staff can see other provisions/good practice. ✓ EYFS budget to be used on resourcing outdoor area, including buying outdoor music equipment, reading shed, gardening tools, loose parts. ✓ Through individual CPD/TA training/staff INSET, train staff to understand importance of the outdoor area and how to plan for it effectively, (class teachers and TAs). ✓ Ensure that outdoor resources are accessible for children and easy to access in order to promote independent learning. ✓ Belham to engage in project focusing on outdoor development with Charles Dickens AHT. ✓ STSA to support with development of Early Years area through deployment of SLE. <p style="text-align: right;">AS</p>	SEF EYFS action plan/evaluation CPD log
Develop the indoor learning environment	<ul style="list-style-type: none"> ✓ Teachers directed to good practice by AHT so that they can use best practice in their planning and organisation. ✓ Targeted EPD for Reception teachers to develop environment. ✓ Ensure that indoor environment is clutter free and resources labelled so all children can access them. ✓ TA training focused on interaction and sustained shared thinking in the Early Years. ✓ Objective led planning to target a range of abilities. ✓ Resources within the provision allow open ended discovery and engagement, catering for the most able and the emerging learners. <p style="text-align: right;">AS</p>	EYFS action plan/evaluation
Ensure that good practice is shared amongst practitioners	<ul style="list-style-type: none"> ✓ TA meetings take place each week with AHTs (AS/SB). ✓ Class teachers are being signposted towards best practice and given time to engage with the best research in the Early Years. ✓ AHT to organise a skills audit in the EYFS to allow staff to share their strengths. ✓ All TAs to have the opportunity to spend time in Reception observing strengths of staff and aiding transition. <p style="text-align: right;">AS</p>	EYFS action plan/evaluation CPD log
Ensure continuity of transition between Reception and Year 1	<ul style="list-style-type: none"> ✓ Enhanced transition process including data analysis at the end of the academic year. ✓ Reception teacher and TA to teach in Year 1 to allow for continuity and EYFS expertise in Year 1. ✓ Year 1 teachers to be involved in the Reception moderation process for ELGs in Summer 2. ✓ Environment and planning to be more child led; resources to be purchased to enable this. <p style="text-align: right;">AS</p>	EYFS action plan/evaluation

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GLOSSARY**

Educational Phrases		Belham Staff
<p>AfA – Assessment for All AHT – Assistant Head Teacher AMM – appraisal, monitoring, moderation BHM – Black History Month CoG – Chair of Governors CoT – Chair of the Trust CL – communication and language CP – child protection CPD – continuing professional development CRT – Creative Reflection Time EHT – Executive Head Teacher ELG – early learning goals EPD – early professional development EYFS – Early Years Foundation Stage GD – greater depth GLD – Good Level of Development HA – higher attainers HCSS – accounting and budgeting company</p>	<p>HoS – Head of School LA – lower attainers LAC – looked after children LBGT+ – lesbian, bisexual, gay, transsexual, plus LO – learning objective MA – middle attainers PP – pupil premium PSED – personal, social and emotional development PSHE – personal social health education PSQM – Primary Science Quality Mark RRSA – Rights Respecting Schools’ Award (UNICEF) RWM – Reading, Writing, Maths SBM – School Business Manager SC – success criteria SDP – school development plan SEN- special educational needs SLE – Specialist Leader in Education SoW – scheme of work SRE – sex and relationships education</p>	<p>[Redacted Staff Names]</p>