

School Development Plan
Key Priorities 2019-20

| | 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 a school environment where pupils feel safe and difference is valued and nurtured | Children develop and actively demonstrate an outstanding understanding of what their role is in the local, national and international community | Build strong leadership structures at the Belham and strengthen partnership working between both schools | Develop the learning environment in the EYFS so that it meets the needs of all learners |
| Objectives 2019-20 | <ul style="list-style-type: none"> • Ensure that tasks provide enough challenge for all learners, in particular the lower/higher attainers • Implement and embed 'Maths - No Problem' scheme across the school • Achieve Artsmark 'Gold' Award through embedding the arts in all curriculum areas and further developing our music/arts provision • Children to attain well above national results in EYFS Profile, Phonics Screening and Key Stage 1 teacher assessments • Review whole school approach to reading/writing, including the teaching of spelling • Design and deliver a curriculum that builds upon prior learning, linked concepts, age-appropriate vocabulary, and the progression of knowledge and skills | <ul style="list-style-type: none"> • Develop and embed PSHE curriculum and make strong links with 'Belhamite values' • Achieve RRSA and Stonewall School Champion Bronze award • Create and develop the role of 'Senior Inclusion Assistant' to triangulate learning, attendance and behaviour, to inform Early Help provision and develop greater parental engagement, particularly with those eligible for Pupil Premium • Ensure the delivery of a fully inclusive curriculum by incorporating 'underrepresented histories' in termly planning • Target families not engaging with wider curriculum to ensure parity of engagement with wider curriculum | <ul style="list-style-type: none"> • Develop pupils' roles and responsibilities within the school • Provide children with role models from the wider community that reflect the diverse nature of London • Provide pupils with meaningful opportunities to understand how to be responsible, respectful active citizens who contribute positively to society • Participate in DfE Early Adopter programme in order to implement the new statutory RSE curriculum | <ul style="list-style-type: none"> • Develop the roles and skills of middle leaders in order to build capacity in the leadership team • To support and work effectively with a growing governing body • Embed and monitor the appraisal, monitoring and moderation (AMM) cycle • AHTs in Belham/Hamlet to devise and deliver a programme of CPD around 'effective teaching' • Foster a culture within school that places positivity and wellbeing at its heart for children, families and staff | <ul style="list-style-type: none"> • Develop the outdoor learning environment • Ensure that good practice amongst practitioners is shared • Ensure continuity of provision in the transition between Reception and Year 1 • Build leadership capacity within the Early Years team |