

Belmont School Improvement Priorities 2016/17

Core objective	How will we know when we have achieved this?
Outcomes	
Ensure outcomes at the end of all key stages are above national and Bexley average	<ul style="list-style-type: none"> Results for all pupils at end of EYFS, KS1 & KS2 above national and Bexley in all areas
Raise attainment for lower attaining and disadvantaged pupils	<ul style="list-style-type: none"> Gap is narrowed and attainment and progress is at least in-line with similar pupils nationally
Teaching, Learning and Assessment	
Ensure 40% of teaching is graded outstanding because of the progress and outcomes pupils achieve	<ul style="list-style-type: none"> Teaching profile shows 40% of teaching is outstanding, percentage of pupils working at ARE is above national outcomes (end of key stage) and the percentage of pupils making better than expected progress is above average
Embed the use of Maths Map so progress is good and 85% of lessons are graded good or better	<ul style="list-style-type: none"> Self-evaluation shows provision in maths is at least good and often outstanding
Introduce termly assessment in science and humanities	<ul style="list-style-type: none"> Termly assessments are completed, moderated and monitored and reported to parents in the annual report
Personal Development, Behaviour and Welfare	
96.8% attendance and a reduction in the number of pupils being registered as late	<ul style="list-style-type: none"> Attendance is 96.8% or above and the number of pupils registered as late is lower than 15/16
Improve self-discipline for particular pupils and reduce the number of Individual Behaviour Plans by 50%	<ul style="list-style-type: none"> Behaviour is graded as outstanding in external review and the number of IBPs falls by 50% from July 16 – July 17
Ensure pupils make informed choices around healthy lifestyles and increase the uptake of clubs	<ul style="list-style-type: none"> Pupils continue to eat healthy packed lunches and the uptake of school dinners increases by at least 2% Clubs are fully subscribed
Leadership and Management	
Introduce a governors sub-committee to hold the school to account and help secure better outcomes for disadvantaged pupils	<ul style="list-style-type: none"> Governors have a clear view of achievement for disadvantaged pupils and contribute to monitoring and decision making which leads to improved progress
Implement a programme of development to secure effective leadership by those new to post	<ul style="list-style-type: none"> All new leaders are effective in their roles and achieve the objectives of their action plans
Early Years Foundation Stage	
Improve outdoor provision so children apply and develop the skills they have learnt through a range of meaningful and inviting contexts	<ul style="list-style-type: none"> Outdoor provision is graded good or better in external review Forest school established

Ensure all adults provide good support through the quality of their interactions	<ul style="list-style-type: none">• Additional adults contributions to learning are graded at least good in external review
Further develop assessment procedures so attainment data is used effectively to plan provision across all seven areas of learning and this information is used to target pupils	<ul style="list-style-type: none">• EYFSP learning journeys include range of evidence across all areas of learning and this is used to contribute to future planning leading to accelerated progress