



KIND | RESILIENT | READY | ACTIVE | ASPIRE



## SCHOOL IMPROVEMENT PLAN

2023—2024



## OUR VISION

To **CREATE A BETTER FUTURE** for all through the transformational power of education and learning.

Because education is where **TRUE AND LASTING VALUE** is created.

**EVERYTHING WE DO MATTERS** and everyone here can **IMPACT CHANGE**.



## OUR VALUES

We are  
**KIND,**  
**RESPECTFUL**  
and work  
**TOGETHER**

We are  
**RESILIENT**  
and learn  
from our  
mistakes

We are  
**READY** and  
**PREPARED**  
to work

We will be  
**ACTIVE**  
in mind  
and body

We **ASPIRE**  
to be the  
best we  
can be

# CULTURE

## WHAT WE ARE TRYING TO ACHIEVE

We believe that everyone who enters our school can **impact** change. Our **School values** are at the core of what we do and staff at all levels are the **key models** for these values and their **consequential behaviours**. We make the effort to **ensure we consider the wellbeing, mental health and social development for all** within our school community. Our staff will ensure the school is a **safe, inclusive, calm and purposeful and nurturing learning environment** for all.

## ACTIVE INGREDIENTS WE WILL PAY ATTENTION TO

- We are all calm and consistent
- We use positive language choice
- We value routines, taught and practised
- Enable success because success breeds motivation
- We actively seek to remove barriers when they appear
- We live by our five values and we value everybody



# QUALITY OF EDUCATION TEACHING AND LEARNING

## WHAT WE ARE TRYING TO ACHIEVE

At Belmore we consider the following **6 criteria principle areas** for delivering effective Teaching and Learning. We use the resources from the Teaching Walkthru\_s series to support our approach to CPD and **instructional coaching**, based upon Rosenshine's Principles of Instruction. We aim to encourage opportunity to engage with **current pedagogical thought** and research around the most effective teaching and learning strategies through **purposeful CPD**. Learning is best when **core routines for implementation** are well established and rehearsed.

## ACTIVE INGREDIENTS WE WILL PAY ATTENTION TO

*We focus on things that make the difference:*

- Behaviours & Relationships
  - Curriculum planning
  - Explanation & Modelling
  - Questioning & Feedback
  - Practice and Retrieval
  - Mode B Learning
- 
- Core routines are well established
  - Curriculum is accessible for all learners through reasonable adjustments/adaptations
  - Enable success because success breeds motivation
  - Every child has unlimited potential for us to unlock
  - Assess, plan, do review
  - We actively seek to remove barriers when they appear
  - We have a high expectation of our subject knowledge across all subjects we teach



# SEND

## WHAT WE ARE TRYING TO ACHIEVE

Children with SEND should be **identified early** and receive **appropriate support** in order for them to thrive and **prepare them for their future**. We prioritise **well-being** and recognise the students' **individual strengths and difficulties**, meet individual needs and take positive actions to ensure **that they have equal and inclusive access to the educational opportunities offered by the school**. **Pupils needs are best met alongside their peers** and the school encourages all pupils to take a full and active part in school life.

## ACTIVE INGREDIENTS WE WILL PAY ATTENTION TO

*We focus on things that make the difference:*

- Behaviours & Relationships
  - Curriculum planning
  - Explanation & Modelling
  - Questioning & Feedback
  - Practice and Retrieval
  - Mode B
- 
- Instructional coaching to improve our practice and effective appraisal system
  - We have high expectations that are balanced with effective support
  - Staff collaborate in planning for and providing a world class experience, learning from each other
  - We engage with external agencies routinely
  - Adults are calm and consistent
  - Core routines are well established
  - Curriculum is accessible for all learners through reasonable adjustments/adaptations
  - Positive language choices
  - We don't prejudge, children or adults
  - We value routines, taught and practised
  - Enable success because success breeds motivation
  - Every child has unlimited potential for us to unlock
  - Assess, plan, do review
  - We actively seek to remove barriers when they appear
  - We provide inclusive opportunities

# GETTING OFF TO A GOOD START PUPILS AND STAFF

## WHAT WE ARE TRYING TO ACHIEVE

Getting a good start—Staff & Pupils: Our school is a safe, happy and inclusive community that **celebrates the efforts and achievements of every child and every member of staff** from the very beginning.

All children experience and staff know how to deliver **an engaging and exciting curriculum** & Children, parents and staff **experience a nurturing environment & values based community** This ensure that when the time comes, our school community is ready to build the future for themselves and others.

## ACTIVE INGREDIENTS WE WILL PAY ATTENTION TO

- We model the behaviours we expect and live by our values
- We consider induction as an ongoing process and is key for all staff movements
- Pupil induction is a clear and consistent process
- Staff take time to build positive relationships with parents
- In all we do we consider staff to ensure they can put children first
- Staff are ready everyday so pupils are ready



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**MIDDLESEX  
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PARTNERSHIP**