



Battledown Centre for Children and Families

School Development & Improvement Plan September 2020 – July 2021

Context

We currently have 58 children on roll, 54 full time and 3 part time and a child who we have been commissioned to take by the LA following a tribunal. There are 7 classes, 2 year 2 classes and then 5 mixed ages from 3 -7 yrs. We currently have 1 year 3 child.

We have developed the site to accommodate the 16 extra pupils from September 2020 onwards. In addition plans need to be put into place for KS2 and facilities in accommodating an older range of children. We have capacity for 9 more children in September 2021 with Phase 2 building work to be carried out over the summer 2020.

In line with the new Ofsted Framework, the school are working on embedding an effective phonics and early reading scheme.

The school need to identify a Curriculum that is appropriate for the children’s needs, and develop assessment and recording systems.

Therefore the school priorities for the Sept 2020 – July 2021 are:

1. To develop an ambitious school curriculum to effectively support the schools vision for its pupils and ensures they make good progress.
2. To establish a leadership team that supports and enables the school to develop and improve at a good rate.
3. To establish a robust programme that enables pupils to develop the skills they need to succeed in society. (behaviour/PSE)
4. To ensure all aspects of safe guarding are secure including staff awareness and risk assessments.

Priority 1

1. To develop an ambitious school curriculum to effectively support the schools vision for its pupils and ensures they make good progress.

Intent	Implementation	Time Scale	Responsible	Impact	Status
The school has a pupil focused vision that is known and understood by staff, parents, Governors, Pupils.	Work with staff parents and governors to develop a vision for school	Oct 2020	Nikki Teague	Staff ensure that the schools vision underpins the work that they do Parents understand what the school aims to achieve for their children Governors know and understand the school vision and provide challenge for how it is met.	
The school has a curriculum that meets the needs of the pupils	KS leads co-ordinators to establish schemes of work, long and short term planning to be in place	March July 2021	Head teacher / teachers / Assistant Head	The curriculum is fit for purposes and enables pupils to build on their skills. KS leads are appointed/identified and have a good understanding and overview of the curriculum across their Key Stage. A curriculum to be identified and developed for the school.	

	<p>Ensure learning format enables learning to be sequential and builds on pupils skills, there is support for teachers in delivering the curriculum.</p> <p>Learning time to be used effectively to ensure pupils gain the most from any activities including trips out of school.</p>			<p>Curriculum stages to be in place embedded within school</p> <p>Rolling programme of Topics to be embedded in school</p> <p>Long term planning in place</p> <p>Medium term planning in place</p> <p>Weekly planning in place.</p> <p>Assessment using SOLAR against own curriculum with evidence folder demonstrate pupil progress and next steps.</p>	
All teachers have the skills they need to deliver the curriculum.	<p>To carry out an audit of teacher skills and identify confidence levels. Establish a training programme based on teachers knowledge and understanding. Provide regular opportunities for teachers to meet and discuss curriculum issues. Maintain training and support for teachers in developing their skills in delivering literacy and phonics.</p>	<p>Dec 2020 July 2021</p>	KS leads	<p>Teachers are confident and understand expectations</p> <p>Teachers strengths and Weaknesses are identified and training is provided accordingly.</p> <p>Teachers meetings to have input from other professionals on identified weaknesses and areas for development</p>	
Assessment processes are clear and understood by all and ensure effective recording of	<p>To make effective use of Solar to record evidence of progression. Teachers are trained to make more effective use of solar.</p>	<p>Jan 2021 July 2021</p>	KS leads / Nikki / teachers	<p>Teachers use the assessment tool effectively and robust in recording pupils achievement</p>	

pupil progress and evidence	<p>KS leads will provide support and regular meetings with all teachers to support their assessments.</p> <p>Consult with other schools to identify an effective assessment tool that meets the needs and enables teachers to record pupil achievement.</p>				
Mid-year review	<ul style="list-style-type: none"> • All staff, parents and pupils have been updated and immersed in the new vision. • We have developed a Battledown Curriculum to meet the needs of pupils and will be piloted after Easter along with assessment folders and evidence gathering for EHCP outcomes and the curriculum. • All pupils have been assessed on SOLAR and baselined, ready for summer term trial of new curriculum and assessment system. • Timetables, Long term planning, medium term planning and weekly planning is consistent across school. • Assistant Head has supported teachers to write and implement our own curriculum. • Teachers CPD has included phonics, behaviour, curriculum, assessment and teaching and learning. • Teachers are becoming more confident with the assessment tool. • Policies relating to teaching and learning are written, ready to be signed off by governors at the next meeting (summer term). 				
End of year review					

Priority 2 To establish a leadership team that supports and enables the school to develop and improve at a good rate.					
Intent	Implement	Time Scale	Responsible	Impact	Status
There is a strong leadership team in place	Staff audit skills Develop a job description. Advertise for EYS Lead. Ensure all staff with responsibility point have a clear job description and know and understand their roles and responsibility. Interview and appoint Job description/advertise appoint KS2 lead.	July 2021 April 2021	Nikki /Trust	<p>The school has an effective leadership team who are clear about their roles and responsibilities.</p> <p>An Assistant Head has been appointed to start January 2021, she will be teaching 3 days and supporting the implementation of the curriculum for 2 days. Once in position, we will look at other possible roles required to ensure the school runs effectively.</p> <p>In September 2021 a new class will be established, which will mean another teacher, whose role can be determined.</p>	
There is a clear accountability process that is known and understood by all staff	Monitoring calendar in place for the academic year. Establish protocols for lesson visits and support processes. Provide training for leaders to ensure consistent approach by all. Performance management processes are robust and recognise teachers successes and areas for improvement. Establish regular SLT meetings and with staff.	July 2021	Nikki / Trust	All staff feel valued and there is consistently good/outstanding teaching across school.	

	Ensure all staff are well informed of developments within school and can contribute to. Review present observation checklist and discuss with staff what good teaching looks like at Battledown.				
The LAB provide a high level of support and challenge that enables the school to develop and improve	Ensures governors are known to staff and are clear about roles and responsibilities. Links between Governors and key staff. Provide a good level of information to governors to keep them well informed. Provide opportunities for staff to provide presentation to governors and involve governors in the life as school so as they can engage as much as possible.	July 2021	CEO / Nikki	Governors have a very good understanding of the strengths and areas of development within the school.	
Mid-year review	<ul style="list-style-type: none"> • The leadership term is effective and strong with Head, Assistant Head and Lead Teacher in place. In September a current teacher is taking on a TLR and an appointment of a new teacher whose role will be determined. • Weekly SLT meetings. • Inductions, staff development interviews, performance management, lesson observations and learning walks are established throughout the year. • Due to COVID, it has been tricky to ensure governors are known to staff. Staff have been updated about the two new governors and they will be invited in when circumstances allow. 				
End of year review					

Priority 3

To establish a robust programme that enables pupils to develop the skills they need to succeed in society (Behaviour/PSE)

Intent	Implementation	Time Scale	Responsible	Impact	Status
<p>The school provides pupils with the experiences they need to develop into independent confident individuals</p>	<p>Appoint a member of staff responsible for supporting and monitoring behaviour. With advice from behaviour specialists establish a format for recording ALL behaviours and putting in support mechanisms for staff and pupils.</p> <p>Establish a process for reviewing behaviours on a weekly basis with KS leads.</p> <p>Make effective use of all health professionals to support pupils and staff with managing behaviours.</p> <p>Consider adopting a PSE programme such as thrive.</p> <p>Establish the scheme of work for PSHE and ensure it meets the need of the pupils.</p> <p>Ensure the school is deliver RSE programme.</p>	<p>July 2021</p>	<p>Behaviour plans Recording of behaviours</p>	<p>The school will be effectively meeting its vision for pupils to be independent and confident individuals.</p> <p>Implementing a safe and secure system to record behaviour-CPOMS.</p> <p>Development of an PSHE curriculum which meets the needs of the pupils and delivers RSE and Health Education.</p>	
<p>Mid-year review</p>	<ul style="list-style-type: none"> • Behaviour plans have been edited, signed by Nikki and parents. • CPOMS used to record incidents of behaviour and ABC charts. • Lead teacher to review Behaviour Policy in summer term. • Battledown Curriculum-PSHE has been written to support and meet the needs of the pupils, including statutory documents- RSE and Health Education. • All classes have a positive behaviour system- Rainbow. 				

End of year review	
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Priority 4					
Intent	Implementation	Time Scale	Responsible	Impact	Status
Processes for safeguarding are secure and pupils and staff are kept safe.	<p>Revise recording of ALL physical interventions to ensure they are noted in the appropriate bound book Retain all staff in the recording of physical interventions so as there is an accurate log of events Ensure records are analysed and monitored weekly. Ensure information from PI and behaviour logs are used effectively to support staff and pupils in managing behaviours.</p> <p>Provide training on all aspects of safeguarding that are outlined in the schools safeguarding policy. Ensure safeguarding policy meets requirements – DSL number and Up skirting, County lines. To establish a regular update for staff on safeguarding (questionnaire/ quiz).</p> <p>Review all risk assessments especially those for out of school to ensure they protect pupils and staff.</p> <p>Carry out impromptu checks on trip safety. Ensure these are recorded.</p>	January 2021	Head Teacher Safeguarding Lead & Deputy Safeguarding Lead	<p>Effective, secure system to record all safeguarding intervention.</p> <p>All staff will be confident with Safeguarding procedures and Team Teach.</p> <p>Pupils have individual risk assessment.</p> <p>Classroom and shared room risk assessment.</p> <p>Learning walks to ensure safe premises.</p>	
Develop a KS2 curriculum.	Develop an appropriate curriculum for KS 2 children	March 2021	KS2 staff	Children showing progress against National Curriculum/ agreed approach	

	ensuring there is appropriate resources and equipment.			KS2 curriculum clear and precise and appropriate for children's level of need	
Mid-year review	<ul style="list-style-type: none"> • Learning walk to ensure safe. • CPOMS is a safe, secure system to record safeguarding and incidents. All staff are fully trained. • Battledown Curriculum and Assessment system has been developed to meet the needs of all pupils from Nursery, EYFS, KS1 and KS2. • Nikki to do updates for safeguarding governor termly. • Single Central Record (SCR) checked 3 times a year by Governors and monthly by Headteacher using a check sheet. • Training offered to Local Advisory Board on safeguarding and SCR checks. 				
End of year review					