

Battledown Centre for Children and Families

SELF-EVALUATION SUMMARY September 2022

Reviewed March 2023

SECTIONS	SUMMARY EVALUATION
1 INTRODUCTION	<p>Context: Battledown Centre for Children and Families cater for pupils with a range of severe and complex learning difficulties aged 2 yrs. to 11 yrs. Battledown currently has 65 pupils on roll, in addition we are working with the LA and mainstream schools with outreach services to support some vulnerable pupils in mainstream, to assist the Mainstream school to be able to include the child with additional needs.</p> <p>We joined the SANDMAT academy in April 2020. The leadership team and governors are realistic in their aspirations and have worked hard to move the school forward. There are still areas to develop to ensure the pupils receive the highest possible education and opportunities. Links have improved with the community enabling different opportunities for the pupils. The building has restrictions due to it being an old hospital, however we have utilised every available space within our limits to provide the best for the pupils. We are driving forward the following projects to ensure the outcomes and the educational experience for our pupils is outstanding:</p> <ul style="list-style-type: none">• Improving onsite facilities – looking at available spaces and resources• To implement the teacher 360 approach to appraisals, and ensure robust Induction procedures are in place• To embed my reasoning across school, ensuring all children are accessing the foundation skills they need to learn, include looking at Engagement scales• To establish regular assemblies, celebration of learning and recording of the children's voices <p>The LAB is continuing to develop its monitoring of the school, with Governors being linked to subject co-ordinators to be critical friends and ask probing questions. The staff team is very stable, committed and increasingly skilled to support the changing complexity of need in our intake. Staff are receiving ongoing training and are fully supported by the LAB when they look to obtain further qualifications</p> <p>We have 8 classes of mixed aged pupils for pre-school to year 4. This year classes have been organised according to learning style and staffed appropriately. We have a class following a TEACCH approach, developing independent working, classes</p>

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	<p>which require a sensory approach to learning, a class that requires a high level of sensory breaks and developing readiness to learn and classes that require a high focus on Communication.</p> <p>Battledown pupil population is currently 11 Females, 54 males (total 65) 8 of our children have children are EAL, 44 of our children have a diagnosis of ASD (4 females, 34 males) the other pupils have Down Syndrome, Global Delay, or are awaiting diagnosis 26 children are Pupil Premium</p>
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<p>2</p> <p>SIGNIFICANT DEVELOPMENTS DURING ACADEMIC YEAR 2021</p> <p>Including consideration of previously identified Ofsted targets</p>	<p>The school joined the SANDMAT Academy Trust in April 2020 and is now 1 of 5 schools, (4SEN and 1 Mainstream)</p> <p>A new curriculum and assessment system has been written and is embedded in school, which enables children's development to be recorded accurately and is broken down in small achievable targets</p> <ul style="list-style-type: none"> • Read Write INC is embedded across school, ensuring children have daily exposure to Phonics, reading for fun and when appropriate a reading scheme. • A new format for writing EHCPs has been embedded in school, which uses the new banding descriptors from the LA and identifies the children's individual needs. • A sunken trampoline has been added to the outside area, to give children more physical activity and exercise. • Well establishment of strong Senior Leadership Team is now in place with the Assistant Head no longer having any teaching commitments. • The Behaviour team is well established to support across school. • Reintroduction of the therapy dog into school, visiting weekly. • Links made with St Edwards School to visit their Farm weekly • Data recording and reporting has improved and is consistent across school • Subject Co-ordinators Action plans, reports and data produced, shared, and analysed • New format for Parents evenings, allowing time with Family Support Worker, Head teacher and to see other parents • Re-introduction of social activities for staff and children with their families such as a Jubilee Tea Party, Summer fete and SAND AT visit to Cattle country as a whole school. 				
<p>3</p> <p>Quality of Education – curriculum</p>	<table border="1"> <tr> <th data-bbox="293 1023 1180 1082">Strength 2</th><th data-bbox="1180 1023 1655 1082">Areas for developments</th></tr> <tr> <td data-bbox="293 1082 1180 1190"> <p>The Trust is continuing to provide support for the head teacher to review and improve provision at the school</p> </td><td data-bbox="1180 1082 1655 1190"> <ul style="list-style-type: none"> • Systematic moderation in place (internal and external) with other special schools to ensure </td></tr> </table>	Strength 2	Areas for developments	<p>The Trust is continuing to provide support for the head teacher to review and improve provision at the school</p>	<ul style="list-style-type: none"> • Systematic moderation in place (internal and external) with other special schools to ensure
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Commented [SM1]: Put in Grade 3 strengths here – you need to consider whether it is a 4 at this point – no planning in place – just establishing a vision etc. – you should be able to change it to a 3 by term 3 / 4 !

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Teaching and learning outcomes	<p>The new curriculum and assessment system has been embedded across the school. Consistently being used in planning and reporting and we are now able to provide data.</p> <p>There is a subject co-ordinator for each curriculum area and these roles are currently being developed. Action plans are in place and reviewed, Learning walks will be implemented by Subject Co-ordinators, these have started. Internal moderation has been successful.</p> <p>the new assessment system is helping us evidence progress against our own Curriculum, their EHCPs and the EYFS/NC where appropriate.</p> <p>Teachers and LP's work well as a team, it is not obvious who the teacher in the classroom is once sessions are under way.</p> <p>We have data for 1 year from our new curriculum based on the National Curriculum and EYFS. We do not have long-term data, due to writing our own curriculum to show small steps of progress and it being implemented for 1 academic year. Pupils work towards their EHCP outcomes which is recorded in addition.</p> <p>We have embedded Twinkle stage 1 Phonics and Read,Write, Inc into our curriculum and currently have 2 RWI groups running throughout the week.</p>	<p>consistency and accuracy of assessment of progress and aspirational target setting.</p> <ul style="list-style-type: none">• To ensure teaching and behaviour standards remain high for all pupils• Identify strengths and weaknesses in teaching and provide training and support.• To continue to develop subject co-ordinators confidence in monitoring their subject across school• Pupil will have an individualised curriculum which is differentiated and is progressing at the right level for each pupil.• Classroom environment will be positive and conducive to learning.• To ensure all teachers have the necessary skills to deliver the curriculum and meet the needs of the pupils.• Teachers have developed their knowledge and understanding of the curriculum, improving their
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			<p>classroom practice and pupil progress. Teachers have been supported to develop in areas identified and given a broad range of CPD (Continuing Professional Development) (internal & external).</p> <ul style="list-style-type: none"> • Subject leads to hold moderation meetings to ensure consistency across school in line with Teacher 360. Subject coordinators will be supported by SLT to hold internal moderation meetings to develop teachers understanding of the Curriculum and ensure consistency across school • To embed My Reasoning across school, ensuring all children are accessing the foundation skills they need in order to learn, including use of engagement scales.
4	Personal development	Grade 2 Strengths	Areas for developments
		<p>The operational running of the school is secure. The trust is providing support for the head teacher to continue to review and improve provision.</p>	

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		<p>The staff team are positive and supportive of the ongoing changes.</p> <p>Relationships with parents and the community are incredibly positive, we had positive responses to the parent questionnaire and great attendance at the 3 social events.</p> <p>The behaviour policy has been updated with rigorous monitoring system including a new Behaviour team consisting of two members of staff. We have 21 children on behaviour plans. The Behaviour team review incidents, behaviour plans and provide support on behaviour across the whole school.</p> <p>All Practitioners are trained in Team Teach approach to de-escalating challenging behaviour and supportive handling where a child is a danger to themselves or others. Individual pupil risk assessments are in place and are reviewed minimum twice yearly.</p> <p>Offsite visits have started to begin after COVID to swimming at the local pool and RDA.</p>	<ul style="list-style-type: none"> • To provide appropriate training to all staff to ensure they are confident in all areas of school life. • Staff need wellbeing training and support systems in place to maintain their well being • To embed positive behaviour strategies and handling children • To develop further links with parents and the community • Risk assessments for trips and visits/ Operational risk assessments need to be done • To update the Behaviour Policy in light of the DFE Behaviour Guidance published July 22nd 2022.
5 BEHAVIOUR AND Attitudes	Grade 2 Strengths	Behaviour -	Areas for developments
Attitudes to learning, behaviour in lessons &	Attitude to learning - Children are seen as individuals and high expectations are embedded throughout the school to encourage children to reach their full potential. Children are encouraged to enjoy learning and activities are presented in many different formats to keep the interests and motivate all pupils. There is		<p>Ensure consistency with Behaviour management across school.</p> <p>Ensure consistency in recording and reviewing behaviour plans and ABC charts.</p>

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<p>around the school, attendance & punctuality, attitudes towards others, how well protected from bullying, views of students/parents</p>	<p>flexibility so as children can join other classes for sessions and small groups are set up to ensure children have optimum opportunities. Introduction of a school council to allow pupils to have a voice and opinion for changes to the school has been successfully implemented.</p> <p>Attendance and Punctuality- we have good attendance and punctuality. The children are majority transported to school. Attendance leaflet given to parents at start of the academic year. Attendance monitored weekly with follow up discussions with parents regarding regular absence and a we now have an absence request form for parents to request the child's absence from school with a follow up for to say if authorised.</p>	<p>Embed discussions around behaviour into class meeting time</p> <p>Create a School Council to feed into the decisions around school allowing pupils to have a voice.</p> <p>Reinforce Positive Behaviours, incorporate into daily lessons and raise awareness of each other Record children's voice and include children in decisions To improve attendance across school working towards the national averages.</p>
<p>6 LEADERSHIP and MANAGEMENT How well leaders demonstrate an ambitious vision, high expectations, improve teaching and learning, develop staff, sustain</p>	<p>Grade 2 Strengths</p> <p>The school has gone through a period of disruption in its leadership and management. The-Head teacher and Senior Leadership has a truly clear awareness of the strengths and weaknesses of the school and what needs to be done to bring about change. It is recognised that there is much to do. The close work and support of the SAND MAT is enabling and empowering the leadership team and staff to move forward at a good rate.</p>	<p>Areas for developments</p> <p>To embed a robust monitoring and observation system to ensure the quality of teaching across school using the Teacher 360 approach</p> <p>To develop links further with the community</p>

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improvement. Accuracy of data, appropriate curriculum, governance, safeguarding, and partnerships	<p>Increased collaboration and sharing of leadership skills and knowledge with mainstream and special schools through outreach work and formal links with SAND MAT.</p> <p>School Development Plan links closely with SEF and is reviewed termly. The discourse is reviewed termly to ensure it is linking to school need and the SDP. Staff are involved in development around school, such as addressing action points from the learning walks, and developing areas around school.</p> <p>The curriculum statement identifies the Intent, implementation and Impact which will underpin the creative curriculum we will put into place to ensure the children are accessing a broad and balanced curriculum catering for their individual needs.</p> <p>We have a family worker who works closely with families and class teams to support parents and families.</p> <p>We work closely with Occupational Therapy, Speech and Language Therapy and Physiotherapy to provide appropriate resources etc. for the children.</p> <p>We have close links with Cheltenham Ladies college and Cheltenham college who visit weekly into classes and help with fund raising activities. This is a terrific opportunity for the children to build relationships with students. It is also a way of helping people understand the range of Special Educational Needs and approaches required to work with children who have additional needs,</p>	<p>CPD for staff</p> <p>SLT and Subject Co-ordinators to carry out Learning walks individually with foci of their own area Scrutinise lessons and planning Ensure adequate coverage Termly Weekly planning will mirror what is observed during learning walks. Maintain training and support for teachers in developing their skills in delivering literacy and phonics.</p>
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<p>7 OVERALL EFFECTIVENESS How well the quality of education meets the needs of all students, promotes SMSC development, and an awareness of diversity, offers a range of different learning opportunities</p>	<ul style="list-style-type: none"> • Students are cared for, guided, and supported by a well embedded curriculum and trained staff • The Head Teacher and leadership team are focused on continually reviewing and developing the school • Strong collegiate working with other schools to share good practice and ideas • The school is effective in engaging families and the community • The staff are committed, enthusiastic and positive about the school. • The school has a good learning environment for its pupils, within the limitations of the building. • The safeguarding system is robust and effective, with checks for new staff completed fully. • The school has a strong approach to reading. • The school has a wide diversity of cultures within the families attending and we pride ourselves in our commitment to ensuring communication is good with all families. • The children have a broad and balanced approach to their learning, individualised to their needs and giving them opportunities.
<p>8 IDENTIFIED AREAS FOR WHOLE SCHOOL DEVELOPMENT 2022- 2023 as informed by the SEF, Strategic MFP, Operational MFP's, Ofsted, school monitoring & Governor's contribution.</p>	<ul style="list-style-type: none"> • To continually monitor the appropriateness of the building and facilities for pupils as they reach primary age due to Health and Safety and meeting children's physical needs • To ensure the building is used to its full potential – extend the hall, add a soft play • To provide early years provision to families by setting up an onsite nursery • To continue to develop and train staff to keep up to date provide the best possible education • To continue to develop links with the community and provide experiences for the children outside of the classroom • To ensure we keep up to date with appropriate resources, courses, and theory to provide excellent quality education and experiences for our pupils and staff

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