

Battledown Centre for Children & Families Self-Evaluation 2023-2024

Summary Evaluation

The school joined the SAND AcademiesTrust in April 2020 and is now 1 of 5 schools, (4 SEN and 1 Mainstream Primary)

- 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
- 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.
- A well established, 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, Headteacher 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.

School Context

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 67 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, where appropriate.

We joined the SAND Academies Trust 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:

SAND Academies Trust

Registered in England: Company Number 11968610

Registered Office: The Milestone School, Longford Lane, Gloucester, GL2 9EU - Telephone: 01452 874000 – www.sandmat.uk

- to continue embedding effective communication practice across school, ensuring consistence in use of timetables and symbols
- to further develop the mathematical scheme of work to ensure we are able to extend children's learning and record all steps of progress effectively
- to extend connections with the community to develop physical activities for all pupils
- to ensure recording of children's voice across the whole of school life
- to actively engage parents into school life
- to further develop writing and handwriting across school
- to improve onsite facilities – looking at available spaces and resources, with the limitations of the buildings and site

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

We have 8 classes of mixed aged pupils for pre-school to year 4. Classes have been organised according to learning style and staffed appropriately. We have a class following a TEACCH approach, developing independent working, classes 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.

Battledown pupil population is currently 11 Females, 54 males (total 65)

8 of our children have EAL.

46 of our children have a diagnosis of ASC (4 females, 36 males) the other pupils have Down Syndrome, Retts Syndrome, Global Delay, or are awaiting diagnosis.

29 children are Pupil Premium.

Areas of concern

- 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 and basic personal care needs.
- To ensure the building is used to its full potential – extend the hall, add a soft play if possible.
- To provide early years provision to families by setting up an onsite nursery.
- To actively engage parents with school life.
- To effectively record children's voice across the school year.
- To further develop the mathematical scheme of work to ensure we extend learning and record progress effectively.
- 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.

SAND Academies Trust

Registered in England: Company Number 11968610

Registered Office: The Milestone School, Longford Lane, Gloucester, GL2 9EU - Telephone: 01452 874000 – www.sandmat.uk

- To continue the embedding of effective communication practice.
- To develop early writing and handwriting across school.

Overall effectiveness

- Students are cared for, guided, and supported by a well embedded curriculum and well trained staff.
- The Headteacher and leadership team are focused on continually reviewing and developing the school.
- There is strong collegiate working with other schools to share good practice and ideas,
- The school is effective in engaging families and the community into school life,
- The staff are committed, enthusiastic and positive about the school, pupils and families.
- 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 and regular updates and training provided.
- The school has a strong approach to reading, using Read, Write Inc as a scheme and promote reading as fun.
- 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 to extend their learning.

The Quality of Education: Strength 2

Evaluation statements based on practice and impact	Evidence
<p>Intent</p> <ol style="list-style-type: none"> 1. To continue embedding effective communication practice across school, ensuring consistence in use of timetables and symbols. 2. To further develop the mathematical scheme of work to ensure we are able to extend children’s learning and record all steps of progress effectively. 3. To extend connections with the community to develop physical activities for all pupils. 4. To ensure recording of children’s voice across the whole of school life. 5. To actively engage parents in to school life. 6. To further develop writing and handwriting across school. 	<p>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>Action plans are in place and reviewed, Learning walks will be implemented by Subject Co-ordinators, these have started.</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>LAB reports from monitoring visits with subject leads and SIP visit reports</p>

SAND Academies Trust

Registered in England: Company Number 11968610
 Registered Office: The Milestone School, Longford Lane, Gloucester, GL2 9EU - Telephone: 01452 874000 – www.sandmat.uk

7. To further develop and extend the sensory and environmental provision in the school to support effective behaviour management.	
<p>Implementation</p> <p>The Trust is continuing to provide support for the Headteacher to review and improve provision at the school.</p> <p>The new curriculum and assessment system has been embedded across the school. There is a subject co-ordinator for each curriculum area and these roles are currently being developed.</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. This will be embedded and monitored through termly learning walks and twice yearly moderation. Reported back to Trust and LAB</p> <p>SIP visits 3 times a year reporting back to Trust and LAB</p> <p>The LAB has allocated Link Governors to liaise with subject lead.</p>	
<p>Impact</p> <p>The curriculum and assessment system is consistently being used in planning and reporting and we are now able to provide data.</p> <p>Teachers and LPs work well as a team, it is not obvious who the teacher in the classroom is once sessions are under way.</p> <p>Internal moderation has been successful.</p>	
Actions from previous year	Impact of actions
RWI - May/June 2023 Resources Delivered Pupil Books and Online Resources. Foxes and Squirrels are trailing Term 6.	Children are able to access relevant reading schemes and resources to develop their reading.
Areas for development	
<ul style="list-style-type: none"> • Systematic moderation in place (internal and external) with other special schools to ensure consistency and accuracy of assessment of progress and aspirational target setting. • 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. 	

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 !

SAND Academies Trust

Registered in England: Company Number 11968610

Registered Office: The Milestone School, Longford Lane, Gloucester, GL2 9EU - Telephone: 01452 874000 – www.sandmat.uk

- Teachers have developed their knowledge and understanding of the curriculum, improving their 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).
- 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 effective communication across school
- To develop writing and handwriting across the school

Behaviour and Attitudes: Stength 2

Evaluation statements based on practice and impact	Evidence
<p>Attitude to learning - Children are seen as individuals and high expectations are embedded throughout the school to encourage children to reach their full potential.</p> <p>Attendance and Punctuality- we have good attendance and punctuality. The children are majority transported to school.</p>	<p>Children are encouraged to enjoy learning and activities are presented in many different formats to keep the interests and motivate all pupils. There is 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 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>
Actions from previous year	Impact of actions
Embed a behaviour team to ensure consistency of behaviour management across school	Consistent approach to behaviour with robust recording and reviewing system.
Areas for development	
<ul style="list-style-type: none"> • Ensure consistency with Behaviour management across school. • Ensure consistency in recording and reviewing behaviour plans and ABC charts. • Embed discussions around behaviour into class meeting time. 	

SAND Academies Trust

Registered in England: Company Number 11968610

Registered Office: The Milestone School, Longford Lane, Gloucester, GL2 9EU - Telephone: 01452 874000 – www.sandmat.uk

- 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.
- Links with SAND Trust Behaviour lead.
- To create and embed an Active Curriculum
- Review and development school learning environments.
- Develop the sensory provision

Personal Development: Stength 2

Evaluation statements based on practice and impact	Evidence
<ul style="list-style-type: none"> • The operational running of the school is secure. • The trust is providing support for the head teacher to continue to review and improve provision. • The staff team are positive and supportive of the ongoing changes with a strong wellbeing ethos and engagement in regular staff activities. • The Behaviour team review incidents, behaviour plans and provide support on behaviour across the whole school. • 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. • Offsite visits have started to begin after COVID to swimming at the local pool and RDA. 	<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 44 children on behaviour plans.</p> <p>Individual pupil risk assessments are in place and are reviewed minimum twice yearly.</p>

SAND Academies Trust

Registered in England: Company Number 11968610

Registered Office: The Milestone School, Longford Lane, Gloucester, GL2 9EU - Telephone: 01452 874000 – www.sandmat.uk

Actions from previous year	Impact of actions
Staff wellbeing team leading activities with all staff throughout the year. The Behavior team is embedded in school practice.	A strong positive and supportive team. Consistent approached and development of staff with behaviour management.
Areas for development	
<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 handing children. • To develop further links with parents and the community. 	

Leadership and Management: Stength 3	
Evaluation statements based on practice and impact	Evidence
<p>The school has gone through a period of disruption in its leadership and management.</p> <p>The-Head teacher and Senior Leadership has a clear awareness of the strengths and weaknesses of the school and what needs to be done to bring about change. 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.</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>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>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>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>

SAND Academies Trust

Registered in England: Company Number 11968610

Registered Office: The Milestone School, Longford Lane, Gloucester, GL2 9EU - Telephone: 01452 874000 – www.sandmat.uk

<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>	
Actions from previous year	Impact of actions
<p>Development of the leadership team and identifying clear roles and responsibility.</p> <p>Collaboration working with the SAND Trust and implementing network of 360 within the Trust</p>	<p>Strong leadership with a clear vision.</p> <p>Consistent approach across the trust and sharing of ideas and practice.</p>
Areas for development	
<ul style="list-style-type: none"> • To develop links further with the community. • CPD for staff. • 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. 	

The Quality of Education in Early Years: Stength 2	
Evaluation statements based on practice and impact	Evidence
<p>Intent</p> <p>Provide a board and balanced early years curriculum using our individualised pathways to ensure the children are prepared for the next stage of education.</p> <p>SAND – Foci for 2023-2024</p> <ol style="list-style-type: none"> 1. Further develop EYFS provision 2. Develop teaching and learning, with a particular focus on supporting our young autistic and sensory learners. 3. Behaviour: reduce the need for physical interventions in school, upskilling staff with alternative strategies 4. Improve pupil attendance, sharing successful strategies with schools 	<ul style="list-style-type: none"> • EYFS data and EHCP outcomes. The new assessment system is helping us evidence progress against our own Curriculum, their EHCPs and the EYFS/NC where appropriate. • Solar data. • Link Governors • Action plans are in place and reviewed, Learning walks by Subject Co-ordinators. Twice a year moderation. • LAB reports from monitoring visits with subject leads and SIP visit reports
Implementation	

SAND Academies Trust

Registered in England: Company Number 11968610

Registered Office: The Milestone School, Longford Lane, Gloucester, GL2 9EU - Telephone: 01452 874000 – www.sandmat.uk

<p>Teachers planning will reflect a broad and balanced curriculum. This will be embedded and monitored through termly learning walks and twice yearly moderation. Reported back to Trust and LAB. SIP visits 3 times a year reporting back to Trust and LAB. The LAB has allocated Link Governors to liaise with subject leads. Interventions of support for families to improve pupil attendance and looking at barriers. Training, support and strategies around behaviour and physical interventions.</p>	
<p>Impact All children receive a range of activities that are widen their experiences and are individualised to their need and stage of development.</p>	
<p>Actions from previous year</p>	<p>Impact of actions</p>
<p>Development and implementation of whole school curriculum encompassing EYFS</p>	<p>Children all accessing what is relevant and current. To be able to record achievements.</p>
<p>Areas for development</p>	
<ul style="list-style-type: none"> • Systematic moderation in place (internal and external) with other special schools to ensure consistency and accuracy of assessment of progress and aspirational target setting. • 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 EYFS curriculum and meet the needs of the pupils. • Teachers have developed their knowledge and understanding of the EYFS curriculum, improving their 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). • 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 EYFS Curriculum and ensure consistency across school • To embed effective communication across school • To liaise with the LA to increase cohort of early years children through a revised commissioning brief. 	

SAND Academies Trust

Registered in England: Company Number 11968610

Registered Office: The Milestone School, Longford Lane, Gloucester, GL2 9EU - Telephone: 01452 874000 – www.sandmat.uk

SAND Academies Trust

Registered in England: Company Number 11968610

Registered Office: The Milestone School, Longford Lane, Gloucester, GL2 9EU - Telephone: 01452 874000 – www.sandmat.uk

