



School Improvement Plan 2020-21

BAPA School Improvement Plan Priorities 2020-21

Listed below are the priorities that form the School Improvement Plan (SIP) for 2020-21. These have been highlighted from self-evaluation and support the continued improvement of BAPA. Each priority has been broken down into separate objectives that support their completion. This is documented in the full SIP.

The Quality of Education

- 1.1 Continue to improve the curriculum to support the confirmation of its intent, the effectiveness of its implementation and evidence of its positive impact.
- 1.2 Continue to enhance the curriculum offer to support extended placements, including registering as an exam centre and embedding the quality assurance process for external providers.
- 1.3 Implement the new staffing structure to support improved access to, and implementation of, the curriculum for all students in all cohorts.

Behaviour and Attitudes

- 2.1 Support students to effectively engage with education following disruption in attendance and social interaction.
- 2.2 Review the attendance policy with a view to implementing strategies to improve attendance for persistent absence (PA) and non-attendance students.
- 2.3 Develop the home liaison offer to support improved safeguarding, attendance and engagement with hard to reach students and families.

Personal Development

- 3.1 Review and develop the SMSC curriculum offer to support the confirmation of its intent, the effectiveness of its implementation and evidence of its positive impact.
- 3.2 Review and improve the careers education offer to support progress towards the Gatsby Benchmarks.
- 3.3 Review the extra-curricular offer to support an increased take up in participation.

Leadership and Management

- 4.1 Continue to support others as a National Support School (system leadership).
- 4.2 Continue to support the effective transition of students to their next educational settings by introducing the Student Inclusion Record (SIR).
- 4.3 Develop the use of Key Workers to support effective transition of students to their next educational settings, further enhance safeguarding and improve attendance.
- 4.4 Continue to deliver targeted high quality continuous professional development (CPD) for all staff.
- 4.5 Continue to develop and implement new procedures for assessing, recording and reporting pupil progress.

Priority 1: The Quality of Education				Success Criteria		
Objective	Actions including CPD	Date	Resp.	Outcome	Monitoring	Status
1.1 Continue to improve the curriculum to support the confirmation of its intent, the effectiveness of its implementation and evidence of its positive impact.	1.1.1 Review and reflect on the curriculum to confirm the Mission Statement, Curriculum Policy and the SOW for English, Maths and Non-Core.	Sep 20	TL SLT	The SLT have a clear vision for the curriculum offer, to include intent, implementation and impact.	Nov 20	
	1.1.2 The Mission Statement and Curriculum Policy are revisited with staff to confirm a shared vision for curriculum intent.	Sep 20	TL SLT	All staff have a shared vision for curriculum intent.	Nov 20	
	1.1.3 The intent statements for English, Maths and Non-Core are shared with staff to support a shared vision.	Sep 20 ➤	TL SLT ELT	Staff are aware of the intent that is specific to English, Maths and Non-Core to support a shared vision and effective implementation.	Jan 21 ➤	
	1.1.4 Support the effective implementation of curriculum by the delivery of targeted CPD for staff.	Sep 20 ➤	SLT ELT	All staff are able to implement the curriculum effectively.	Jul 21 ➤	
	1.1.5 Self-evaluation, to include deep dives, is carried out to inform effectiveness of The Curriculum Policy.	Nov 20 ➤	TL SLT ELT	SLT are aware of the effectiveness of the curriculum and the quality of education at BAPAC.	Jan 21 ➤	
	1.1.6 Further curriculum	Dec	TL	The curriculum is effective in meeting the	Jul 21	

	development and CPD takes place to support the intent, implementation and impact of the curriculum.	20 ➤	SLT ELT	needs of the students that attend BAPA.		
1.2 Continue to enhance the curriculum offer to support extended placements, including registering as an exam centre and embedding the quality assurance process for external providers.	1.2.1 Introduce changes to the Maths SOW to staff to support effective implementation of the Maths curriculum for all cohorts.	Sep 20 ➤	TL SLT DW	All staff have a clear understanding of the Maths SOW and are effective at implementing it.	Nov 20	
	1.2.2 Staff are supported with CPD to allow effective implementation of the Maths SOW.	Sep 20 ➤	SLT DW	All staff are confident in the delivery of the Maths SOW.	Nov 20 ➤	
	1.2.3 Self-evaluation, to include deep dives, is carried out to inform effectiveness of the Maths curriculum.	Nov 20 ➤	TL SLT ELT	SLT and ELT are aware of the effectiveness of the Maths curriculum.	Jan 21 ➤	
	1.2.4 Introduce changes to the English SOW to staff to support effective implementation of the English curriculum for all cohorts.	Nov 20 ➤	TL SLT KS	All staff have a clear understanding of the English SOW and are effective at implementing it.	Jan 21 ➤	
	1.2.5 Staff are supported with CPD to allow effective implementation of the English SOW.	Nov 20 ➤	SLT DW	All staff are confident in the delivery of the English SOW.	Jan 21 ➤	
	1.2.6 Self-evaluation, to include deep dives, is carried out to inform effectiveness of the English curriculum.	Jan 21 ➤	TL SLT ELT	SLT and ELT are aware of the effectiveness of the English curriculum.	Mar 21 ➤	

1.2.7 Introduce changes to the Non-Core SOW to staff to support effective implementation of the Non-Core curriculum for all cohorts.	Jan 21 ➤	ELT LG/ PG	All staff have a clear understanding of the Non-Core SOW and are effective at implementing it.	Mar 21 ➤	
1.2.8 Staff are supported with CPD to allow effective implementation of the Non-Core SOW.	Jan 21 ➤	ELT LG/ PG	All staff are confident in the delivery of the Non-Core SOW.	Mar 21 ➤	
1.2.9 Self-evaluation, to include deep dives, is carried out to inform effectiveness of the Non-Core curriculum.	Mar 21 ➤	TL SLT ELT	SLT and ELT are aware of the effectiveness of the Non-Core curriculum.	May 21 ➤	
1.2.10 An application is made to become an exam centre.	Sep 20	RB	BAPA is accredited as an exam centre.	Nov 20	
1.2.11 Quality assurance (QA) procedures, for monitoring AP settings, are reviewed to confirm their effectiveness.	Sep 20	IS	SLT are confident that the QA procedures for monitoring student progress, safeguarding and the quality of education within individual AP settings are robust and effective.	Nov 20	
1.2.12 BAPA carries out robust QA in all AP settings to support student progress, safeguarding and quality of education.	Sep 20 ➤	IS	SLT are aware of student progress, safeguarding and the quality of education within individual AP settings.	Nov 20 ➤	
1.2.13 If necessary, AP settings are supported to deliver an offer that effectively meets the needs of all BAPA students.	Oct 20 ➤	IS SLT	All BAPA students in AP settings are safe and access an offer that meets individual need and supports rapid progress.	Nov 20 ➤	

1.3 Implement the new staffing structure to support improved access to, and implementation of, the curriculum for all students in all cohorts.	1.3.1 Share the new staffing model with staff to support a shared vision of the reasoning and opportunities.	Jul 20	TL	All staff are aware of the new staffing model and the opportunities that it creates to enhance the quality of the BAPA offer.	Nov 20	
	1.3.2 Preparation to be made for the implementation of the new staffing model.	Jul 20	TL SLT	Organisational changes have been made and all staff are aware of their roles within the new staffing model.	Nov 20	
	1.3.3 Staff are supported with changes relating to the new staffing model.	Sep 20 ➤	TL SLT	All staff are empowered to effectively carry out their role within the new staffing model.	Nov 20 ➤	
	1.3.4 Self-evaluation is carried out to monitor the effectiveness of the implementation of the new staffing model.	Oct 20 ➤	TL SLT	SLT are aware of the effectiveness of the new staffing model and are able to make changes if required.	Jan 21 ➤	
Evaluation and reporting						

Priority 2: Behaviour and Attitudes				Success Criteria		
Objective	Actions including CPD	Date	Resp.	Outcome	Monitoring	Status
2.1 Support students to effectively engage with education following disruption in attendance and social interaction.	2.1.1 Review and amend the Positive Behaviour Policy with a view to supporting students to engage following an enforced period of disruption to their attendance and learning.	Sep 20	TL SLT	The Positive Behaviour Policy supports students returning to school from a long period of enforced non-attendance.	Nov 20	
	2.1.2 Staff are made aware of changes to the Positive Behaviour Policy and CPD is delivered to support successful implementation of the policy.	Sep 20 ➤	TL SLT	Staff are aware of changes to the Positive Behaviour Policy are confident in supporting student behaviour.	Nov 20 ➤	
	2.1.3 Work with students and families to support positive attendance following an enforced long period of disruption to their attendance.	Sep 20 ➤	TL SLT	Students and families are supported to return to school.	Nov 20 ➤	
	2.1.4 Trends in behaviour and attendance are monitored in the light of students having a long period of forced absence with a view to maintain a high level of support that is solution focused and bespoke to need.	Sep 20 ➤	TL SLT	All staff are aware of potential challenges that students may face and are able to offer pastoral support to reduce any barriers to positive behaviour or attendance.	Jan 21 ➤	
2.2 Review the	2.2.1 Carry out self-evaluation	Sep	LG	SLT are aware of strategies to improve	Nov	

attendance policy with a view to implementing strategies to improve attendance for persistent absence (PA) and non-attendance students.	to review strategies used to support improved attendance.	20	SLT	pupil attendance.	20	
	2.2.2 Ways to support improved pupil attendance are highlighted and preparations are made to implement strategies to improve attendance.	Oct 20	LG SLT	An action plan is in place to support improved attendance.	Nov 20	
	2.2.3 Strategies are implemented to improve pupil attendance.	Oct 20 ➤	SLT All staff	Pupil attendance is improved.	Jan 21	
	2.2.4 Self-evaluation is carried out to review the effectiveness of strategies to improve pupil attendance.	Jun 21	LG SLT	SLT are aware of the effectiveness of strategies employed to improve pupil attendance.	Jul 21	
2.3 Develop the home liaison offer to support improved safeguarding, attendance and engagement with hard to reach students and families.	2.3.1 Review systems to support home liaison for students and families.	Sep 20	IS SLT	SLT are aware of best practice to support students and families to improve safeguarding, attendance and engagement.	Nov 20	
	2.3.2 Ways to support improved home liaison are highlighted and preparations are made to implement strategies to support improved practice.	Oct 20	IS SLT	A plan is in place to deliver effective home liaison.	Nov 20	
	2.3.3 Strategies are implemented to support improved home liaison.	Oct 20 ➤	IS SLT	Effective home liaison improves safeguarding practice, attendance and engagement.	Jan 21	
	2.3.4 Self-evaluation is carried out to review the effectiveness of home liaison.	Jun 21	IS SLT	SLT are aware of the effectiveness of home liaison strategies to improve safeguarding, attendance and home	Jul 21	

				liaison.		
Evaluation and reporting						

Priority 3: Personal Development				Success Criteria		
Objective	Actions including CPD	Date	Resp.	Outcome	Monitoring	Status
3.1 Review and develop the SMSC curriculum offer to support the confirmation of its intent, the effectiveness of its implementation and evidence of its positive impact.	3.1.1 The Non-Core curriculum is referenced against curriculum intent to highlight areas where curriculum development is required to support effective coverage of relevant SMSC topics.	Nov 20 ➤	LG/ PG SLT	SLT are aware of the current coverage of SMSC topics within the Non-Core SOW and any gaps in relation to the Non-Core intent being fully met.	Jan 21 ➤	
	3.1.2 Modules are created to support the Non-Core SOW to give full coverage of topics relevant to the Non-Core curriculum intent.	Nov 20 ➤	LG/ PG ELT	Non-Core modules are in place to allow for full coverage of the Non-Core intent.	Jan 21 ➤	
	3.1.3 Introduce changes to the Non-Core SOW to staff to support effective implementation of the Non-Core curriculum for all cohorts.	Jan 21 ➤	LG/ PG ELT	All staff have a clear understanding of the Non-Core SOW and are effective at implementing it.	Mar 21 ➤	
	3.1.4 Staff are supported with CPD to allow effective implementation of the Non-Core SOW.	Jan 21 ➤	LG/ PG ELT	All staff are confident in the delivery of the Non-Core SOW.	Mar 21 ➤	
	3.1.5 Self-evaluation, to include deep dives, is carried out to inform effectiveness of the Non-	Mar 21 ➤	TL SLT ELT	SLT and ELT are aware of the effectiveness of the Non-Core curriculum.	May 21 ➤	

	Core curriculum.					
3.2 Review and improve the careers education offer to support progress towards the Gatsby Benchmarks.	3.2.1 Review the findings of the self-evaluation of careers against the Gatsby Benchmarks to highlight areas for improvement.	Oct 20	RB/ SC SLT	SLT are aware of how the careers offer compares to the Gatsby Benchmarks and are aware of where improvements can be made.	Nov 21	
	3.2.2 Strategies are implemented to improve careers education.	Oct 20 ➤	RB/ SC SLT	The curriculum supports improved careers education.	Jan 21 ➤	
	3.2.3 Support the effective implementation of improved careers education by supporting staff with CPD.	Jan 21 ➤	RB/ SC	All staff are aware of and are able to implement the careers education curriculum effectively.	May 21 ➤	
	3.2.4 Self-evaluation is carried out to review the effectiveness of careers education referenced against the Gatsby Benchmarks.	Jun 21	RB/ SC SLT	SLT are aware of the effectiveness of careers education referenced against the Gatsby Benchmarks.	Jul 21	
3.3 Review the extra-curricular offer to support an increased take up in participation.	3.3.1 Review the extra-curricular offer that is made for students.	Oct 20	TL SLT	SLT are aware of current participation and opportunities for students to take part in extra-curricular activities are highlighted.	Nov 20	
	3.3.2 Additional extra-curricular activities are highlighted and preparations are made to implement them.	Oct 20 ➤	TL SLT	A plan is in place to deliver additional extra-curricular activities.	Jan 21 ➤	
	3.3.3 Opportunities for students to take part in extra-curricular activities are highlighted and	Nov 20 ➤	TL SLT	Students have more opportunities to take part in extra-curricular activities.	Jan 21 ➤	

	preparations are made to implement improvements.					
	3.3.4 Self-evaluation is carried out to review the effectiveness of extra-curricular activities.	Jun 21	TL SLT	SLT are aware of participation and the effectiveness of extra-curricular activities in engaging students.	Jul 21	

Evaluation and reporting

Priority 4: Leadership and Management				Success Criteria		
Objective	Actions including CPD	Date	Resp.	Outcome	Monitoring	Status
4.1 Continue to support others as a National Support School (system leadership).	4.1.1 Continue to forge links with APs / PRUs / other organisations to facilitate for the sharing of good practice.	Sep 20 ➤	TL SLT	Supportive links have been made with other APs / PRUs / organisations.	Apr 21	
	4.1.2 Work with other APs / PRUs / organisations to support improvement in their practice.	Sep 20 ➤	TL	BAPA has working relationships to support other APs / PRUs / organisations.	Jul 21	
	4.1.3 Create opportunities for staff to work with other APs / PRUs / organisations to support improvement in practice.	Sep 20 ➤	TL	BAPA has working relationships to support other APs / PRUs / organisations.	Jul 21	
	4.1.4 Create opportunities for staff to develop skills and experiences in system leadership.	Sep 20 ➤	TL	More staff have relevant system leader skills and experience.	Jul 20	
	4.1.5 Continue to stay abreast of the 'school led system' for school improvement by attending Teaching Schools Council events and reading relevant articles etc.	Sep 20 ➤	TL	BAPA is aware of developments in the 'school led system' and are able to adapt to them.	Jul 21	
4.2 Continue to support the	4.2.1 The SIR is introduced to the SLT to promote a clear	Sep 20	TL RB	SLT are aware of how the SIR works and the scope for its use.	Nov 20	

effective transition of students to their next educational settings by introducing the Student Inclusion Record (SIR).	understanding of the scope for use.				➤	
	4.2.2 Stakeholders, to include schools and the LA, are introduced to the SIR to promote a clear understanding of scope for use.	Sep 20	TL RB	All stakeholders are aware of how the SIR works and the scope for its use.	Nov 20	
	4.2.3 The SIR is populated with data etc. to allow for its effective use.	Sep 20	TL RB	The SIR is ready for launch and effective use.	Nov 20	
	4.2.4 CPD takes place to support the effective use of the SIR.	Sep 20	TL RB	All stakeholders are confident in using the SIR effectively.	Nov 20	
	4.2.5 Stakeholders are supported to use the SIR effectively.	Sep 20 ➤	TL RB	Stakeholders feel supported with any issues relating to the effective use of the SIR.	Jan 21 ➤	
	4.2.6 The SIR is maintained to support efficient functioning and effective use.	Sep 20 ➤	TL RB	SIR functions effectively and is used effectively.	Jan 21 ➤	
	4.2.7 Self-evaluation is carried out to review the effectiveness of the SIR.	June 21	TL RB	SLT are aware of the effectiveness of the SIR.	Jul 21	
4.3 Develop the use of Key Workers to support effective transition of students to their	4.3.1 Work with the new Key Workers to create a shared vision for the role.	Sep 20 ➤	TL SLT	SLT and Key Workers have a shared vision of the Key Worker role.	Jan 21	
	4.3.2 Create an effective system to manage case	Sep 20	TL SLT	Systems are in place to support the effective work of Key Workers.	Jan 21	

next educational settings, further enhance safeguarding and improve attendance.	referrals, work streams, communication and line-management.	➤				
	4.3.3 The system to support the effectiveness of Key Workers is embedded.	Sep 20 ➤	TL SLT	Systems are used effectively to maximise the effectiveness of Key Workers.	Jan 21	
	4.3.4 Self-evaluation is carried out to review the effectiveness of the systems to support the effective use of Key Workers.	Dec 20 ➤	TL SLT	SLT are aware of the effectiveness of the Key Workers and the systems that support them.	Jan 21 ➤	
4.4 Continue to deliver targeted high quality continuous professional development (CPD) for all staff.	4.4.1 Continue to use research based information to guide CPD for all staff.	Sep 20 ➤	TL SLT	CPD is evidence based and effective in raising standards.	Jan 21 ➤	
	4.4.2 Use self-evaluation and appraisal to guide individual and whole school CPD.	Oct 20 ➤	TL SLT	CPD is relevant to the needs of staff and school.	Jan 21 ➤	
	4.4.3 Create opportunities for staff to undertake leadership activities.	Oct 20 ➤	TL SLT	Staff develop their skills by continuing / taking on responsibilities for leading specific areas for improvement.	Jan 21 ➤	
	4.4.4 ELT continue to support the leadership of school improvement.	Sep 20 ➤	TL ELT	ELT raise capacity by taking responsibility for areas of school improvement.	Jan 21 ➤	
	4.4.5 Staff to support self-evaluation and further improvement planning.	Jun 21	TL SLT	ELT members increase capacity by taking responsibility for areas of self-evaluation and further improvement planning.	Jul 21	
4.5 Continue to develop and implement new	4.5.1 Implement changes to the recording of progress to support learning and progression.	Sep 20 ➤	RB SLT	Progress is recorded effectively and support learning and progression.	Jan 21 ➤	

procedures for assessing, recording and reporting pupil progress.	4.5.2 Review the way that progress is recorded centrally to allow effective reporting of progress of all cohorts.	Sep 20 ➤	RB SLT	SLT are aware of the most effective ways to centrally collect and record progress information that evidences the progress of all students and cohorts.	Jan 21 ➤	
	4.5.3 Progress evidence is used to inform on progress and performance of all students and cohorts.	Nov 20 ➤	TL RB SLT	Progress evidence is being used effectively to review and inform on progress and performance of all students and cohorts.	Jan 20 ➤	
	4.5.4 Self-evaluation is carried out to review the recording and reporting on progress.	Jun 21	RB SLT	Self-evaluation has taken place and SLT are aware of the effectiveness of progress evidence collection.	Jul 21	
Evaluation and reporting						