

Blanche Nevile School

Improvement Plan 2025-26

Key Priorities

1. Standards [Teaching and Learning, curriculum and assessment]	<ol style="list-style-type: none"> 1. Adaptive teaching including language and communication 2. Driving ambition: high expectations for all 3. Use of formative feedback to accelerate progress 4. Use of summative feedback to track progress 5. Development of assessment system that captures individual and group progress, related to national benchmarks 6. Use of assistive technology (IT and AI)
2. Inclusion and pastoral	<ol style="list-style-type: none"> 1. Behaviour supports learning 2. Behaviour is accurately tracked, agreed thresholds for interventions 3. Evaluation of behaviour interventions 4. To embed skills for independent living in the pastoral curriculum 5. Induction programme for in-year admissions including those new to language 6. Safeguarding Team oversee online safety 7. Effective use of MyConcern monitoring to inform resources and interventions 8. All staff aware of safeguarding needs and responsibilities 9. Robust transition processes K2-3, 3-4 and 16+
3. Leadership and management	<ol style="list-style-type: none"> 1. Review and promote distributed leadership (including TLRs) 2. Staff to be given opportunities for self review via appraisal and peer-led learning opportunities 3. Accurate tracking of staff absence and use of policy 4. Strengthen communication between phases and departments
4. EYFS	<ol style="list-style-type: none"> 1. Team strengthening 2. Accurate assessment of EYFS pupils

	<ol style="list-style-type: none"> 3. Working with parents on expectations and independence 4. Language and communication 5. Collaborative working
5.Finance and Resources	<ol style="list-style-type: none"> 1. Maintenance and improvements for Primary 2. Fortismere rebuild: Opportunities 3. IT: Primary - new hardware (Server/PCs/laptops) / Whole school - software upgrades (Office 2025) 4. New multi-purpose build in car park to accommodate growth in pupil numbers 5. New exam storage room to accommodate growth in pupil numbers 6. New website development, to include 'Signly' 7. New replacement minibus - partial fundraising 8. Increase department budgets / general resources in line with increased pupil numbers

Area for Improvement Standards	Success Criteria	Action Steps	Target End Date	Person/s Responsible	Finance and Resources	RAG Rating		Evaluation of impact / Evidence
						Mid term (Feb) Review	Final	
1.1 T&L Adaptive teaching	Needs of all pupils correctly identified Lessons planned and delivered to meet the needs of all pupils	Audit quality of adaptive teaching (appraisal l/obs and Nov learning walk, SIA visit) Use of WalkThrus Peer review T&L training	July 2026	SLT (IHT, DHT, HoS)				

<p>1.2 Teacher culture of High expectations</p>	<p>Pupil pathways and groupings support and challenge learners Teachers' knowledge of pupils is accurate based on marking and assessment Teachers use their knowledge effectively to enhance progress</p>	<p>Monitoring of pupil engagement Formative assessment is used effectively to understand where pupils are and to facilitate progress KS4: pupils who are borderline GCSE students are entered for FS where appropriate</p>	<p>On going</p>	<p>SLT</p>				
<p>1.3 Formative assessment to accelerate progress</p>	<p>Pupils make rapid progress for their ability and relating to starting point. Pupils know what they need to do to progress.</p>	<p>Teachers have a tool kit of strategies to use the appropriate assessment in lessons to ascertain how a student is performing and ensure progress through the correct identification of barriers to learning.</p>	<p>Feb 2026</p>	<p>SLT</p>				

<p>1.4 Summative assessment to identify what pupils know and can do.</p>	<p>BN can report accurately to parents & carers/FGB/LA reps etc how a pupil is performing. Groupings and pathways are accurately chosen based on assessment.</p>	<p>HoS and DHT to investigate models of assessment that can be adapted cross-phase for the needs and profile of BN learners</p> <p>Teachers are trained on the assessment model.</p> <p>The MIS can track the data</p>	<p>Feb 2026</p>	<p>SLT</p>				
<p>1.5 Development of assessment system that captures individual and group progress, related to national benchmarks</p>	<p>Implementation of an assessment system for KS1-4 that enables both 1.3 & 1.4.</p>	<p>Investigate existing systems in special schools</p> <p>Select a model and trial in both schools</p> <p>Evaluate trial, amend where necessary</p> <p>Implement and monitor embedding</p>	<p>February ½ term 2026</p> <p>July 2026</p>	<p>SLT</p>				
<p>1.6 Use of assistive technology (IT</p>	<p>Audiology support available in-</p>	<p>Appoint and train staff member to support audiology</p>	<p>Nov 2025</p>	<p>In progress</p>				

and AI)	house Development of an AI policy for staff and pupils regulating use All pupils access high quality IT teaching across a range of IT skills	Liaise with HEP to produce phase-specific policy The development of teaching and SoW Maintenance and restocking of equipment	Jan 2026 On going					
Area for Improvement Inclusion and pastoral	Success Criteria	Action Steps	Target End Date	Person/s Responsible	Finance and Resources	RAG Rating		Evaluation of impact / Evidence
						Mid term (Feb) Review		
2.1 Behaviour supports learning	Consistent application of the Behaviour Policy Shared understanding of positive behaviour	Finalise and embed the BP Regular 'drip' training of staff Whole staff reference to BN 3 rules	July 2026	HoS & ST(P) DHT & ST(S) (ELT)				

	model	<p>Pupils to understand BP via pastoral curriculum and school council</p> <p>Parental understanding</p>						
2.2 Behaviour is accurately tracked, agreed thresholds for interventions, Consequences and rewards	SLT and ELT have an accurate overview of positive and negative behaviour leading to informed decisions and effective interventions leading to reduced number of negative incidents	<p>Embed expectation that staff enter incidents on Arbor</p> <p>Type and severity of consequences agreed</p> <p>Range of interventions agreed</p> <p>Thresholds for interventions agreed</p> <p>Recognise good behaviour (group and individual)</p>	Dec 2025	ELT				
2.3 Evaluation of	Interventions are used	Monitor outcomes on interventions	Dec 2025	ELT				

behaviour interventions	(including recognition of positive behaviour) that are known to be effective	Refine range of interventions to establish what works						
2.4 To embed skills and tracking for independent living in the pastoral curriculum	Pupils are taught the key life skills to support their potential for independent living. Linked to SaLT Impact is tracked	Review and enhance Life Skills, PSHE (PD) & Home Cooking curricula. Identify links with SaLT, eg independent travel	Dec 2025	ST/DHT				
2.5 Induction programme for in-year admissions including those new to language	Pupils experience a smooth and supported transition to school minimising disruption and building a secure foundation to integration within teaching	Pupils are given a bespoke induction package based on identified needs. Effective working with placing authority to ensure all relevant information has been shared.	Dec 2025	SLT				

	class							
2.6 Safeguarding Team oversee online safety	Pupils know how to keep themselves safe online Parents/carers can support children at home Few referrals to Prevent	Via IT & PSHE curriculum Assemblies Effective filtering and Monitoring Parent/carer information evenings	On-going	Safeguarding Team (SGT)				
2.7 Effective use of MyConcern monitoring to inform resources and interventions	Standard item Staff use MyConcern and Confide appropriately Analysis of concerns informs resources and use of interventions	Monitor reports for impact of interventions Distinguish between in house and external agency support when analysing impact	On going	SGT				
2.8 All staff aware of safeguarding needs and responsibilities	Tutors/year teachers (trusted adult) provide safe space for pupils Trusted adult is	Regular training with assessment of understanding (quizzes etc) Induction programme for staff	On going	SGT				

	first point of contact for parents/carers Staff can record concerns accurately	who join in-year Training for all staff roles SG Team monitor mainstream interactions for integration						
2.9 Robust transition processes K2-3, 3-4 and 16+	No loss of learning from Y1-Y11 Pupils make a successful start to their post 16 destination	Effective communication between teachers, esp Primary and Secondary transition Next teachers to meet pupils before transition Effective communication with parents/carers about expectations and changing ways of working Extended transition (shared TT) for vulnerable SEND pupils	March 2026	SLT				
Area for	Success	Action Steps	Target	Person/s	Finance	RAG Rating		Evaluation of impact

Improvement Leadership and management	Criteria		End Date	Responsibl e	and Resources	Mid term (Feb) Review		/ Evidence
3.1 Review and promote distributed leadership (including TLRs)	Leadership is used effectively to meet the needs of all learners within a safe setting	Review current model including TLRs Design a shadow structure of most effective leadership model Develop leaders new to post Monitor effectiveness via regular, scheduled and agenda-led line management meetings	Feb ½ term 2026	SLT				
3.2 Staff to be given opportunities for self review via appraisal and peer-led learning opportunities	All staff demonstrate the ability to set their own high expectations for their work and meet those expectations	Teachers develop the skills via WalkThrus to self assess, reflect and improve Expectations of performance are shared with all staff from SLT Performance	March 2026	ELT				

		<p>monitoring via LM, formal observations and learning walks</p> <p>JDs are clear and staff understand expectations</p> <p>Training is matched to need</p>						
<p>3.3</p> <p>Accurate tracking of staff absence and use of policy</p>	<p>Staff absence is reduced and pupils experience more continuous teaching, improving progress</p>	<p>Absence management refreshers for SLT and SBMs</p> <p>Follow the absence policy including RTW meetings, informal and formal meetings re: trigger points</p> <p>All staff aware of absence policy and expectations</p>	<p>Jan 2026</p>	<p>SLT incl SBM</p>				
<p>3.4</p> <p>Strengthen communication between phases and departments</p>	<p>Pupils experience greater continuity re: expectations and methodology</p>	<p>Time table more opportunities for cross phase working and observations</p> <p>In secondary, teachers observe colleagues in</p>	<p>May 2026</p>	<p>ELT</p>				

		different departments (see 3.2) Meet half termly as an extended Head's presence in both schoolsLT						
Area for Improvement EYFS	Success Criteria	Action Steps	Target End Date	Person/s Responsible	Finance and Resources	RAG Rating		Evaluation of impact / Evidence
						Mid term (Feb) Review		
4.1 Team strengthening	1. Support new teacher to school and EYFS 2. Ensure smooth handover from previous class teacher 3. Ensure clear induction	Offer handover/visit days ST to support with settling in and have regular check-ins with new teacher. Induct new team/establish routines. As part of induction have the opportunity to meet with key staff members- E.g. SBM, HSLO. Identify training needs.	Spring-Summer 26	SBM/ HoS/ ST/ EYFS team				

		Ensure handover documents completed by current EYFS teacher.						
4.2 Accurate assessment of EYFS pupils	1. To embed accurate assessment of EYFS pupils . 2.Embed the new Baseline assessment through increasing staff confidence	Training for EYFS teacher on new Baseline assessment. Use baseline assessments to inform practice. HoS to ensure reporting is completed.	Autumn-Summer 26	EYFS teacher, HoS				
4.3 Working with parents on expectations and independence	1.Working with parents to develop independence in self care	Refer to DfE new paper- 'Best Start in Life.' Identify needs within school and the wider Government expectations-linked to EYFS Framework. Parents to be signposted to	Summer 26	EYFS team, HSLO, SEND Lead				

		<p>support groups and networks. HSLO to offer support/ homevisits with the team as necessary. Follow up with previous settings as part of handover.</p>						
4.4 Language and communication	<p>1. Transition to Seesaw platform, embed its use and benefits 2. BSL tutors to create resources to support families with using BSL at home. 3. Promote school BSL sessions for families. 4. Identify needs and areas for development from Baseline</p>	<p>Support parents with setting up and accessing Seesaw. Parents to be signposted to support groups and networks. HSLO to offer support/ homevisits with the team as necessary. Follow up with previous settings as part of handover. BSL tutors to develop resources for parents and actively promote BSL sessions.</p>	Summer 2026	EYFS Team, SEND Lead, HSLO, BSL Tutors				

	assessments	Coffee mornings/ information sessions for parents						
4.5 Collaborative working	1. Collaborative working with other professionals and teams. 2. More opportunities for meaningful Inclusion	Handover meetings with professionals involved with the child and family. Liaison with HPS for more meaningful inclusion opportunities. Review of staffing to support with inclusion,	Summer 26	EYFS Team, SEND Lead, SLT, HPS.				
Area for Improvement	Success Criteria	Action Steps	Target End Date	Person/s Responsibl e	Finance and Resources	RAG Rating		Evaluation of impact / Evidence
Resources						Mid term (Feb) Review		
5.1 Maintenance and improvements for Primary	Structure & condition of building	Liaison with Haringey/corporate landlord HPS responsibilities clarified	March 2026	HoS, IHT, SBM				

	IT Partnership- resourcing	Embedding new pcs Review of partnership						
5.2 Fortismere rebuild: Opportunities	Capitalising on opportunities for released space	Involvement in DfE discussions	On going	IHT, SBM				
5.3 IT: Primary - new hardware (Server/PCs/lap tops) / Whole school - software upgrades (Office 2025)	To support staff working in school IT compliance, cyber security More effective ways of working	New hardware in primary staff room and laptops for pupils Upgrades installed Office 2025 installed (annual licence)	March 2026	SBM				
5.4 Pressure on Sec school space due to increased roll	New multi- purpose build in car park to accommodate growth in pupil numbers	Collect quotes Identify contractors for ground works Planning permission	April 2026	SBM				

5.5 JCQ stipulations re: size of safe for A3 are not yet met	New exam storage room to accommodate growth in pupil numbers	Space identified Quotes being collected Works scheduled for 2term2	Feb ½ term	SBM				
5.6 Update website	New website development, to include 'Signly'	Design agreed Content planner to be devised Porting of identified content	April	SLT incl SBM				
5.7 Aging minibus	New replacement minibus - partial fundraising	Apply for partial funding eg Sunshine	July	SBM				
5.8 Pupil resources linked to learning and progress	Increase department budgets / general resources in line with increased pupil numbers	Review of historic funding Review method of Primary funding Relate uplift to pupil numbers and dept/phase resources needs	Term 2	SLT incl SBM				

Blanche Nevile School Improvement Plan for 2025-26: Glossary

BN	Blanche Nevile
BP	Behaviour Policy
BSL	British Sign Language
CHT	Co-Headteachers
CPD	Continuing Professional Development
DfE	Department for Education
DHT	Deputy Headteacher
DSL	Designated Safeguarding Lead
ELT	Extended Leadership Team
FGB	Full Governing Body
Formative Assessment	A way of checking for understanding and providing feedback and pupils during the learning process. This enables the teachers to close gaps in learning, correct misconceptions and adapt teaching
FS	Functional Skills
Gatsby Benchmark	Framework for career guidance in schools and colleges
GCSE	General Certificate for Secondary Education
HEP	Haringey Education Partnership
HPS	Highgate Primary School
HR	Human Resources
HSLO	Home School Liaison Officer
HT	Headteacher
IHT	Interim Headteacher
JDs	Job Descriptions

KIT days	Keeping in touch days
KS	Key Stage
LA	Local Authority
MIS	Management Information system
PHSE	Personal, Health and Social Education (Primary)
PSD	Personal and Social Development (Secondary)
RTW	Return to Work
SaLT	Speech and Language Therapy Team
SBM	School Business Manager
SEND Lead	Special Educational Needs and Disabilities Lead
SGT	Safeguarding Team
SIA	School Improvement Advisor
SLA	Service Level Agreement
SLT	Senior Leadership Team
SMSC	Spiritual, Moral, Social and Cultural education
SOW	Scheme of Work
SSE	School self-evaluation (how school quality assures all aspects of the school)
ST	Senior Teacher
Summative (Assessment)	An evaluation of a pupil's knowledge and skills at the end of a learning period
T & L	Teaching and Learning
TLRs	Teaching and Learning Responsibilities
TT	Timetable
Walkthrus	A comprehensive SPD programme to develop teaching and learning