



# TAKE OFF!



## School Development Plan

## *A school at ease with itself*

### Introduction

This development plan is real. It was made by the Head, LT and staff in January 2025, and is totally specific to Centre Academy London. It is a living document in tune with the changing contours of our school culture and is therefore open to adaptation. However, the aim of this 18-month development plan remains firm - to become the best SEN school in the UK.



### Record

After October half term 2024, the Leadership Team - Chris, Halima, Maria, and Michael, unexpectedly found themselves without a head teacher. The LT, with MJ as lead, stepped up to stabilise and control the school. In addition, and with the help of teachers, they produced an evaluation document to give a clear picture of how things stood. On the basis of this document, the LT drove a number of improvements. We hoped that these improvements, coupled with the overview, would provide the basis for our School Development Plan.

Two and a half months later, Michael listed these improvements in a letter to staff -

Two smooth parents' afternoon and very good feedback	Our care has seen a significant reduction in self-harm	We have agreed to register each class on isams	There is a new streamlined duty rota	There have been exceptional results in maths
New improved assessment data and accessibility	No reports of bullying since September	A parent/student consultation has resulted in modification to our uniform	We hosted JOB DONE 24 and welcomed the mayor.	We will train a volunteer invigilator
A new teaching and learning model mooted as a SIGNIFICANT STRENGTH by our assessor from ISI	Social workers working with our students have reported that they are settled and enjoy coming to school.	We have a new smart friendly timetable	The mock exams ran seamlessly and are in the Calander for 2025	There is a new all staff assembly rota
An ISI inspector spent a day at our invitation checking compliance	We have new and streamlined class groupings	We have hosted several trial students	We have welcomed 5 new students	We have focussed on developing literacy and numeracy
We have incorporated RE at KS3	We have an increased Student voice opportunities	We will re-form the student council in 2025	The number of students has increased to 48	Two National Apprenticeship workshops have been booked for 2025
We have welcomed 3 new teachers	The science and the art fair have been booked for 2025	We have completed our first BTECs in art	We have extended our boxing classes until the end of March 2025	We have extended work experience to 5 more students in two new placements

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## Section 1 INDIVIDUAL IMPROVEMENT IDEAS -

- owned and implemented by all staff members, were agreed in Performance Management meetings held in January 2025 and are known as *‘i3’*. They should help contribute to overall Pupil learning, well-being, and help them to feel they belong.

Idea January 2025	Why	Owner	Success Criteria
Take charge of behaviour at the school. Complete the courses required for such a responsibility.	To improve behaviour across the school and signal to the pupils we take it seriously. It also helps build a behaviour ‘hierarchy of response’ It should help foster a sense of belonging in the pupils	Uduma Kalu	A palpable sense that behaviour has improved. A clearly defined list of sanctions Feedback from students A noticeable increase in student wellbeing as reported by mentors and specialists.
Look at the possibilities of collaborating with other schools in football matches, for example.	To give our pupils something to aim for and increase their life skills. Help foster competitiveness which seems lacking. It will give the pupils a sense of identity of belonging to the school.	Uduma Kalu	Definite fixtures in the school year. Recorded in the school magazine.
To introduce a new maths platform. SumDog	A response to certain pupils needs. This platform can be used to help pupils who prefer to work individually on laptop and is easy to manage. It will not take the	Chris Likoray	An overall improvement in maths measured by results and enhanced classroom engagement.

	place of usual teaching, rather add a choice.		
1 – 1 help in maths	8 students at the higher and lower end in ability have been identified as requiring 1-1 help. This help will better prepare pupils for their exams.	Angela Farley	An increase in the ability of those who take part measured by test and exam results and enhanced confidence in the subject.
To lead another STEAMDAY	The steam day held last year was hugely enjoyable for the pupils. It was noted that some staff did not join in so this year it will be a requirement.	Angela Farley	The overall happiness of the participants and completion of tasks will be our guide.
To attend a course in Dyscalculia level 3.	Two of our students are thought to have this so we will improve our provision in this area by having a trained practitioner.	Angela Farley	The teacher will be able to implement her new knowledge to help certain students through FS exams.
To complete 2 professional development courses – 1, ISA Independent School SENCO 2 Executive Functioning	To bring her up to date with the latest practice and increase her knowledge in both areas.	Maria Palmarts uk	To be able to utilise this knowledge on a daily basis.
To increase the pupils' life skills -	Pupils with SEN need extra help in many areas. Independence when travelling, is a priority. Regular practical awareness sessions. Visits by TFL.	Maria Palmarts uk	This can be measured by the increase in confidence and awareness the students gains until he or she can travel independently.

Needs to do a course or attend a workshop in dyspraxia and art.	To better understand the link between the two and be able to help certain students' progress.	Trish Raw	To use her knowledge to plan new art tasks and be able to help students more effectively. Measured in better art, confidence and satisfaction.
To arrange an external art exhibition	We need to show off the pupils' art It will also increase their sense of worth and happiness to see their pictures admired by the public.	Trish Raw	An opening attended by staff and pupils photographed and celebrated as a whole school achievement.
To enter an ISA art competition.	The ISA art competition is a major yearly event and CAL should take part. It will give the pupils something to aim for, increase competition and self-esteem.	Trish Raw	The ISA select a picture for exhibition at a conference.
To implement a regular ICT challenge	'get out the classroom'. This will add to the importance and visibility of the subject by directly involving pupils who will be rewarded if they win the event.	Angel Okundaye	The satisfaction and happiness of pupils who are publicly selected and awarded for their work.
To help create a new monthly newsletter by taking charge of videos/links and format	The new all staff newsletter will feature videos and other technical links	Angel Okundaye	The variety of articles and parent and pupil feedback. The satisfaction of producing a hard copy yearbook.
To create a culture around the care and responsibility of laptops	By making all students aware of 3 charging cabinets and making sure all laptops are charged overnight.	Angel Okundaye	There shouldn't be any laptops that are not on charge at the end of the day. The pupils will know exactly where to find one thus speeding up getting to class and lowering anxiety levels.
	Science needs to be more visible in school and this will	Jam Dorjee	By the number of pupils who take part and the satisfaction of those who win prizes.

To implement a regular SCIENCE challenge.	help by giving the pupils' the chance to take part and get a prize.		
SUPER SCIENCE QUIZ	A competitive fun quiz will be held termly to give the pupil's a chance to show off their science knowledge and increase the awareness of the subject.	Jam Dorjee	By the fun and engagement of the pupils and the extra knowledge learn.
To release a weekly bulletin on common issues within a particular mentor group.	To help mentors understand and help their mentees, a confidential bulletin, either written or delivered verbally, of common issues that have arisen while speaking with the school counsellor, if confidentiality boundaries allow.	Neema Marshall	A deeper understanding of pupils measured in how a teacher calibrates a response to a pupil's need at any given moment.
Create a weekly noticeboard for mental health, rather than have notices all over school.	To allow the pupils to fully connect with provision in the school and remind them that we are here to help. This will help them feel supported and increase their sense of belonging.	Neema Marshall	By footfall and engagement with the noticeboard. It will become the go to place for informal reminders and help.
Will introduce and maintain a 4 Step framework for assessment and will implement scheduled assessment weeks.	To strengthen assessment in all subjects by a clear 4 step plan which includes Planning for assessment, Delivery, Marking and standardisation, student reflection.	Jasmine Kaur	All staff will feel better prepared for assessment. Further measured in consistency, confidence, and competency. Further measured by accurate information available to parents.

To streamline the organisation of school trips.	There had been too many examples of chaotic organisation. By having a single co-ordinator, trips can be organised efficiently.	Jasmine Kaur	Smooth and informed cooperation between the office and teachers. Risk assessments all kept in one place. A better time for all.
Will introduce 'TUESDAY TEACH' where each member of staff will spend 5 minutes sharing good practice at the beginning of weekly staff meetings.	This will serve as staff development, but more importantly will bring people together to enjoy each other's talks.	Jasmine Kaur	The spread of new ideas and the happiness and satisfaction of feeling a part of the school.
To set up a student council	Student voice and opportunity for feedback needs to be improved. Student ideas need to be heard.	Neterma Jorden	Real opportunities identified and ideas identified and acted on. A feeling that the cohort is represented and heard. This will add to a sense of belonging.
A maths activity day for the whole school – banks and bankers, shopping role play -	Another great idea initiative to get 'maths out of the classroom' to explore real situation where maths is needed.	Bernadine Cole	The uptake and enthusiasm of the pupils for the project and real learning measured in evaluation is class.
To make the GCSE performance a whole school event.	We will take an afternoon to attend the GCSE theatre performance to support Sarah and add to the fun of belonging to CAL. It will give the performers a sense they are valued and their efforts appreciated.	Sarah McGregor	Added incentive to the performers to do well resulting in a better production. The sense of belonging and overall wellbeing will be enhanced by the whole school participation.



To develop a scheme to help pupils negotiate everyday challenges involving maths.	Bus timetables tube maps, mobile phone tariffs, trains, planes, maps will be explained to pupils to improve their confidence and knowledge.	Mishkath Ahmed	A notable increase in real life skills and confidence to help keep our pupils safe and well informed.

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## Section 2 STUDENT and STAFF WELL-BEING, MENTAL HEALTH, and BELONGING

	Intention	Detail	Owner /s	Implementation	Success criteria	Did it work? How is it working?
1	To fill the school with a sense that we all belong.	Foremost in our minds, we should embed a sense of belonging into all aspects of school culture.	All of us	Staff led assemblies. Rewards and houses. Challenges and prizes. Reinforcing protected characteristics. Being vigilant to the emotional needs of others. Praise and acknowledgement of achievements Help and guidance when needed.	A calm, happy, hard-working, safe and enabling environment. A SCHOOL AT EASE WITH ITSELF.	On going – constantly reviewed

				<p>Inclusion in the new Newsletter.</p> <p>Counsellors and head have an 'open door' policy.</p> <p>A comprehensive noticeboard of information.</p> <p>Reinforcing the importance of the mentor-mentee relationship.</p> <p>An emphasis on British values.</p> <p>A substantial student voice.</p>		
2.	Focus on PROTECTED CHARACTERISTICS.	To enhance toleration and understanding	All of us.	Embedded into our curriculum. Discussed in assembly and mentor time. Training.	Hearing and seeing the way students absorb this into their everyday engagement with each other and with strangers.	On going
3	Mental well-being days	Staff and pupils have a choice in activities	All of us	A day chosen where the school comes together to go on a trip or do a range of activities in school promoting positive mental health and bonding.	Happy students and staff.	2 calendar dates- Autumn and Spring term
4	To continue the informal DROP-IN sessions with the school counsellor.	Pupils are encouraged to see Neema when they feel like it. Posters are put up around school and they are reminded in	NMA	Many students have so far taken advantage of this. Confidential minutes are taken and stored. It is work in progress. ELS sessions connected.	The number of children seen and the effect on their development. A noticeable increase in wellbeing, happiness and sense of belonging.	On going –

		assembly that they are welcome.				
5	Improved communication among staff.	Generally recognised as in need of improvement.	MJ and all staff	<p>Daily Morning ‘notices’ meeting. More face-to-face meetings. Fewer emails.</p> <p>Initiatives to promote smooth running of particular activities. To involve all staff in informal afterschool recreational activities.</p>	<p>An overall increase in efficiency measured by deadlines being met, work being carried out quickly and more confidently. Fewer emails clogging thinking. Problems solved quickly in face-to-face meetings. A noticeably happier staff.</p>	On going and maintained by regular checks
6	To improve the beginning and end of classes to control the noise and time it takes to move pupils between lessons.	To introduce a 6-point scheme called ATMOSPHERE which sets out a series of actions to regulate a class when arriving and when leaving a room.	MJ and all staff	A laminated sheet for each classroom. Regular reminders at morning meeting to implement ‘Atmosphere’.	Can be measured in the way pupils conduct themselves between classes and an improvement in timekeeping.	On going and maintained by regular checks
7	To increase the number of First aid trained staff.	To increase the readiness of staff to apply first aid in school and on trips.	All staff	By offering time and courses to staff either renew or learn from scratch.	The number of qualified first aiders will have increased.	EASTER 2025
8	To create a way of allowing staff	Every staff member will be	All staff	Staff will email their contribution to the Newsletter	The newsletter will be full of articles, photos, videos and	On going and maintained

	and students to show off their contribution to the school over a month.	responsible for providing an article for the newsletter. Pupils will be encouraged to take part, too. It will be a celebration of CAL and foster a sense of belonging.		by the last week of each month to be collated by 3 members of staff. At the end of the academic year a hard copy will be made as a yearbook.	be sent to all parents. Parents are invited to feedback and even provide material. Everyone involved should feel proud of their contribution to the school.	
9.	To increase the visibility of staff at Friday assembly.	One staff member shall lead assembly – certificates, awards, announcement's and add their own subject specific flavour.	All staff	A rota will show who is responsible for each date. The format of the assembly is up to the person doing it.	Staff and students will feel a greater sense of belonging. Communication will improve.	On going until DAY IN THE LIFE OF begins
10	Student Council	To form student council representing KS3-4 students to enhance student voice	NJO	Wednesday meetings weekly P7 to be minuted. Badges, presentations, and incentives. Real solutions to problems. Access to SLT to voice opinions.	Tangible change in school community-newsletter, assemblies, self-recognition.	On going and maintained by regular checks
11	Student Voice	To increase student voice in school amongst all students in	Students, Mentors,	Staff to encourage students to make use of suggestion box, participate in questionnaires, surveys, wellbeing surveys,	Through usage and checking fortnightly. Action where required.	On-going

		formal and informal ways.	Theqr apist team, All staff	Kooth platform. Mentors to support.		
12	Recognise staff kindness	To encourage and recognise when staff go the extra mile	All staff	Weekly email for nominations	Staff feel valued and appreciated which will encourage output	On-going
13	Improve mentoring and pastoral care	To raise the bar of all mentors to ensure consistent approach	All Mentors	Communication home, communication between mentors and therapists, encourage a sense of belonging and wellbeing	Displays, achievements, personalised homerooms, birthdays, mentors supporting leadership initiatives, homeroom recognition trophy (travelling trophy initiative)	On going and maintained by regular checks

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### Section 3 Teaching and Learning and life skills

	Intention	Detail	Owner/s	Implementation	Success criteria	Did it work? How is it working?
1.	Offering to organise and administer community language examinations	Audit of student home languages and offering to liaise with exam board.	CLI	Liaising with parents/carers to determine community language level, testing student through mocks, finding assessors	GCSE results, expand curriculum offered	On going and maintained by regular checks

2.	To provide work for students who are on transition plans, EBSA	All teaching materials available to students and parents/carers so that gap is not increased	All staff	Using Teams to upload work if needed to catch up at home	Engagement with material provided and testing. Reduced anxiety when return to school. Reduction in negative feedback from parents/carers. Increasing parental engagement and relationship between child and parent. Aid in revision for students.	On-going
3.	To close gap for students in numeracy and literacy through interventions and platforms	New intervention platforms introduced for closing gaps for learners-DEAR Fridays, SumDog, Lexia, SENDCO intervention sessions	CLI, AFA, all staff	Students to receive interventions weekly for numeracy and literacy from all teachers/mentors.	Allow students to access curriculum, increase results, access to further education, and career opportunities.	NGRT, NVR assessments, Grades
4.	Tuesday Teach sessions	Every member of the teaching staff will teach for 5 minutes.	All staff	JKa will ask a different teacher to teach each week. The session will take place at 4 o'clock every Tuesday in M1	Staff will get to know how others teach, and learn different methods and ideas which they can introduce in their own teaching.	On going
5.	Targeted feedback for staff to improve	There needs to be significant improvement in the	All staff	The learning walks and book surveys will be carried out, with notice, at least once a	An overall improvement and consistent good	On going and maintained by regular checks

	teaching styles and methods based on Learning Walks and Book surveys	feedback given to teachers.		term. Targeted feedback will then be given.	practice in the marking of work and classroom teaching. Staff should feel more supported.	
6.	Implementation of teaching and learning principles across school	Staff understand what the 5 principles are and how they are present in each classroom.	All staff	Continuous CPD [Tuesdays]  T+L/ Assessment handbook  T+L SHARE platform  Tuesday Teach sessions	Staff leadership in presenting T+L in their classroom. The use of resources off the platform. Evidence of principles during LWs and book-looks.	Ongoing
7.	EAL, Literacy, Numeracy, SEN CPD	Appropriate provisions provided for students with EAL. Whole school approach to improving literacy and numeracy.	All staff	Up to date training on supporting EAL students.  Adapted assessment framework for EAL students  Purchase of SumDog platform  Investment in further reading resources for DEAR Friday.	Assessment data [both GL/ Hodder assessment as well as qualifications]  Greater student appreciation for the importance of literacy and numeracy beyond the classroom.	Ongoing and monitored
8.	Planning and delivery of assessments	Half termly assessments following the 4 step assessment framework. Emphasis on appropriate and accessible	All staff	Consistent implementation of the 4 step framework across all subjects  Continued CPD and drop in sessions by JKa to improve elements of assessment	Staff and students have a good comprehension of the rhythm of assessments. Students are aware of when assessments take place.	Ongoing

		assessments, tailored to students in the classroom.		More streamlined use of Isams Gradebooks to track and monitor student summative progress. Use of excel mark books dependant on exam type to improve data. Scheduled LW with a focus on assessment and feedback		
9.	Enrichment of teaching opportunities outside of classroom	Learning inside the classroom is supported by learning outside the classroom.	All staff	Where possible, each subject has a trip relevant to their curriculum. Increased participation in national competitions and workshops [online or in person.]	Enrichment opportunities are embedded and evidenced in schemes of work. All students have access to a range of opportunities and experiences.	Ongoing and logged on Teams.
10.	Curriculum outlines, SOW, KO streamlined and on Teams	Produce better quality SOW and curriculum, which includes content, skills and links to numeracy and literacy.	All staff	Continued CPD and start drop sessions by CLi to support individual staff in ensuring all elements are present in curriculums and SOWs.  Continued monitoring of Teams to ensure all resources are online which improved and more regular feedback.	An improvement in staff efficiency and rigour of teaching. An overall better quality of education.	Ongoing with monitoring
12.	To develop therapeutic interventions	Our therapists often suggest ways in which teachers can	ALL STAFF	Therapists should be given time in staff meetings and CPD sessions to implement	An improvement in teaching methods with a very specific	On going and monitored by the



	throughout school	better help their students, but implementation is not satisfactory.		their ideas. Staff should be regularly checked to make sure the help is given to students.	focus on the needs of the pupils.	therapists and the Head.
13.	To increase collaboration between subjects (cross-curricular links)	Staff finding opportunities to team teach and collaborate at moments of overlap in their subjects.	All staff	Scheduled time to allow for 'working parties' where staff can plan and organise when and how to collaborate.  Adaption of schemes of work to recognise where this cross curricular in taking place.	A greater staff and student understanding that learning is not done in isolation. Greater support amongst the staff.	Ongoing
14.	To 'weave golden thread' of careers and life skills in lessons/SOW	Using the Gatsby benchmarks as a base, teachers will incorporate Life skills and careers opportunities into their teaching.	All staff	Teachers will identify areas in their subject where links can be made to employment or the development of life skills	Pupils' should gain a greater knowledge of career opportunities and develop a greater awareness of the links between the topic and real life.	On going and maintained by regular meetings
15.	Increase subjects and accreditations offered to pupils	Constant consideration of if student curriculums best suit each cohort of students.	All staff, Curriculum Lead	Incorporation of Citizenship to KS3 curriculums  Adaption of PSHE to ensure it suits the needs and character of each cohort.	Students access a broad and balanced curriculum which is relevant and prepares them for their next steps in life.	Ongoing and monitored by the Curriculum Lead
16.	Increase professional development for	SLT continuing to plan for appropriate and necessary	All staff	Make performance management meetings much more relevant to each staff	A culture of continued education and learning amongst the	Ongoing and monitored by HEAD.

	staff (dyscalculia, leadership...)	professional development, reacting to the changing school cohort. Support of staff embarking on professional development both inside and outside of school.		member by discussing realistic and deliverable <b>INDIVIDUAL IMPROVMENT IDEAS</b> [ i3]  See Section 1	staff which makes for a more effective and happier school.	
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17.	Introduce a Friendly behaviour plan for younger students.	We have recognised that some younger students who have been out of school for a long time, need help in adjusting them to school life.	Trish and other mentor s	This has been implemented for the first time with a student . The plan is populated at the end of each lesson. A lunchtime reward provided a special incentive.	A sharp and noticeable improvement in a students behaviour and increase in work and concentration. A photo of the reward lunch was shown to all staff.	On-going
18.	Work experience	To add opportunities to the list of placements.	MJ	From March CAL sends many students on W/E. Extra opportunities should be added to accommodate the skills of our pupils.	We will see a greater number of students in work experience and a wider selection of opportunities will benefit the well-being and self-esteem of our pupils	AUTUMN/WINTE R 2024/26

19.	Money Talk series 2	To invite Deloitte to school for a series of money workshops	MJ	Over 2 weeks, there will be a series of 4 differentiated workshops on money and finance.	The pupils demonstrate a better awareness of money and finance and have a basic vocabulary of terms.	AUTUMN/WINTER 2024/26
20.	A Day in The Life Of series 3	To invite in guest speakers to share their life experiences.	MJ	On a Friday afternoon, a guest speaker will be interviewed by MJ and share their life story with our pupils. There is always a q and a session.	The success criteria is the number of speakers brought in, and the interest shown by the pupils in each life story. The life opportunities illustrated will fire the imagination. Any follow-up between a student and speaker will also suggest the series is successful.	AUTUMN/WINTER 2024/26

#### Section 4 ADMINISTRATION AND PREMISES

1	To increase the number of students.	MJ	The number of students in school should be maintained at approx. 50 students.	7 or 8 pupils in each class. Greater scope for socializing and emotional development. The number of pupils is maintained.	December 2024
2	Improve communication with parents	MJ/KS/JK	using the new Newsletter, Trips managed by JK who will insist on better communication with parents,	Fewer parents complaining about communication  happier and better-informed parents  Smoother running of trips.	December 2024

			All known dates to be sent to parents by MJ		
3	New, meaningful Performance management meetings	MJ	During January all staff will meet MJ in his office to talk about all aspects of their relationship with the school. MJ will take notes. Special regard to 'i3' .	The feeling among staff that they are valued and have a voice will promote extra engagement through the application of their Individual Performance Ideas [ see section 1].	January 2025
4	To redecorate the toilets in the main building.	RM	The employment of a painter and decorator.	Cleaner and brighter facilities will promote renewed respect for the school environment, and a sense that pupils are valued	Spring 2025
5	A new clocking in and out method for staff.	all	In order to improve punctuality and improve record keeping the old sign in sign out book needs to be replaced.	More accurate record of staff attendance and punctuality.	Spring 2025
6	More external help and advice for SLT	MJ and SLT	1 S A <a href="https://www.isaschools.org.uk">https://www.isaschools.org.uk</a> 01799 523619  SLT should be encouraged to call the ISA for help. Exams, SENCO, and any other problem they may have.	So far 2 SLT members have called for advice which has been hugely helpful. Exams and Senco related.	January 2025
7	Sign up to the ISI portal.	MJ	To prepare effectively for an Autumn/winter inspection, we will work on documents to be uploaded ready for the inspection.	Documents are listed in the Portal and can be downloaded for completion or guidance. We can then upload the document and revise, amend etc as we go.	JANUARY 2025 and ongoing until Autumn/Winter 2025

8	Closer ties with Centre Academy, East Anglia.	All staff	We should share ideas between schools.	Staff will be encouraged to make a visit to East Anglia to spend a day with their counterpart to exchange ideas, share good practice and encourage the feeling of being a part of a wider picture. We should encourage staff at CAEA to visit us in London.	Target for the next 12 months – to visit CAEA KSc CLi AOk
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