



BATTLE NEWSLETTER

July 2024

A message from Caroline

I am sitting here reflecting on the journey we have taken in the last three years, from our original 6 children to a school of 44 children and still growing.

Throughout this academic year we have had numerous quality assurance visits from a number of professionals, therefore I thought I would share some of the heart warming comments on their findings – enjoy the ride.

East Sussex Contractual Monitoring November 2023:

- Classroom organisation has been carefully considered – consequently, rooms are calm and not overly stimulating while remaining engaging. Children’s targets and reward points are clearly displayed, and specialist resources are readily available. The many additional learning and one to one spaces are carefully planned and well suited to their purpose.
- Displays in classes and around the school are creative and well-respected by children – they celebrate children’s achievements and work.
- Children work towards being able to move around the whole site independently in a bid to prepare them to be independent when they move on.
- The school is a warm, friendly community. Actively promoting children’s social and emotional learning is part of everything the school does – as well as time dedicated to this, it is also woven through children’s academic learning. The school’s ethos of ‘supporting everyone’s emotional wellbeing and mental health, so that they can be listened to, are happy together and ready to learn’ can clearly be seen. Leaders and other adults are passionate and proud of the school and children and what they can all achieve together.

- Leaders' curriculum vision is ambitious and focuses on enabling children to understand themselves and achieve their potential, despite their SEN - the aspiration is for children to be able to move onto college as soon as they are ready post 16.

East Sussex Safeguarding Review January 2024:

- Leaders work collaboratively to create an authentic whole school approach to safeguarding. The Headteacher as DSL has recently reviewed timetabling to ensure that sufficient time and resource are effectively deployed to enable DDSLs to fulfil their roles and contribute to safeguarding. Safeguarding practice is being well managed and developed by school leaders. Safeguarding and the welfare of pupils is embedded in the school culture and ethos with pupil voice being a key factor in determining how the school can support all pupils in feeling safe and be able to articulate when they are not feeling safe. Staff know their pupils well and a culture of modelling behaviour to develop confident individuals, both staff and pupils, is evident. Displays in classes and around the school are creative and well-respected by children – they celebrate children's achievements and work.
- The whole school Therapeutic approach to teaching the pupils means that PSHE and the preventative curriculum is well embedded in the life of the school.
- The sample of pupil voice gathered during the review demonstrates children's positive attitudes about school, their confidence that school is a safe place and that adults in the school are there to help them. Pupils spoken to understand risks they may face particularly around mobile phone usage related to social media and can identify different ways to keep themselves safe. The established system of community meetings throughout the school day enables pupils to confidently articulate their views in a culture of openness and support. They are also aware that these meetings are also a forum to consider theirs and others behaviour during the day with a view to reflect upon this. Pupils who were spoken with articulated that they feel heard by school staff.

Sheffield Monitoring Visit May 2024

- Child T is currently in Year 11 and will be leaving ISP Battle in July 2024, Child T is a looked after young person. On the whole, child T is doing extremely well at school and will be transitioning to Hastings College September 2024. Child T has a passion for music and lyric writing, and has music published on the schools YouTube channel. Child T has met all the outcomes of his EHCP with significant progress.

Governor Visit June 2024

- This was a particularly pleasant visit, the Battle School is outstanding. I witnessed excellent subject integration, child centred education, lively debate, and a very brave visit to a local restaurant. The whole school and staff attended. I noted at the restaurant, and in the Community Meeting at the end of the day, where pressures of public gaze, closeness, created internal conflict for some youngsters, they were immediately picked up and helped by staff... The displays on the walls were outstanding and reflect the current work that is being undertaken, it is obvious that the children and staff take pride in their school, it is beautifully presented in every way. Excellent all round, and very well run by the Leadership Team and staff. Thank you for the opportunity to spend time witnessing your end of term procedure, very impressive.

Investing in Children June 2024

- The school offers a safe, calm and nurturing learning environment in which pupils are supported to reach their potential. Their holistic, therapeutic approach promotes positive relationships, self-discipline, self-esteem, and resilience, enabling pupils to make excellent progress in line with their learning needs and individual starting points.

- The school are extremely passionate about ensuring children's voice is heard in every aspect of school life. This was clear to see during my visit and all of the children were able to give ways they have had a voice and made changes based on this. Children have the opportunity to shape every decision being made regarding their education and this was amazing to see and clearly evident in my discussions and findings.
- I asked some of the children to describe in a few words what the school means to them and was told the following:

"It's a very good school!"

"The school is perfect"

"I think it's good the way it is"

"Before I never went to school but here I haven't missed a day since I started!"

"The school has helped me a lot as I missed a lot learning wise. The way they teach makes it fun to learn. Like in Science they will take you outside to do experiments."

"I'm fairly new to the school, I've only been here since Christmas but it's way better than my other school. In my old school you were told what to do but here you can just be yourself and no-one really judges you."

Quality Assurance June 2024

- Leaders are ambitious for all of their pupils and have designed a curriculum for those pupils up to year 9 based on the National Curriculum.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. Many of the pupils arrive with considerable gaps in prior education journey and often with a lack of confidence around their reading skills. The staff in school are actively encouraging reading for pleasure while also taking steps to develop reading skills. They take an individual approach, and many pupils have additional one to one reading skills sessions using bought in reading programmes.
- The pupils spoke with enthusiasm about their learning outdoors in the stunning school grounds, trips and visits and in some of the more creative lessons where they were dressing mannequins as the characters from their shared text.
- Displays around school show some of the dynamic and exciting learning opportunities the pupils have taken part in
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Pupils demonstrated this embedded knowledge talking about lessons they had over the last academic year which have helped in their learning this academic year .
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they say they feel safe in school. Many examples were shared over the review by pupils and staff which demonstrated the very strong professional relationships the adults in school have fostered with the pupils. Pupils shared that staff in school 'really do care about me'.

- The ethos/culture and behaviour management approach are described by leaders as the thing which underpins all aspects of school life.
- Leaders are clear in their belief in the research which underpins the approaches they are clear all adults should follow in school.
- The adults in school have a clear approach to working with pupils who may struggle to manage in a more traditional mainstream setting.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. There are very meticulously kept records around the recording and analysis of incidents. Leaders consider the views of all pupils very carefully and pupils explain they feel any incidents are well managed by adults.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- These opportunities are woven into every day in school and pupils speak with great enthusiasm for the opportunities they have in school.
- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality. The school leaders capture this extended curriculum carefully and analyse the effectiveness of the activities they have planned
- The more planned lessons and incidental learning are woven together to ensure the pupils are supported to develop the life skills they will need in future independent life.
- The school has a strong culture of inclusiveness - they will not allow gaming or off-rolling.

Parent Surveys June 2024

- Child F started in November and im so pleased I spent a year fighting to get him in to ISP as he is truly flourishing.
- Your school is absolutely amazing and I'm so glad you gave my son the chance to show his real potential.
- You're all lovely and thank you all for your support and being there especially when I email you evenings, weekends and I always get a reply it's lovely knowing your there all the time.
- Thanks for giving my son such a positive experience of secondary education.
- There is no doubt that the very reason that our child is now enjoying school is down to the support and nurturing culture of ISP Battle.
- To think that we have got to June of Year 11 and our child is sitting GCSE's feels like a miracle and there is much to give thanks for, for their time at ISP Battle.
- We are so, so grateful for all that you as a school have achieved with Child M.
- The school works closely with the family not only supporting the child but the family, they are more than professionals but trusted adults in our lives.

This just brings me to wishing you all a happy, healthy and safe Summer and look forward to working with you all again in September.

Best wishes,

Caroline Belchem
Head Teacher

Welcome to the Mayor of Battle!

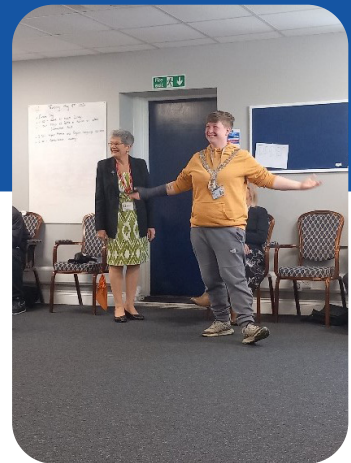
We were honoured to welcome Vicky, the Mayor of Battle into our school in May, just before the start of the exams. Vicky came in to school to open the Exam Suite, but whilst she was here, very kindly spent time talking to the children in Community Meeting, all about her role as Mayor.

Vicky explained to the children how she became a Mayor and all the work she had been involved in prior to her becoming Mayor. She talked to the children about how they could have a voice and become involved in decisions around Battle, and Caroline and some children talked to her about the dangers of the road outside of school.

Before being toured around the school by Seth and JJ, Vicky kindly let children (and adults) try on her chain of office. Vicky and some of the children cut the ribbon to open the new Exam Suite.

Vicky has a previous link with the school – as it turns out that Vicky used to run the Brownie pack at Glengorse School before it merged with Battle Abbey.

We would like to thank Vicky for giving her time and coming in to school. Adults and children thoroughly enjoyed her visit and hope she is able to come visit again soon.



Chimera

We visited Chimera in May 2024.

The children have a wonderful time learning how to climb free style as well as conquering fears we had some children that wouldn't even take their second foot off the floor but by the end they were climbing the highest climbing wall.



Learning to ride a bicycle

A few of the children have been learning to ride a bicycle, many using this as a way to help them if they are feeling dysregulated.

It has helped a lot of them with their confidence. Children start off learning on the grass at the back of the school, as they progress they are able to go around the island at the front of the school. Children have predominantly utilised cycling through OT sessions which has helped improve strength, balance and co-ordination.



Year 11 End of School Karting

After a their successful time at ISP School, Battle and with all their exams over, for some their schooling here at Battle will be coming to an end so what better way for year 11s to celebrate than a full English Breakfast followed by an hours Karting session!

A fantastic day for those that were able to make it, started with as much of a Full English Breakfast with all the trimmings, they could wish for. This was followed by a short break to let the breakfast settle and a short trip to the Karting track. It was now full speed and on went the racing gear - full boiler suit, gloves and racing helmet. A short safety video and then off to the track to jump in the Karts and straight off the grid for an hours Karting session.



There was lots of jostling for positions and after a couple of slides and speeds of around 47.5 km/h and lap times of about 35 secs all left the track exhilarated but tired.

Who won? – they all did!

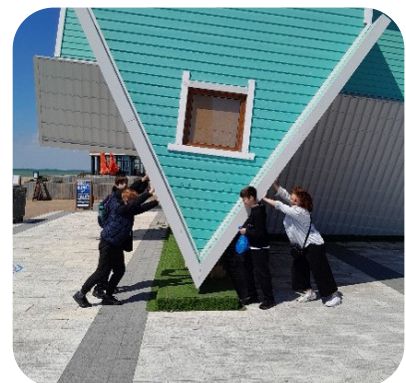
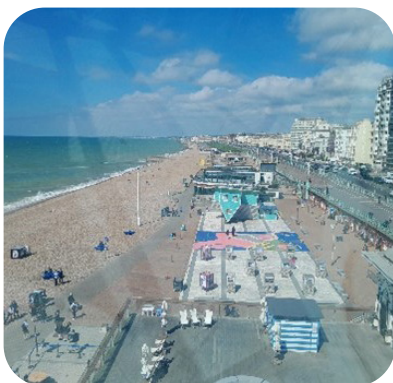


Visit to Brighton

Some of Key Stage 3 visited the Brighton i360 and The Upside Down House as part of a cross-curricular study of Brighton. Mark's tutor group have been studying the city in Art.

There were some great views from the i360's unique sky high viewing platform.

Additionally, it was fun to be different, for our children to see things on the flip side in the Upside Down House. This was a unique experience that defies gravity.



Cuckmere Haven Geography River Trip

This term we have been studying rivers, ending with a trip to the Cuckmere River Valley where we looked at the meanders, beaches and undercut cliffs along the river banks.

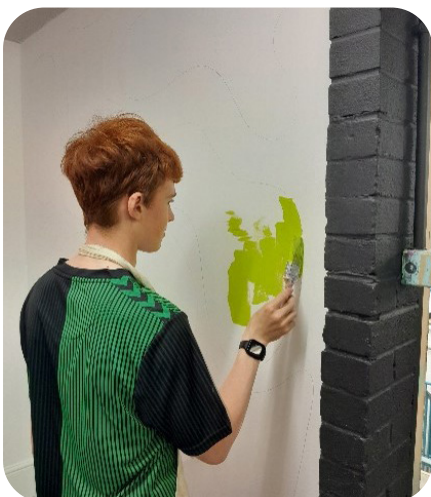
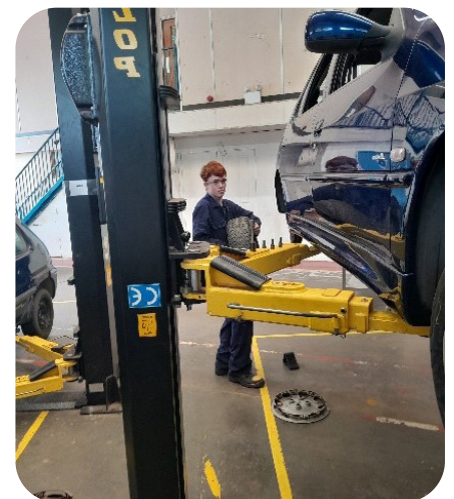
We tried to measure the rivers speed but the wind and possibly the tidal nature of the river showed it to be slower moving than expected. We walked from the marshland, now with desiccation cracks, down towards the sea, noting how the vegetation changed as it became a salt marsh. We could see the soil profile on the cliffs and ended at the visitor centre where we saw how The South Downs were created millions of years ago.



College Taster Days

We have had a busy term visiting colleges for taster days. We have been to the East Sussex campuses at Ore Valley, Lewes and Eastbourne; Plumpton College and Bexhill College.

Students have enjoyed a huge variety of subjects: including car mechanics, drama, criminology, law, bricklaying, carpentry, electrical engineering, engineering, fisheries, animal care, bakery, painting and decorating, sports studies geography and environmental studies.



It has been a time of growing confidence; finding subjects that students like and, equally positively, subject they are less keen on.

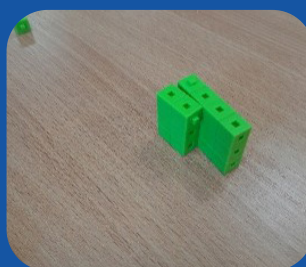
The college tutors have been so encouraging to our students, saying 'that's better than I could do', 'I hope you come, you'll really fit in here'. A good time had by all!



KS3 Maths

Over the last two terms we have explored Maths in many different ways. We have taken our learning about circumference of circles to the kitchen; we have made cookies and calculated the circumference. We are also very fortunate to have such wonderful school grounds, this allowed us to take our Maths beyond the classroom and discover 2D and 3D shapes present around the school premises. In the classroom, we use a range of resources to support our learning, such as unifix cubes. This helped us begin our understanding of transformation of shapes, such as rotation and enlargement of shapes.

We have completed so much Math's work around shapes where the children have developed an excellent understanding of the names and properties of 2D and 3D shapes. The children have begun to calculate the volume and surface area of 3D shapes and have developed a good understanding of the steps they need to take to reach the answer.



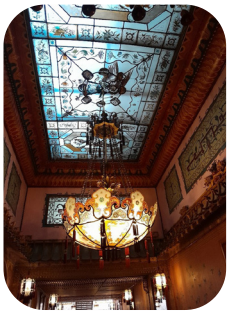
To Bletchley Park to Brighton Pavilion and Back Again!

Terms 5 and 6 saw some children in KS3 studying the text *The Secret Code Breakers – The Power of the Phoenix*.

The first in a series of stories about some children who go to code school at Bletchley Park. Each story is set around the group of children, solving a mystery by cracking codes along the way. At the start of this text we explored all the different types of codes we learn to crack as we grow (such as learning to talk, read and write).

We continued to develop our characterisation analysis skills (developing our empathy), as well as being able to identify implicit and explicit information – something we have really focused on across the year to help us develop our ability to infer, both in the real world and within texts. This term, we also practiced writing PEE (Point, Evidence, Explain) Paragraphs and our ability to pick out relevant quotations. Every lesson the children would have to crack the code on the door of the classroom to come in, or sometimes Amelia had to crack a code made by the children, so she could get in!

In amongst all this, we also learnt a lot about the history of Bletchley Park using our skimming and scanning skills to create a ‘market place’ where children could go to each ‘stall’ and share information that they had found. For Speaking & Listening, children interviewed each other. Below is the interview by our intrepid journalists Seth and Kyle, who spoke to Phoebe and Tulisa about their experiences in English with this scheme of work.



Q. Have you enjoyed the *Secret Code Breakers* book?

Child TW: I liked the storyline and how they had to break codes and how they have to break the big code.

Child PWF: The book and lessons have been good. It has been hands-on, educational hard and easy.

Q. How was it hard and easy?

Child PWF: It was both at the same easy enough that you don't want to give up but you were still challenged.

Q. Did you enjoy shopping in the charity shops to find things like things from the Brighton Pavilion?

Child TW: I liked going out and having to find things to make the classroom as Brighton Pavilion as we could.

Child PWF: It was hands on and different – good life skills.

Q. Do you think we did a good job?

Child TW: Yes a good job

Child PWF: We did a good job.

Q. What did you like best about the Brighton Pavilion?

Child TW: I enjoyed all of it, all the art and how everything was made by hand. I like the ceilings – how tall and arty they were, thinking about how they got up there – amazing the age of it all.

Child PWF: My best bits were the chandeliers so sparkly and magnificent.

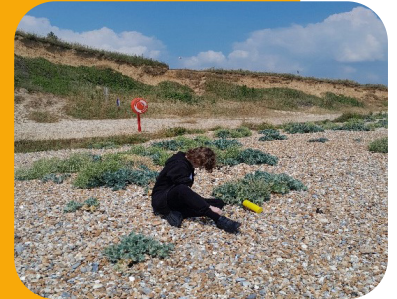
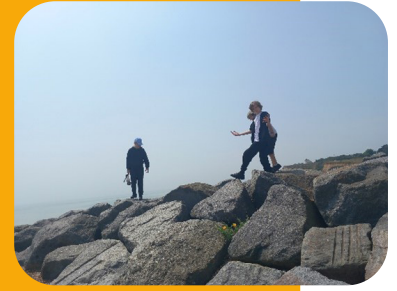
Geography Beach Trip

In Geography we have been studying beach formation and went on a beach trip look for evidence of longshore drift.

We watched longshore drift in action by timing the movement of a cone along the shore and measuring the difference in height of the pebbles either side of the groyne. We looked at beach defences particularly the rock armour, groynes, and sea wall.

One student said, 'It's really interesting doing these tests because it really showed the difference when longshore drift played a part on the beach... Another cool thing that I found related to longshore drift is that you could visibly see that pebbles were being transported.'

We enjoyed seeing geography in action.



Polegate Equestrian Centre

Horse riding has given our children some really valuable learning this term, with a variation of different techniques and ways to learn about the horse, their environment and their feelings.

Every day is a learning day. The children were working on parts of the bridle and saddle with each other using the saddle and bridle to visually show the parts.

Each student took part in an activity to feel exactly how a horse would feel when they moved their hands on the reins. The children found this very interesting and were able to relate more when they were riding.

The horse too has to be educated from a young age to enable them to be ridden. The children learnt how to lunge which is where their education begins. This helps the bond between horse and rider.



Science Experiments

With the addition of a new maths/science to teacher to our school the children have been enjoying experimenting in lessons!

They have made sedimentary rock cakes, layers of different textured ingredients to show the layers that create rock formations. They were scientific and tasty! By the end the children understood examples of metamorphic, sedimentary and igneous rocks and were able to describe the properties. The children also made fossils using clay and plaster of Paris, this supported our understanding of fossils, and it was great fun using our hands and getting messy.

They created homemade lemonade to test the PH levels of the drink. The children squeezed in fresh lemons and dipped in litmus paper to see how acidic or alkaline the juice was and then they added spoonful of sugar and sparkling water. One of the children noted "Once I added the sugar and water it went from a 3 to a 4 on the PH scale, this means it became less acidic".

It was great to see the children (and Caroline) getting involved and their faces once they had tried the sour lemonade!

We discussed the fire triangle, heat, fuel and oxygen. We did an experiment using a candle and a glass, we looked at what would happen if we put the glass over the candle. It stopped the oxygen from getting in and we timed how long it took for the flame to go out. The children enjoyed being trusted outside and using matches (under our supervision). We also introduced carbon dioxide to the candle, by taking a deep breath into the glass and observed how long it took for the candle to go out.

All in all, it's been great scientific term and we're looking forward to what the new term will bring when we come back in September.



Exam Season 2023-2024

We were delighted to be able to hold exams on site this year and were able to utilise Floor 2 to provide a fantastic Exams Suite for the duration of the exam season.

As a school, we are passionate about ensuring that all children have the appropriate learning and support to help them achieve their full potential to gain accreditation where appropriate. This is massively beneficial in helping increase self-confidence and esteem as our children move out into the wider world.

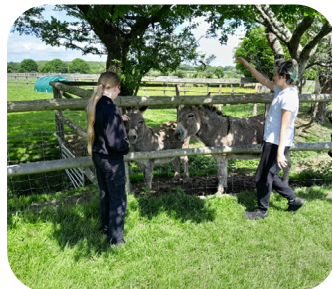
This year saw the widest range of GCSE's being sat, with core subjects such as GCSE English Language, GCSE Biology and GCSE Maths, (both at Foundation and Higher level) being sat, alongside option subjects such as GCSE Geography, GCSE Computer Science, GCSE English Literature and GCSE Physics.



We look forward to next year too, with an even wider range of GCSE subjects being sat. Other qualifications and accreditation was also taken for those for whom it was more appropriate. We would like to thank Carole and Nina at ISP School Teynham, for helping facilitate exams at our site and also a big thank you to Candy for all her toing and froing! Finally, a thank you to Cara for helping to ensure the smooth running of everything.

Results day is August 22nd 2024. We look forward to welcoming children and their adults into school from 10.30am - 12.00pm to collect results.

Amelia will send out emails with further details nearer the time. Should anyone have any questions regarding exams, please do not hesitate to contact Amelia via email – amelia.stoner@ispschools.org.uk

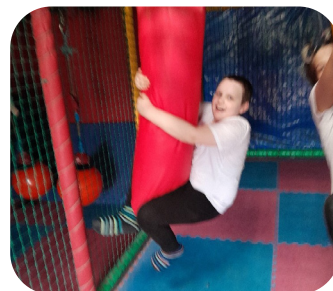


Blackberry Farm

Year 8 had a glorious day at Blackberry Farm for our end of Term 5 trip!

Blackberry farm is a family run farm park set in our beautiful East Sussex countryside. We were particularly lucky with the weather so managed to access almost all the huge selection of outdoor play equipment. We walked around the fields and visited all of the farm animals and enjoyed the fun fair-like rides. We ate our packed lunch in the outdoor picnic area between frequent session on the go-carts

During our visit we learned a lot about the various animals, their natural habitats, diet and unique behaviours and enjoyed the animal handling sessions. The rabbits were so silky and calm and the rats were surprisingly popular.



Adults having fun

After a very busy, yet highly successful academic year, our adults have loved every minute of supporting our children from graffiti to climbing; tour of a stadium to meeting the mayor; headteacher chilling on the new basket swing to karting and so much more. Our adults would like to thank our children for letting them be such an integral part of their lives and look forward to more adventures in September.



Term and Holiday Dates 2024 - 2025

| | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
|-----------|---------------|---------------|---------------|---------------|
| Monday | 2 9 16 23 | 30 7 14 21 28 | 4 11 18 25 | 2 9 16 23 |
| Tuesday | 3 10 17 24 | 1 8 15 22 29 | 5 12 19 26 | 3 10 17 24 |
| Wednesday | 4 11 18 25 | 2 9 16 23 30 | 6 13 20 27 | 4 11 18 25 |
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| Friday | 6 13 20 27 | 4 11 18 25 | 1 8 15 22 29 | 6 13 20 27 |
| Saturday | 31 7 14 21 28 | 5 12 19 26 | 2 9 16 23 30 | 7 14 21 28 |
| Sunday | 1 8 15 22 29 | 6 13 20 27 | 3 10 17 24 | 1 8 15 22 29 |
| | JANUARY | FEBRUARY | MARCH | APRIL |
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| Saturday | 4 11 18 25 | 1 8 15 22 | 1 8 15 22 29 | 5 12 19 26 |
| Sunday | 5 12 19 26 | 2 9 16 23 | 2 9 16 23 30 | 6 13 20 27 |
| | MAY | JUNE | | AUGUST |
| Monday | 5 12 19 26 | 2 9 16 23 | 30 7 14 21 28 | 4 11 18 25 |
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Bank and Public Holidays 2024-2025

Wednesday 25 December 2024 - Christmas Day

Thursday 26 December 2024 - Boxing Day

Wednesday 1 January 2025 - New Years Day

Friday 18 April 2025 - Good Friday

Monday 21 April 2025 - Easter Monday

Monday 5 May 2025 - Early May Bank Holiday

Monday 26 May 2025 - Spring Bank Holiday

Monday 25 August 2025 - Summer Bank Holiday

Key

Staff Training/INSET Days



Start of Term for Pupils



End of Term



Public Holidays



School Holidays



5 Sept - 25 Oct

October Break

11 Nov - 20 Dec

Christmas break

7 Jan - 14 Feb

February Break

27 Feb - 4 April

April Break

23 April - 23 May

May Break

2 June - 18 July

Summer Break



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