



3-Year Strategic Plan

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| VISION: We aim to prepare our children and young people for adult life so they have options and aspirations. They need to be confident and happy so they can thrive in the real world. Making a difference today for tomorrow. | MISSION: Concentrate on teaching knowledge and skills; cultivate personal attributes and develop the learning virtues of curiosity, creativity and collaboration; use good thinking and learning to raise expectations for all. Learning happens in school, outdoors and at home. | VALUES: Passion Respect Optimism Understanding Determination |
| Strategic Priorities <ol style="list-style-type: none"> 1. Ensuring the school’s curriculum is responsive and flexible so that it meets the needs of every person, encourages a love of learning and is ambitious for our pupils. 2. Enabling pupils to communicate at their optimum level to prepare them for adulthood. 3. Broadening Mountjoy’s therapeutic provision, which enables pupils to access their learning potential and learn strategies for life. 4. Developing Mountjoy buildings facilities to be able to deliver our curriculum effectively. 5. Strengthening and widening links with local partners in order to be able to achieve our curriculum aims. | | |
| Where are we now? <ol style="list-style-type: none"> 1. We have strengthened our maths English and PSHE/RSE offers, refined our Mountjoy Sensory Curriculum and created clear end-points for foundation subjects. Secondary arts and PE are a current focus and we now need to refine our Science and Careers Curriculum. 2. Developing communication is at the heart of our offer at Mountjoy, but we have had a lack of access to speech and language therapy (only 15 hours per week for 100 pupils). Therefore, we are creating tools for our teachers and Teaching assistants to use, in order to improve our universal offer and targeted support in school. This will allow our S&LT to focus on our more complex needs. We need to source greater access to alternative and augmentative communication devices through NHS, ACE and charitable incomes. 3. The number of pupils we have who are unable to self-regulate due to sensory processing or mental health need is increasing. Dysregulation impedes pupils’ ability to make cognitive progress and is detrimental to quality of life. Within our budget, we have employed therapists (occupational, music, counselling, S&LT) in small amounts, but need to develop our universal therapeutic offer so that these professionals can focus on those pupils with the most complex needs. 4. Our school building, which opened in 2012 with around 40 pupils, is too small for our current number of commissioned places. This has led to the removal of subject specific learning spaces. We have developed our outside areas but now need to expand into another building with specialist teaching areas. We are working with the Local Authority to solve this issue, and have identified a suitable plot and a possible solution which also innovates. 5. Budgetary constraints and curriculum requirements mean that we need to call on local businesses and charities to support our work. This includes making stronger links with sponsors, work experience providers and volunteers. | | |



| OBJECTIVES | | 2023/24 | 2024/25 | 2025/26 |
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| OBJECTIVE 1 Curriculum | ACTIONS | <p>Refine curriculum so that it effectively meets the needs of pupils with SEND enabling them to make progress and engage with their learning:</p> <ul style="list-style-type: none"> • Science Curriculum: To refine our current curriculum ensuring it meets the needs of all pupil cohorts • ICT Curriculum: Expanding the Computing offer • ARTS Curriculum: Increase opportunities within the creative curriculum for secondary-age pupils (subject specific teaching) • Careers: Introduce 'Start Small Dream Big' strategy • PE: providing an hour of high quality PE across the school <p>Monitor the quality of curriculum delivery using a range of approaches including book scrutiny, lesson observations, learning walks and termly scrutiny of progress data</p> <p>Use assessment data effectively to identify progress gaps in curriculum</p> | <p>FOCUS:</p> <ul style="list-style-type: none"> • Science Curriculum: Monitor the quality of curriculum delivery to identify training needs. • ICT Curriculum: Expanding the Computing offer with specialist advice in place for specialist software • ARTS Curriculum: Increase opportunities within the creative curriculum for secondary-age pupils so that they can achieve an Arts Award • Careers: Introduce 'Start Small Dream Big' strategy • PE: providing an hour of high quality PE across the school <p>Use assessment data effectively to identify further curriculum refinement and training needs in academic and personal development curriculums.</p> | <p>Refine the curriculum so that it effectively meets the needs of pupils with special educational needs and/or disabilities (SEND) enabling them to make progress and engage with their learning.</p> <p>FOCUS:</p> <ul style="list-style-type: none"> • Science Curriculum: To refine our current curriculum to ensure it meets the needs of all pupils • ICT Curriculum: Expanding the Computing offer • ARTS Curriculum: Increase opportunities within the creative curriculum for secondary-age pupils so that they can achieve an Arts Award • Careers: Introduce 'Start Small Dream Big' strategy • PE: providing an hour of high quality PE across the school <p>Monitor the quality of curriculum delivery to identify training needs.</p> <p>Assess Primary curriculum.</p> |

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| OBJECTIVE 1 Curriculum | OUTCOMES | <p>1.1 New Science Curriculum will be in place; teaching staff training delivered.</p> <p>1.2 ICT subject specific teaching to start Spring Term '24.</p> <p>1.3 Arts Carousel in place Autumn '23.</p> <p>1.4 PE Carousel in place Autumn '23.</p> <p>1.5 Careers Programme will be written with cumulative skills and experiences clearly defined.</p> <p>1.6 Pupils will be able to access a curriculum personalized to their needs indicated by 55% Good or Outstanding Progress in Core Subjects.</p> <p>1.7 My Aspirational Progress (MAP) Targets will be 60% Good or Outstanding Progress.</p> <p>1.8 Teachers' confidence in delivering the identified focus subjects will be improved as indicated by group analysis of lessons observations.</p> <p>1.9 Pupils will be better able to articulate ambitions relating to work and careers.</p> | <p>1.10 New Science Curriculum will be in place and teaching staff will be teaching to it.</p> <p>1.11 Careers Programme will be in place. Pupils' progress in this area recorded.</p> <p>1.12 Higher rates of progress in foundation subjects.</p> <p>1.13 Pupils will be able to access a curriculum personalized to their needs indicated by 60% Good or Outstanding Progress in Core Subjects.</p> <p>1.14 My Aspirational Progress (MAP) Targets will be 65% Good or Outstanding Progress.</p> <p>1.15 Teachers' confidence in delivering the identified focus subjects will be improving as indicated in analysis of lessons observations as judged by '23 – '24 observation.</p> | <p>1.16 New Science Curriculum will be reviewed – 'what works what doesn't'</p> <p>1.17 Careers Programme will be in place. Pupils' progress will improve on previous year.</p> <p>1.18 Staff will be confident in delivering a wider range of subject specific learning.</p> <p>1.19 Pupils will be able to access a curriculum personalized to their needs indicated by 65% Good or Outstanding Progress in Core Subjects.</p> <p>1.20 My Aspirational Progress (MAP) Targets will be 70% Good or Outstanding Progress.</p> <p>1.21 Teachers' confidence in delivering the identified focus subjects will be improving as indicated in analysis of lessons observations as judged by '23 – '24 observation.</p> |

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| OBJECTIVE 2 Communication | ACTIONS | <p>Liaise with ACE Centre, NHS Dorset and local charities to fund further individual equipment for home use.</p> <p>Roll out the use of AAC and Assistive Technology so that it is universally accessible in school.</p> <p>Staff receive training in using the Mountjoy Communication Pathway.</p> <p>Communication Audits to be carried out in Autumn Term to baseline school practice.</p> <p>All teachers and TAs to have termly training in developing communication skills delivered by S&LT e.g. PeiC-D, PeCS, Attention Autism, Colorful Semantics, pragmatic use of language, intensive interaction.</p> | <p>Every pupil needing a personal device for communication will have it.</p> <p>Classrooms will have a stock of devices for all pupils to practice AAC and Assistive Technology.</p> <p>Ongoing staff training with specialist ICT trainer (general and 1:1 if needed) will.</p> <p>In-class support from SH and JP will be established so all classes have support in working with pupils.</p> <p>Communication Audits carried out in Aut. Term to identify further staff training.</p> <p>All teachers and TAs to have termly training in developing communication skills delivered by S&LT.</p> <p>Parent workshops.</p> | <p>Every pupil needing a personal device for communication will have it and it will be updated termly.</p> <p>Classrooms will have a stock of devices for all pupils to practice AAC and Assistive Technology.</p> <p>Ongoing staff training with specialist ICT trainer (general and 1:1 if needed).</p> <p>In-class support from SH and JP will be established so all classes have support in working with pupils.</p> <p>Communication Audits to be carried out in Autumn Term to identify staff training.</p> <p>All teachers and TAs receive termly training in developing communication skills delivered by S&LT. Parent workshops.</p> |
| OBJECTIVE 2 Communication | OUTCOMES | <p>2.1 School will have enough iPads and other devices to enable all pupils to have access to the right equipment.</p> <p>2.2 Staff are able to plot pupils onto the assessment tool and identify next steps.</p> <p>2.3 There will be a robust understanding of training needs of the teaching staff.</p> <p>2.4 Teachers /teaching assistants knowledge, skills and understanding in communication will be developing.</p> | <p>2.5 75% of pupils will demonstrate progress in communication skills.</p> <p>2.6 Pupils will have precise targets for next steps in communication.</p> <p>2.7 The Communication Pathway Assessment Tool will be in use for all pupils who need it.</p> <p>2.8 Teachers /teaching assistants knowledge, skills and understanding in communication will be improved on previous years, according to self-analysis.</p> <p>2.9 Parents/carers will be empowered.</p> | <p>2.10 80% of pupils will demonstrate progress in communication skills.</p> <p>2.11 Pupils will have precise targets for next steps in communication.</p> <p>2.12 The Communication Pathway Assessment Tool will be in use for all pupils who need it.</p> <p>2.13 Teachers /teaching assistants knowledge, skills and understanding in will be improved on previous years, according to self-assessment.</p> <p>2.14 Parents/carers reporting improvements in their knowledge.</p> |

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| OBJECTIVE 3 Therapy | <p>Audit provision to identify gaps in the Mountjoy offer, with a focus on emotional wellbeing and sensory processing.</p> <p>Improve universal offer, e.g. ELSA, Zones of Regulation and sensory environments, through supervision and training.</p> <p>Work on ICFP with SBM to identify funding streams to enable specialist provision/supervision.</p> <p>Staff training to ensure the understand our therapists work and know how they can support follow-up activities.</p> <p>Parent training.</p> | <p>Update One Page Profiles / Communication Passports for each pupil so that therapy needs are clear to all.</p> <p>Revisit referral routes.</p> <p>Ensure parents/carers have a voice in this.</p> <p>Continue to look for funding streams.</p> <p>Create case study evidence to justify expense. Share with governors.</p> <p>Audit staff confidence and provide continuing staff training in identified areas.</p> <p>Identify new members of staff to train.</p> | <p>Evaluate provision to ensure momentum has continued/ discover what therapy in school has the greatest impact?</p> <p>Ensure champions and assistants for each therapy area continue to be in post.</p> <p>Succession planning for these posts.</p> <p>Analyze effect on progress through research project on before and after, gathering the views of the wider group working with the pupil.</p> <p>Create case studies and share with wider partners.</p> |
| OBJECTIVE 3 Therapy | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">OUTCOMES</p> <p>3.1 Clear map of provision against needs different cohorts will highlight gaps.</p> <p>3.2 Universal offer will be strengthened thus reducing need for specialist input.</p> <p>3.3 SBM will have identified funding and created a funding line in the budget (FY 24-25).</p> <p>3.4 All teaching staff can explain the nature of therapists' disciplines, and how they can use strategies in the classroom to maximize the impact of therapy.</p> <p>3.5 Parent/carers will be able to use school-based strategies to support their children's regulation at home.</p> | <p>3.6 All staff will be able to see a pupil's regulation strategies at a glance.</p> <p>3.7 Staff and parents will be knowledgeable on how to enable regulation, and how to refer for further in-school specialist support.</p> <p>3.8 SBM will have identified funding and created a funding line in the budget (FY 25-26).</p> <p>3.9 Staff expertise will continue to develop.</p> <p>3.10 Parent/carers' expertise will continue to develop.</p> | <p>3.11 Evaluative report will identify next steps.</p> <p>3.12 Succession plan in place; information cascaded to all existing staff.</p> <p>3.13 Protected time for therapy assistants written into timetables.</p> <p>3.14 Case studies published through TADSS.</p> |

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| OBJECTIVE 4 Environment | ACTIONS | <p>Work with LA to build a double classroom on adjoining site for KS4 pupils (Temp). Move Post 16 cohort into self-contained modular building on site.</p> <p>Create a multi-purpose classroom in school for Science, Tech and Arts.</p> <p>Meet with Governors, LA building team and architects to design a new school site (including outside space) to deliver ambitious curriculum goals.</p> <p>Identify Focus Group comprising rep from leadership, site staff, teaching staff, governors, parents, community.</p> <p>Gather other views from pupils..</p> <p>Assess problems with Temp. Building and rectify before summer break.</p> | <p>Create communication strategy to share information with stakeholders connected to school, education partners and local community.</p> <p>Present new building plans to parents / carers and pupils gather views to refine plan.</p> <p>Move second KS4 cohort into Rollalong.</p> <p>Plan building work in existing building (reinstate second large hall space).</p> <p>Assess, plan, do, and review each term to keep sight of how the build links to curriculum aims.</p> <p>Refine the transport plan.</p> <p>Plan B – Start reducing roll.</p> | <p>Create a plan to move upper school pupils into new site one class at a time.</p> <p>Review transport plan once operational on a termly basis</p> <p>Begin curriculum review relating to new premises.</p> <p>Plan B continue to reduce roll to 81.</p> |
| OBJECTIVE 4 Environment | OUTCOMES | <p>4.1 KS4 and Post 16 pupils will be in an environment, which fits their needs.</p> <p>4.2 Easing of pressure on space in school with subject specific space for varied curriculum opportunities.</p> <p>4.3 Initial plan created prior to planning application submission.</p> <p>4.4 Focus group consulted at all stages, thus invested and able to tap into their community's opinions.</p> <p>Understanding of adaptations to temp. classroom will feed into plans.</p> | <p>4.5 Planning permission granted; building started.</p> <p>4.6 Outside environment in development.</p> <p>4.7 Partners will support re-wilding/planting.</p> <p>4.8 Second KS4 group settled into build.</p> <p>4.9 Works in school building completed.</p> <p>4.10 Curriculum development in response to new spaces.</p> <p>Plan for deployment of staff in new build and which pupils should move created.</p> | <p>4.11 Classes relocated to new building.</p> <p>4.12 Transport will be running smoothly.</p> <p>4.13 Curriculum relating to new premises will be in development.</p> <p>4.14 Third parties will utilize new build.</p> |



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| OBJECTIVE 5 Partnerships | ACTIONS | <p>Recruit staff within Mountjoy to look for opportunities within the local community.</p> <p>Approach local businesses (SME) and large businesses, voluntary groups and charities to stimulate interest from the local community.</p> <p>Our school profile raised through the offer support from school to local community.</p> <p>Develop stronger relationships with local press to promote Mountjoy.</p> | <p>Run a 'Business Breakfast' to rally support.</p> <p>Identify areas in which volunteers could support school. Examples might be help with tree planting, vocational expertise, talks to pupils.</p> <p>Have an open day / evening to share plans with the local community.</p> | <p>Have a launch event (with a celebrity/local dignitaries) to encourage press coverage.</p> <p>Promote interest in our new building project engaging activities e.g. open days, events, school productions, parent/teacher activities (FOMS).</p> <p>Continue strengthening networks through giving talks, attending other community events and maintaining press coverage.</p> |
| OBJECTIVE 5 Partnerships | OUTCOMES | <p>5.1 Mountjoy School will engage in the wider community through working with partners and through proactively identifying new ways to get involved in the local community.</p> <p>5.2 We will work with a broad network of organisations within education and the business and local communities.</p> <p>5.3 Our pupils will have a better understanding of 'community' and the people around us who can help, and will grow into helpful citizens.</p> | <p>5.4 Engaging with and communicating to our local communities will have led to better knowledge of Mountjoy School and will increase opportunities for pupils to engage community, for example, Social Action, Community events, Start Small Dream Big and other projects.</p> <p>5.5 Fundraising opportunities improved.</p> | <p>5.6 Mountjoy school will be offering the highest quality educational provision within its financial means assessed by looking at financial benchmarking and educational progress and outcome for pupils against similar settings with the support of local partnerships.</p> <p>5.7</p> <p>5.8 Mountjoy School will have identified other sources of income from renting out space to local Alternative Provision, Community Groups, Holiday Activities, Adult Services, enterprise etc.</p> |



Notes