

School Improvement Plan 2024-25

Last reviewed:

(To be read in conjunction with the school's 3 year strategy and subject curriculum plans)

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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 everywhere in school, outdoors and at home. | VALUES: Passion Respect Optimism Understanding Determination | | | | | | | | | | | | |
| THREE YEAR AIMS: <ul style="list-style-type: none">To create a culture of collaboration and shared ownership in which every child, young person and staff member is reaching their full potential and prepared for the next step in life.To ensure the school's curriculum is responsive and flexible so that it meets the needs of every person, encourages a love of learning and stretches our pupils so they can do and know more.For all teaching to be outstanding or improving strongly as a result of accurate monitoring, effective performance management and professional development. | | | | | | | | | | | | | | |
| Quality of Education | | | | | | | | | | | | | | |
| RIGHTS RESPECTING STRAND A: TEACHING AND LEARNING ABOUT RIGHTS. Adults are familiar with a wide range of articles and understand their role as duty bearers to pupils with SEND: <ul style="list-style-type: none">To ensure the wellbeing and learning experiences of pupils are positively influenced by a wide range of articles.To provide wellbeing and learning experiences that ensure the concepts of inherent, inalienable, indivisible, universal and unconditional rights are lived in school.To facilitate experiences and activities associated with developing understanding of local/global issues & rights. | | | | | | | | | | | | | | |
| RIGHTS RESPECTING STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS Pupils with SEND: <ul style="list-style-type: none">contribute to their learning where appropriate and enjoy the effects of others' learningenjoy a wide range of their rights and this is reflected positively through children's learning, behaviour and wellbeingbenefit from fairness and equity principles put into practice by stafftrust staff and feel safe, as reflected in their ability to express themselves freely in their individual ways | | | | | | | | | | | | | | |
| INTENT | IMPLEMENTATION | LEAD | S | O | N | D | J | F | M | A | M | J | J | PROGRESS / IMPACT |
| The Mountjoy Curriculum will be fit to meet the needs of our changing pupil cohorts | Our curriculum rationale will be scrutinised with a wider team of leaders in school to ensure it is fit for purpose and pupils are learning the 'right things' for the 'right reasons' | GH TP | | | | | | | | | | | | |
| Pupils will access the best possible core curriculum, leading to good progress | To continue to implement and refine our core maths and English daily curriculum and pedagogical skills (See separate plans and evaluations for English and mathematics) | GH TP NM SS | | | | | | | | | | | | |

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| <p>Curriculum Improvement Areas:</p> <p>Science Curriculum: All pupils have enhanced Science provision so they understand it in the context of their own lives</p> <p>ICT Curriculum: All pupils are enabled to harness ICT to improve their learning potential</p> <p>Arts Curriculum: Secondary pupils receive accreditation for their artistic pursuits via the introduction of qualification</p> <p>Preparation for Adulthood: Pupils moving towards adult provision are better equipped for the transition through effective Post 16 Assessment</p> | <ul style="list-style-type: none"> • Ensure that all staff involved in the delivery of Science it and pedagogy. Introduce new scheme through staff training, monitoring and support • Implement science timetabling • Build on staff training in effective use of tech to promote learning • Utilise expertise within the ICT Team to team-teach in class • Deliver Arts Award so pupils are recognised through a qualification (staff training in Arts Award needed) • Source external providers for depth • Research, design and introduce a broader way to measure pupil progress so that their achievement in developing independence and life skills is recorded • Use this data to identify gaps in knowledge/understanding • Adapt the curriculum accordingly | <p>RB / PR / KB</p> <p>IC SH / JP</p> <p>CK</p> <p>EL / RB</p> | <div></div> <div></div> <div></div> <div></div> | |
| <p>Implement our Climate Action Plan to improve pupils' understanding of sustainability</p> | <ul style="list-style-type: none"> • Curriculum review to ascertain when we teach sustainability including knowledge of biodiversity, waste reduction and 'Green Careers' • Develop a working party to include staff and pupils to plan a strategy and to lead forward school and home-based initiatives, such as knowledge of adaptations, participation in transition to net zero, knowledge of biodiversity, and knowledge for a changing world | <p>GH / RB</p> | <div></div> | |

Behaviour and Attitudes

RIGHTS RESPECTING STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

Pupils with SEND:

- experience mutually respectful relationships which strengthen consistently over time
- experience the positive impact of dignity and rights in their lives
- have an understanding of being safe which is reflected positively in their behaviour and wellbeing
- rarely experience bullying

| INTENT | IMPLEMENTATION | LEAD | S | O | N | D | J | F | M | A | M | J | J | PROGRESS / IMPACT |
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| Attendance is increased to 95% (currently around 94%) | <ul style="list-style-type: none"> • Continue embedding strategies from last year (belonging lunchtime club and daily breakfast club, after school clubs) • Offer support with EST on emotionally based school avoidance • Work alongside LA Inclusion Lead • Identify pupils with persistent absence and work with families (FLO/PSA) • Clear messaging around holidays during term-time. | TP | | | | | | | | | | | | |
| Pupils with the most complex needs / behaviours are enabled to remain in school and make progress | <ul style="list-style-type: none"> • Analyse SIMS recording to identify our pupils who are most vulnerable to suspension or P/Ex • Identify opportunities to meet with teams around the pupil to check plans in order to ensure a consistent approach • Debrief meetings to happen after every serious incident | RB EL/ KT | | | | | | | | | | | | |
| Mountjoy School's sustainable ethos is understood by all | <ul style="list-style-type: none"> • Ensure everyone in school (staff and pupils) understands why there is a need to take action on climate change, through a clear communication strategy | GH / RB | | | | | | | | | | | | |

Personal Development

RIGHTS RESPECTING STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

Pupils with SEND:

- are supported in a range of ways to be included and valued, with a positive impact on their lives
- experience the positive impact in their lives of a range of physical, social and emotional support
- know and trust that the school will act upon any concerns a child has about their rights not being met

| INTENT | IMPLEMENTATION | LEAD | S | O | N | D | J | F | M | A | M | J | J | PROGRESS / IMPACT |
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| Communication development can be seen in all subject learning and in all areas of school life. Pupils will be able to communicate to the best of their ability | <ul style="list-style-type: none"> • Communication pathway is embedded to build on last year's development • Continued training for all staff • Communication Champions meet regularly as part of monitoring role • iPad support by IT specialist to ensure software is regularly updated. | TP/ KM/ ED/ SH | | | | | | | | | | | | |
| Pupils will learn healthy lifestyle habits by accessing more opportunities for physical activity, sport and games | <ul style="list-style-type: none"> • Primary pupils will access to PE teaching • KT will invite School Games Organiser into school to advise on other local opportunities • Any primary pupils who are able to access secondary sports will have opportunities to join in | KTr | | | | | | | | | | | | |
| Pupils can improve sensory regulation through the use of outside equipment | <ul style="list-style-type: none"> • Audit of outside areas • Fund-raising or creative use of budget to improve areas of need. • OT to advise on best equipment | SGL/ NH/ KT/C SJ/CE KW/ KC | | | | | | | | | | | | |
| Pupils have a successful transition to adulthood and will understand their role in sustainable life-style choices | <ul style="list-style-type: none"> • Living Skills curriculum (see Q of E) • Regular Careers events • Continuing training in Start Small, Dream Big for all staff including developing knowledge of 'Green Careers' | EL TP | | | | | | | | | | | | |

| Leadership and Management | | | | | | | | | | | | | | | | |
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| RIGHTS RESPECTING STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION Pupils with SEND: <ul style="list-style-type: none"> benefit from school improvement and support for their participation and communication participate in or experience actions to promote children's rights locally and globally have an understanding of their role as global citizens | | | | | | | | | | | | | | | | |
| INTENT | IMPLEMENTATION | LEAD | S | O | N | D | J | F | M | A | M | J | J | PROGRESS / IMPACT | | |
| Pupils will have an improved environment in which to optimise learning | <ul style="list-style-type: none"> Scrutiny into classroom areas: are they large enough for the class, do they have the right equipment (e.g. ICT) are they zoned effectively? Audit of outside play areas (see above) Research into funding sources (possible PP, charity, fund-raising) | GH KC (TP/ RB) | | | | | | | | | | | | | | |
| Middle leaders will have developed the skills necessary to evaluate a curriculum against need and begin to build it | <ul style="list-style-type: none"> Meetings with senior leaders Input from external advisor Creation of a curriculum framework | GH SLT + TLRs | | | | | | | | | | | | | | |
| Staff wellbeing continues to be high priority: staff will feel valued and understand there is opportunity for progression and training | <ul style="list-style-type: none"> Continue with wellbeing activities Staff will be given information about career progression Regular training bulletins circulated TA specific meetings Workload meetings scheduled for year | VR GH JS-H | | | | | | | | | | | | | | |
| Our Governing Body's programme of monitoring is well-established, and new governors will feel supported in knowing how to deliver this aspect of their role | <ul style="list-style-type: none"> Ensure monitoring schedule is met with reminders sent by clerk to the governors and this is followed Governor reports created for every visit | GH HF + TE | | | | | | | | | | | | | | |
| Mountjoy will have a CLIMATE ACTION PLAN | <ul style="list-style-type: none"> All strands of this initiative will be incorporated into the plan | GH | | | | | | | | | | | | | | |



Notes for 25-26