



School Improvement Plan

Last reviewed: March 2026

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. 																																								
Curriculum and Teaching																																								
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' learning. enjoy a wide range of their rights and this is reflected positively through children's learning, behaviour and wellbeing. benefit from fairness and equity principles put into practice by staff. trust staff and feel safe, as reflected in their ability to express themselves freely in their individual ways. 																																								
INTENT (how it will look)	IMPLEMENTATION	<table border="1" style="width: 100%; text-align: center; font-size: small;"> <thead> <tr> <th>LEAD</th> <th>S</th> <th>O</th> <th>N</th> <th>D</th> <th>J</th> <th>F</th> <th>M</th> <th>A</th> <th>M</th> <th>J</th> <th>J</th> <th>PROGRESS / IMPACT</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">GH TP RB</td> <td style="background-color: red;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: green;"></td> <td style="background-color: green;"></td> <td style="background-color: green;"></td> <td style="background-color: green;"></td> <td></td> <td></td> <td></td> <td rowspan="2" style="background-color: #d9e1f2; vertical-align: top;">See separate document</td> </tr> <tr> <td style="vertical-align: top;">GH NM SS</td> <td style="background-color: red;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: green;"></td> <td style="background-color: green;"></td> <td></td> <td></td> <td></td> <td style="background-color: #d9e1f2; vertical-align: top;">See separate documents with plans and evaluations for English and maths, Comms and refined MSC).</td> </tr> </tbody> </table>	LEAD	S	O	N	D	J	F	M	A	M	J	J	PROGRESS / IMPACT	GH TP RB												See separate document	GH NM SS											See separate documents with plans and evaluations for English and maths, Comms and refined MSC).
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The Mountjoy Curriculum will be fit to meet the needs of our changing pupil cohorts: focus for this year is Mountjoy Sensory Curriculum (MSC)	Our curriculum rationale will be scrutinised with a wider team of leaders in school to ensure strong outcomes for pupils and that they are learning the 'right things' for the 'right reasons'																																							
Pupils will have improved outcomes through accessing the best possible core curriculum and precision assessment, leading to outstanding progress	To continue to implement and refine our core maths, English and Communication daily curriculum and <u>pedagogical</u> skills;																																							

	A well-researched and developed curriculum which meets the needs of all pupils will be reviewed and refined Regular staff training in Mountjoy Sensory Curriculum, Developmental Play and cognition with greater opportunities to liaise with our team of NHS and in-house therapists	TP RB																
Our pupils with diverse needs will have a personalized offer	MAPs training to ensure that targets are based on essential building blocks for learning, e.g. AAC use, sensory regulation, focus, self-view and learning to use assistive technology	TP																
A well-developed 'Outdoor Learning' Offer will be available to all	Staff training will develop teaching skills in delivering the curriculum using the nature around us	KW																
All pupils will learn about technology and AI as a tool to support learning and life skills	Research into Special School IT curriculum covering AI and 'fake news' Staff Training to upskill ALL teaching staff	KTh / IC																
Music Curriculum will be appropriate to the pupils with complex needs	To introduce a Music Curriculum which build essential skills for musical participation including the introduction of Music Technology and 'Sounds of Intent'	SG-L																

Behaviour, Attitudes and Attendance

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
Our specific Therapeutic Thinking (TT) Behaviour Curriculum will ensure pupils are equipped with knowledge and skills to develop valued behaviour for relationship building and learning	TT Behaviour Curriculum will be created Teaching Staff will have training in implementation Research and development of Schemes of Work Sharing with TADSS TT Group	KTr RB												Staffed attended the launch in Oct 25. In Jan 26 all planning will use the new document including an additional column for emotional literacy which is



Parents have greater access to photos of their child's day in school to encourage communication development	Roll Class Dojo out across the school Staff training in Dojo and home/school book use	GH / BG														Staff training on 4 th /15 th Sep 17 staff have now joined ClassDojo (Nov) and several classes are using it on a regular basis to share learning with parents and carers. Home school books are still to be used alongside.
Further development of pupil's understanding of online safety, fake-news and risks of social media	Outsource some high-quality training for KS3/4 pupils. Sharing knowledge with families	KTh														Staff Training Nov 25
A strong drive for Preparation for Adulthood will be evident from EY – Post 16 provision	Staff training in promoting holistic development, independence, and transition readiness, with enhanced careers' events, including information on adult services for families.	EL														Talentino workshop in Spring 26

Leadership and Governance

RIGHTS RESPECTING STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION

Pupils with SEND:

- 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
Governors will be knowledgeable about holding leaders to account for quality control in their areas of responsibility	Refresh the governor monitoring to prompt questions about school context, pupils' learning, rationale for improvement areas and provision for the most complex and disadvantaged pupils	GH												Range of Gov. Monitoring Autumn Term Gov input from specialist teachers. Additional Leadership monitoring Spring 26'
The Mountjoy Farm School will have a strong Financial Plan and a clearly defined objective	SLT to work closely with Dorset Council Team and commissioned architects to ensure the Farm School is created with clear intent The Farm School will be financially viable	GH KC												KC Business Plan (Partnership working with Eden, Brit Valley and Woodland Trust established Spring 26)



A clear succession plan is developed	SLT to work on alternative options for the leadership structure in light of upcoming retirements in the team.													Initial plan created Sept.25
Support the development of Teaching Assistants route into teachers	Allocate mentor to AO Route Teacher Share information with other staff on QTS	TP												1 TA on UQT contract from 1.9.25 Recruitment for new teachers (GTP) Spring 26.
Staff well-being														
RIGHTS RESPECTING STRAND A: TEACHING AND LEARNING ABOUT RIGHTS.														
<ul style="list-style-type: none"> Adults show a commitment to the CRC. 														
INTENT	IMPLEMENTATION	LEAD	S	O	N	D	J	F	M	A	M	J	J	PROGRESS / IMPACT
All staff will contribute towards an ethos of support, creativity and excellence	Encouragement through the PDR process to work to the best of one's ability NVC Training rolled out	GH												Staff surveys shared 3.9. Collaborative PDR process started 13.10.
Staff will continue to have strong motivation and engagement and feel a strong sense of belonging	Completion of staff surveys Increased opportunity for staff engagement in future planning Staff wellbeing plan created	KTh / VR RB												Staffroom refurb and other resources provided. Dorset's new wellbeing resources shared Dec 26
Renewed focus on staff physical health to promote well-being		RB / KTh /												Planning started for staff fitness and yoga and dance



Notes for 25-26

To continue to ensure our students understand online safety and the pitfalls and can utilise AI.

To access further support for Therapeutic Interventions through careful use of finances

New SEF Spring term – priorities reduced to carry forward into 26-27:

- Investigation into TOMs Scale to measure impact of therapeutic intervention to complement SALT and OT analysis, Counsellors report and individual Music Therapist reports.
- Strengthening S+L through 'Colourful Semantics'.
- Finding new ways to increase face-to-face parental engagement.
- Developmental Play: increasing number of Level 4 practitioners to 10.
- Development of routes into teaching to ensure expertise of NQTs, including Assessment Only, Teacher Apprenticeships and other Graduate TTP
- Widen Post 16 Curriculum to include Mountjoy Sensory and MOVE curriculums to adapt to needs of incoming cohort.
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