



School Improvement Plan 22-23

Last reviewed: June '23

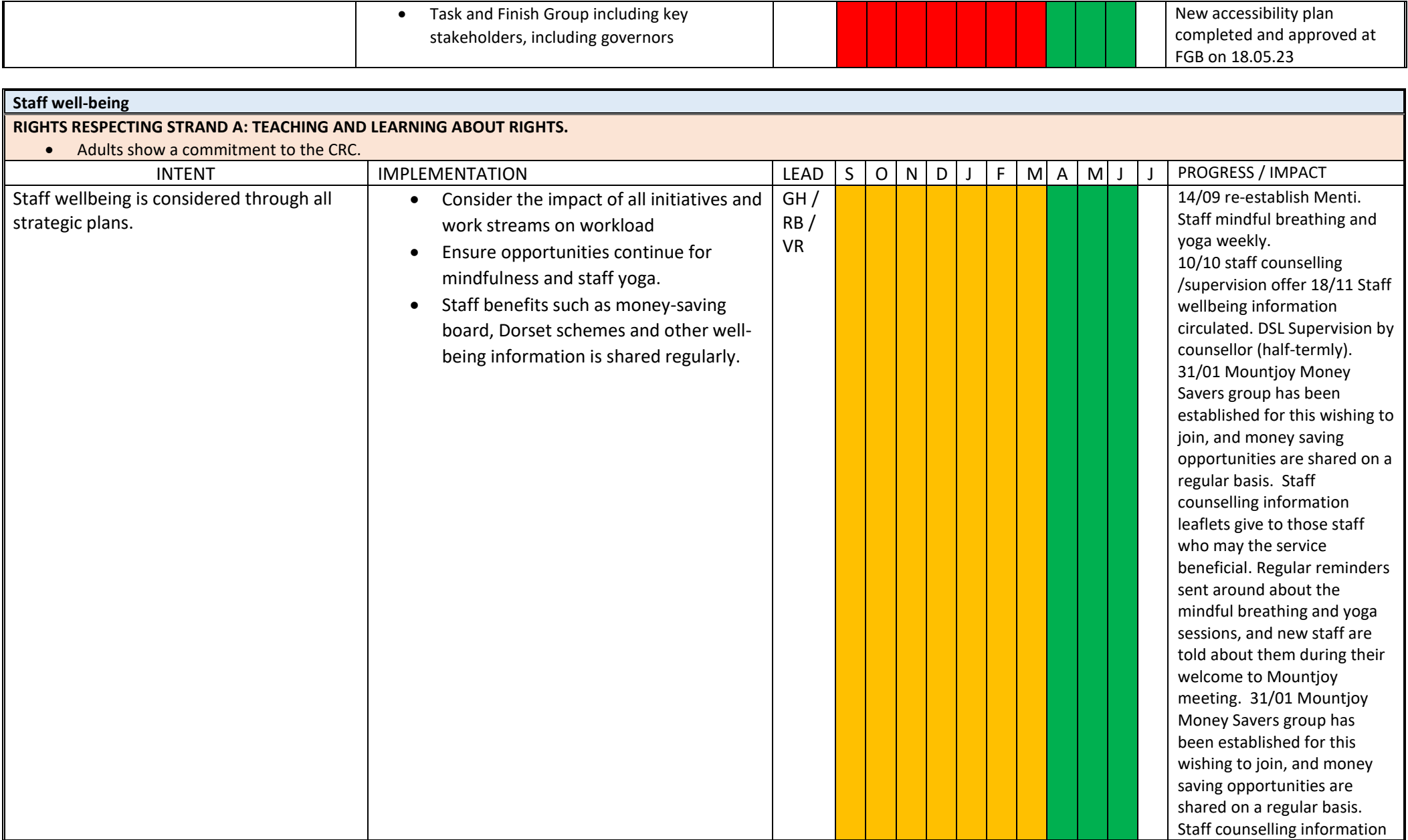
VISION: We aim to prepare our children and young people for adult life so they have options and aspirations. They need to be confident and happy so they can thrive in the real world. Making a difference today for tomorrow.	MISSION: Concentrate on teaching knowledge and skills, cultivate personal attributes 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: - 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 Teaching and Learning														
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: - 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: - 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 (why)	IMPLEMENTATION (what/how)	LEAD	S	O	N	D	J	F	M	A	M	J	J	PROGRESS / IMPACT
CURRICULUM (Year 2): 80% of pupils on our formal curriculum will be making at least good progress	- Continue to embed our formal curriculum - Utilise ‘end points’ to identify those pupils who need intervention - Monitor T+L termly to ensure it is following the new Curriculum Maps and timetable - Continue to refine the curriculum, as it moves into its second year	TP/ GH SLT												22/09 All staff have access to curriculum, map and end points. Monitoring Aut. 1. shows the MJ Curric. Is being utilised by all teachers. 21/11 – refinement meeting – communication pathway needs clarity. 17/11 Subject

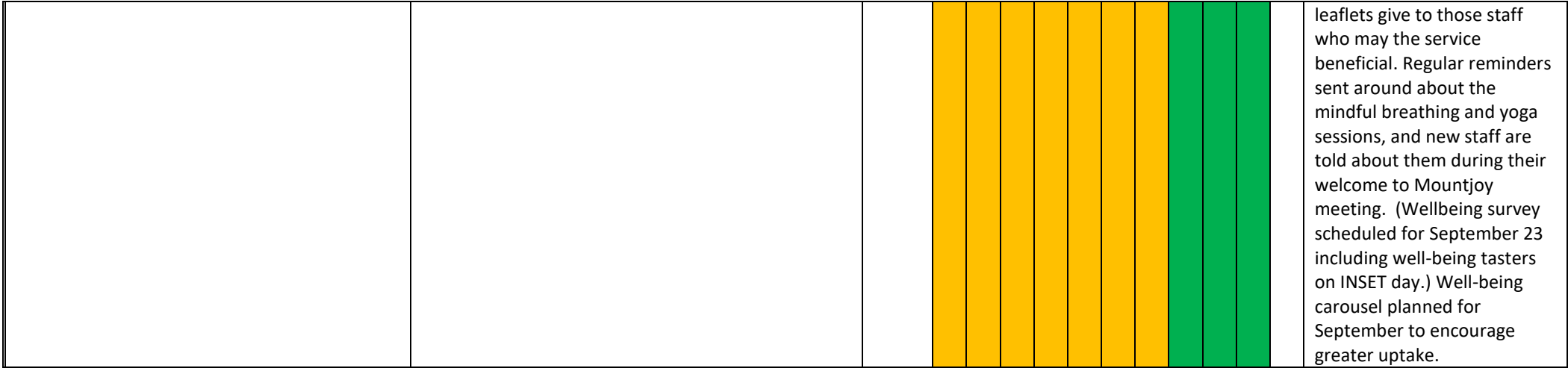
	Pedagogy workshops to ensure all teachers are delivering the curriculum in the most effective way																lead monitoring needs to be logged centrally. Mid-Lead workshop Nov. Top-view urriculum planning 8 + 16 March. First draft Comm Pathway 9.3.23 following meeting with SALT and training with SS.
CURRICULUM (Year 2): Pupils' understanding of mathematical concepts, skills and thinking strategies are developed to their full.	This is now in embedding stage: regular monitoring, sharing of effective practice, coaching in place to see sustained progress. SEE SEPARATE SUBJECT PLAN FOR MATHS	GH/ NM															20/09 <u>All staff</u> have had additional training and top-ups booked for year. Lead has made visits to other school and done training. Groups for maths well-established.
CURRICULUM (Year 2): The gap between reading and writing skills is reduced	This is now in embedding stage: regular monitoring, sharing of effective practice, coaching in place to see sustained progress. SEE SEPARATE SUBJECT PLAN FOR ENG	TP / SS															31/10 Regular staff training booked into meeting schedule. (Training with RWI booked for 3 rd Jan.) Further staff training with SS in Spring term.
CURRICULUM: Rates of progress amongst our most complex pupils are increased to address 'plateauing' (including in Post 16)	- Further develop our sensory curriculum (semi-formal) to incorporate a typical skills progression route for early identification of gaps - Create a curriculum map to ensure breadth of experience	TP / SGL															29/09 MSC pathway meeting (TP/SG). Jan 23: Multiple small steps of progress are being recorded and key stage progress is on track. 6.3.23 MSC SLT meeting. 20.3.23 Faculty meeting MSC. 28/3/23 MSC Curriculum MAPs completed and shared to implement in September 23.
CURRICULUM: All pupils are able to participate in a high quality music education with their needs and interests at its heart	- Re-evaluate music curriculum - Ensure all staff use Charanga - Reintroduce communal singing - Source instrumental / band tutor - Further staff training	GH CSJ															1/09 New lead for music appointed. 08/09 Open orchestra/choir secured for another year. 31/10 Music Mark awarded to school. 07/11 Lead sending out Charanga reminders.

																	Equipment secured (from B#). Singing in assembly, from AUT2. Nat Curric. Music List covered weekly. Staff training 6.3.23. Singing strategy – choirs and assembly singing in place 24.4.23 Concert at school and Beaminster Festival wk beg 26.6.23
CURRICULUM: All pupils are able to participate in high quality PE tailored to their needs	- Re-evaluate PE curriculum to increase ambition - Investigate external tuition to widen the range of experiences - Introduce clubs/tuition - Further staff training	RB / KT															16/09 Equipment audited and made accessible (shed being put in on 28/11) 31/10 After sch. PE club introduced. Cricket coach booked. PE/Wellbeing week completed 10.02.23. Research (JM Liverpool Uni spring term. Negotiations with Beaminster around facilities Mar 23. Planning meeting 16 th Mar – PE blocked secondary timetable. 12.07.23 Boccia coaching & sports leaders launch. 24.7.23 Host for TADDS Boccia tournament. School Gold Games Mark awarded 30.6.23 Inclusive sports day 5.7.23
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			

Pupils are confident and aware of how they learn and how best to link ideas in order to be apply to apply the learning and develop independence: they see themselves as 'good learners'	• Staff training in understanding metacognitive approaches to teaching and learning • In class research to investigate how to promote metacognitive approaches and to trial and analyse impact	GH												.Staff Training 2.09.22 08/11 'Thinking Schools' meeting (conf. on 5/12). Learning Walks maths record pupils using metacognition effectively. 'Thinking Matters' workshop (Dec 22). Follow up learning walk – need more training. Training on 6/2/23 on Blanks Model to aid in using questioning effectively to aid learning + assessment.
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
Pupils are mentally healthy (Year 2)	Embed our mental health strategy through: • whole school approach to understanding emotions (Z of R) • continuing development of our therapeutic team • embedding supervision • further training of Emotional Support TAs • supported research in Hamish and Milo and Creating Confident Conversations SEE MENTAL HEALTH + WELLBEING STATEMENT	RB												05/09 Therapy Team reg. meetings booked in with SENCO / EST and EYFS supervision booked for year. 14/09 Mental Health + Wellbeing policy is complete. 19/10 ZofR updates in staff briefing. 31/10 research projects now established on weekly basis for AUT 2.RB+AN started Stormbreak training Jan23. ELSA training completed in for ESTs. MHFA training delivered by KTh. Caroline Essame training on 'playfulness'. March 23 – clear route for accessing therapy for all cohorts – EST,

Leadership and Management														
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
Subject Leaders become confident in leading school improvement in their areas	- Subject Leader training - Subject Leader release time to visit outstanding school/s - Subject leader meetings with SLT and joint observation/monitoring meetings	TP												24/10 ENG/MA/PSHE meetings with SLT taking place. Release time for TADSS groups given for RE/COMM. 10.3.23 Comm pathway created in draft.
Middle Leaders (TLR holders) are able to develop a clear plan, implement it and evaluate impact	- Appropriate training including enrolling on NPQs (Ma/L - Middle leader and SLT training and curriculum meetings - Middle leader presentations to governors	GH												07/11/ NPQLTL finished, NPQLL and NPQEYFS both enrolled on. 24/11 'Moving to Outstanding' day workshop with SLT/MLT. (NPQLL enrolled for PE Lead.)
Senior Leaders are skilled in supporting school improvement priorities, contributing towards strategic direction, keeping pupils safe and ensuring staff feel supported and valued. In-school trainer for MOVE, to achieve Silver Quality Mark in order to embed the MOVE throughout.	- SLT teacher training courses in collaborative leadership methods to accelerate school improvement - SLT training course for non-teaching staff: Level 3 Diploma in L+M. - MOVE Senior Practitioner trainer - MOVE team gets regular updates - Accreditation submitted by Easter 2023.	GH												31/10 Level 3 Dip enrolment for 3 non-teachers and Finance course for one admin team. 24/11 'Moving to Outstanding' day workshop with SLT/MLT. Leadership afternoon 16 th March. NPQ s in progress. MOVE team to work toward gaining Silver Quality Mark in May 2023
Governors hold leaders accountable to raise standards across the school	- Governor action plan - Governors induction support put in place - Governor year planner	GH / Chair Gvs												28/09 Gov's involvement in SIP. Gov's Action Plan created and implementation has begun. (Dec '22) Year planner in creation for 23-24. Feb 22 Termly meetings with CoG.
Mountjoy School has a clear accessibility plan, in line with new guidance	SLT Training	GH / Gvs												Meeting booked in for 16 th March with Gvs. Plan written in conjunction with LF.





- Ensure we have established a communication pathway to monitor progress.
- Ensure subject leaders understand how to carry out effective monitoring.
- ICT Strategy: Improving IT stocks in school. Expanding the Computing curriculum.
- Creative curriculum for secondary-age pupils needs to be more diverse: staff training, carousel of activities delivered on half-termly basis, Arts Award, fluid groups, 2-year programme of study.
- PE Carousel – secure use of MUGA and Community Sports Hall.
- Science – overhaul the curriculum. Consider schemes.
- **Accommodation**