



MOUNTJOY SCHOOL SELF EVALUATION 22-23

At Mountjoy, we want 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**

Context

Mountjoy is a school catering for children aged between 3 and 19 with special educational needs and disabilities (SEND) with Post 16 provision and early years (EYFS). We currently have 101 on roll and a number of local children waiting for spaces to become available. All pupils have an Education, Health and Care Plan and although we are designated a school for children with Severe Learning Difficulties (LD) and Profound and Multiple LD, there are around 10-15% of children/young people who have Moderate LD, usually with additional complexity such as autism or physical disability.

We are located in rural West Dorset and have a wide catchment from Dorset, and Somerset and Devon. We are an active member of TADSS, the Teaching Alliance of Dorset Special Schools and benefit from collaborating with our colleagues across Dorset. We also offer outreach to mainstream schools in the area.

The current Head Teacher has been in place since June 2020, supported by a part-time Deputy Head who oversees EYFS and Primary, and a full time Assistant Head who oversees secondary and Post 16 provision. We have TLR posts in EYFS, Post 16 and covering English and maths.

We have a strong focus on preparation for the next stage of education, employment and life skills. This includes having an emphasis on English including communication, maths and PSHE, which takes up a large percentage of our mornings in school. Lots of teaching and learning utilises the benefits of being outside and we have a beach and forest school area within the school grounds and do lots of activities within the community.

We have undergone an unprecedented period of growth in the last 5 years, partly due to the enormous demand for special school places in Dorset and the popularity of Mountjoy with parents and carers. The school was built for 65 pupils; we have reorganised classes and repurposed rooms in the building to accommodate this expansion. We have excellent facilities, such as our hydrotherapy pool, sensory and soft room and have well-used outside areas with sensory, play and learning equipment.

Therapy is interwoven into the school day and usually delivered by our expert team of TAs under the guidance of a therapist. We have a Speech and Language Therapist (15 hours/week) who works with pupils and families, and writes programmes for staff to deliver. We have an Occupational Therapist 4 hours/week, to support sensory processing who is able to write programmes to be delivered in school. We also have two school counsellors, one whose focus is working directly with pupils and one who supervises staff working with the pupils. We have a music therapist and play/art therapy are in development. Therapists also deliver staff training to build capacity. We work closely with NHS services and Dorset Swifts, a multidisciplinary team to support challenging behaviours. We have two part-time family advisers, who help with barriers to learning by supporting parents/carers.

We emphasise pupil and staff well-being and have created a culture of collaboration and shared ownership; we are proud to have gained Right Respecting Schools Gold Award last year. Members, including the Deputy, either have children at the school Staff are significant stakeholders. They hold us to account as parents as well as staff.

At Mountjoy, we live by our values of PASSION, RESPECT, OPTIMISM, UNDERSTANDING and DETERMINATION.



Key demographic information September 2022		Pupils with an SEN Education, Health and Care Plan	
Total number of pupils on roll (all ages)	101	SLCN	100%
Girls on roll	30%	ASD	99.99%
Boys on roll	70%	SEMH	34%
PMLD	7%	SHI	91%
MLD/SLD	74%	HI	60%
PD	17%	VI	10%
NEETS	0%	Pupils eligible for free school meals at any time during the past 6 years	8%
Pupils whose first language is not English	3%	Pupils who have between 5 and 9 ACES	39
			10

Progress against previous inspection	
Areas to improve (last Ofsted)	Progress
<p>There is insufficient clarity about the intent of the different curriculum pathways. This means that pupils do not gain the knowledge and skills they need in all subjects. Leaders need to build on the start they have made to ensure that an ambitious and well-sequenced curriculum is in place across the school that meets the needs of all pupils and enables them to succeed.</p>	<p>Mountjoy has made rapid progress with curriculum development. A Curriculum Plan has been devised and every subject leader has created a sequenced and progressive curriculum map which contains key concepts children need, to be fluent and to master the subject, tailored to our different cohorts. This has been produced with clear progress points and is carefully mapped to ensure that whilst pupils get an opportunity to consolidate learning, they also cover a broad curriculum through the use of curriculum mapping, which has resulted in excellent key stage progress. More pupils are now engaged in the Mountjoy formal curriculum, which is ambitious and can be seen through improvement in pupil output such as improved workbooks. A school improvement priority is to ensure we embed this new curriculum. We continue to run our semi-formal and multi-sensory curricula, to differentiate for our most complex learners. All planning is now overseen by the EYFS/Primary Lead (Deputy Head) or the Secondary/ Post 16 Lead (Assistant Head). Learning walks have indicated that all teachers are adhering to the Mountjoy curriculum, which has resulted in greater coverage and sped-up progress in our focus areas of maths and English, and across the board data is good. All pupils in have an individualised programme based on outcomes identified in their EHCPs. These targets drive the curriculum pupils access and are called MAPs (My Aspirational Progress) making it a highly personalised offer. Pupil Passports highlight the enrichment activities that pupils take part in, including minimum expectations of the experiences they should encounter in order to broaden their horizons.</p> <p>We operate a distributed model of leadership to promote shared ownership including a meaningful PDR process linked to the SIP, to harness the talent amongst a very dedicated staff. We have identified strong teachers to be TLR holders for maths and English who have dedicated time to focus on ensuring pupils make progress through a programme of training for teachers and TAs, careful monitoring and coaching. We also have excellent TLR holders in Post 16 and EYFS, to oversee the offer at these important transition times.</p>



<p>The mathematics curriculum is not well planned across the school. This means that resources and approaches are inconsistent and do not support pupils' learning effectively. Leaders need to strengthen the mathematics curriculum so that the approaches used are coherent and reflect the school's intentions for the subject.</p>	<p>We have introduced White Rose Maths, to ensure the curriculum is sequential and cumulative. We have setted groups to make sure that teaching and learning objectives are pitched at exactly the right level, to increase the rate of progress. External providers and the subject lead have facilitated CPD where they have explained in detail the content knowledge and pedagogical knowledge required to teach maths well. Our maths lead is passionate about this subject and has made good links with other schools and is involved in the NCETM research.</p> <p>We have introduced Functional Skills qualifications in maths for our most able pupils, which is useful to move onto the next stage of education such as a local college.</p> <p>Although we are still in the first year of using White Rose Maths, observations and learning walks have shown more focused teaching and learning and all staff have a clear understanding of what and how they are teaching maths. Teachers have more ambition and early indications show that rate of pupils' progress is increasing, and where it is slower targeted interventions are making an impact as shown through our intervention data.</p>
<p>The approach to reading is not yet systematic across the school. Expectations are not high enough in some classes. Some pupils are not learning to read well enough and are not well prepared for the next stage. Leaders should build on what they have already started in implementing the new phonics programme so that all pupils, whatever their SEND, make sufficient progress through the curriculum.</p>	<p>Over the last year we have made rapid improvement in the area of literacy. Following a programme of CPD for all teachers and TAs, our phonics programme (Read, Write, Inc.) is now being delivered systematically across KS1-3. Pupils are put into a number of groups to ensure that teaching is precisely matched to their stage of reading development. Teachers and TAs have had further training and coaching by our subject lead. As a result, 100% of pupils made progress in the area of phonics with 71% making good or outstanding progress against the ambitious targets we set. We now have a great emphasis on data analysis to identify priority development areas, which currently indicates that we need a renewed focus on writing development. We have a programme of training in place in 2022-2023 to specifically address this. In addition to the teaching, we have developed our reading culture and have created 'book nooks' which are appealing reading areas with lots of new and exciting reading material, to raise the profile of reading. Functional Skills qualifications for most able in English enables movement to college.</p>

Governors do not have enough confidence to establish a clear vision and a strategy for implementation. They do not have enough knowledge and understanding about the quality of education that the school provides. Therefore, they are not able to hold school leaders to account. Governors need training so that they are clearer about the vision, ethos and strategic direction of the school. They need training on how to use self-evaluation to ask relevant questions and offer challenge to school leaders.

We have had support from an Education Challenge Lead and had some training in 'closing the circle' so that governor's questions are followed up with evidence and visits. A number of new governors have injected different expertise into the board which has helped with providing challenge to the Headteacher and leaders in school.

Governors have been more active in attending training to support their role and have benefitted from working with the challenge lead

Governors have been actively involved with the SEF; asking for more details regarding outcomes to date and further actions as a result of these. They have been rigorous in the questions surrounding the new curriculum and Maps.

- **Governors will be focusing on the areas for development in the SEF in order to hold the school to account through visits to leaders, learning walks and working with leaders on evidence in books**
- **Governors have planned actions for the year to ensure coverage of the key areas as a result of Ofsted**
- **Governors on the SEF working party will have regular meetings with the headteacher to monitor progress and ensuring that focus continues on key areas.**
- **Governors recognising the need for more space have been central to working with Dorset Council on potential build projects using expertise within the board of governors**

Quality of education SEF Grade - Good	Evidence
<p>Strengths:</p> <ul style="list-style-type: none"> • Staff are ambitious for the pupils – there is a good understanding that many limitations are created through adult attitudes • Early reading and developing phonic knowledge has become strong in the last 18 months • Maths is taught using a mastery approach; teacher and TAs have received extensive training in pedagogical methods • Bespoke assessment model (MAPs) that clearly indicates pupil achievement and informs planning and targeted interventions: this personalised approach means that there is no attainment gap between Pupil Premium pupils and others • Pupils make the best possible progress through accessing the correct curriculum, including having the opportunity to access the Mountjoy Sensory Curriculum where needed and complete accredited courses where appropriate • The curriculum has a broad range of opportunities for learners as they progress through school beyond the National curriculum and learning can be seen everywhere in school, not just within lessons. A pupil passport ensures all learners have wider opportunities • We prepare our pupils for the next stage of education and into adulthood with preparation for adulthood driving teaching and learning from Year 9/10 onwards (depending on pupil need) and offering functional skills qualifications • Our Deputy and Assistant Head maintain a sharp focus on teaching, learning and assessment practice throughout the school: leading the Subject Leader Group, supporting curriculum planning and assessment, developing resources • There is a strong focus on developing communication skills, including alternative and augmentative methods of communication • There is a planned cycle of observations and monitoring involving the SLT and Subject Leaders • Teaching Assistants have training alongside teachers and are able to impact on pupils' progress as a result • Teachers use assessment effectively, to precisely plan for next steps and to support robust monitoring of outcomes for pupils • There has been an improvement of inside and outside learning spaces to support physical and sensory development <p>Areas to develop in order to get to outstanding:</p> <ul style="list-style-type: none"> • Connectedness of learning: ensuring learning can be applied in different contexts using metacognitive approaches is developing • Pupils reading and writing skills can be further improved, to form each letter, spell correctly, and compose their ideas step-by-step, and improving writing, spelling and grammar so that it is in line with reading skills • Ensuring our new approach to maths is exceptionally strong and across all cohorts within the school • Creating mechanisms to ensure our most complex pupils access a broad curriculum and there is clear expected progress measures • Improving access to PE and music education <p>(Many aspects of QE are outstanding but as some areas lack consistency across ALL pupils, they are assessed as good, e.g. PE/Music)</p>	<p>Previous Ofsted SLT Monitoring Curriculum design Data Parent Questionnaires Planning Staff meetings/CPD schedule Subject leader folders ECL reports Performance Management Targets</p>



Behaviour and attitudes SEF Grade - Outstanding	Evidence
<p>Strengths:</p> <ul style="list-style-type: none"> • Mountjoy is a happy, harmonious place and pupils begin to modify their behaviour in just a few weeks after starting; it is a safe, calm, orderly and positive environment • Pupils are excited to learn, are resilient to setbacks and take pride in their achievements through skilled staff and our therapeutic approach towards behaviour management including the emotional support teams in school • All staff are Therapeutic Thinking trained and have ongoing updates, at least termly. Individual support and advice is offered in school by staff with enhanced training so that patterns of behaviour and triggers are quickly identified and modified: all staff know how to analyse behaviours through the use of better recording such as anxiety mapping • Staff know how to analyse behaviours through the use of effective recording such as anxiety mapping, which enables them to be in a just right state for learning, thus maximising progress: behaviour is understood as communication by all staff and unmet needs are met • Staff maintain unconditional positive regards for pupils, creating a culture of acceptance in which pupils thrive. They are excited to learn, are resilient to setbacks and take pride in their achievements • Therapeutic Thinking (Dorset), (therapeutic behaviour model) is well-led in school and has a clear pathway for analysing individual behaviours so that pupils can learn how to regulate. All pupils learn to recognise their feelings through school wide 'Zones of Regulation' • Staff work in collaboration with external agencies and in-school family support to create a joined up approach with families • Lesson obs/visits consistently cite excellent behaviour for learning during classes, with teachers consistently having high expectations • There were no incidents of bullying in the last 6 months – any issues between pupils are dealt with quickly with restorative practice • Pupils benefit from person-centred approaches and the pupil voice is encouraged and listened to developing their ability to make choices and have autonomy leading to independence • Pupils feel emotionally and physically safe at Mountjoy as shown in pupil and parent surveys • Pupils understand about community and what positive contributions they can make within a community • Pupil's confidence and self-worth increases significantly at Mountjoy as described in parent feedback • Pupils learn to communicate using their words or communication systems and not via their behaviour <p>Areas to develop in order to maintain outstanding:</p> <ul style="list-style-type: none"> • ALL pupils are not always confident to talk about and/or aware of how they learn or do not see themselves as 'good learners' • Some pupils were affected by the lockdown and this has had a detrimental effect on mental health, which continues to be a major focus <p>(We are developing towards outstanding, and think we will be once the identified areas to above becomes embedded into practice.)</p>	<p>Learning walks School Council minutes SIMS reports Visitor logs Lesson observations CPD records Parental feedback SALT reports Pupil surveys</p>



Personal development SEF Grade – Good	Evidence
<p>Strengths:</p> <ul style="list-style-type: none"> • Relationship, health and sex education is sensitively taught taking into account age and stage of development • PSHE is taught discretely and woven through all learning in school • There is a strong emphasis on teaching and nurturing personal qualities such as emotional awareness, empathy and self-regulation and learning virtues such as curiosity, creativity and working collaboratively • From a young age, pupils are thinking about their future plans, are informed of options and are working towards achieving a level of independence through better communication skills so they can exercise choice and control • Pupil mental health and well-being is very important at Mountjoy with School Counsellors, and Emotional Support TAs being part of each class-team so that they respond in the moment and carry out interventions; learning can easily be brought back into the classroom. • Pupil voice is well-developed through our School Council, interview processes and school improvement planning • Preparation for next stage of learning/careers guidance is evident throughout all year groups • Keeping our pupils safe, and developing their own understanding around their safety, is always the highest priority. The safeguarding culture and work on personal safety and online safety, ensure that the development of all pupils is at least good and often outstanding • British Values and SMSC can be seen throughout the curriculum and our work towards Rights Respecting Schools Gold Award • Person-centred approaches are given high importance, with each child or young person having a One Page Profile and a concerted effort is made to capture the voice of non-verbal pupils • Pupils are encouraged to be ambitious for their own futures • School Council represents pupils in an effective way and requests are acted upon, developing a sense of control. <p>Areas to develop to achieve outstanding across all cohorts:</p> <ul style="list-style-type: none"> • Some pupils still need to be able to self-regulate to be in a 'just right state for learning' from a sensory and emotional perspective rather than relying on a staff member to support them. We have made great strides forward in this area but it is ongoing • Some pupils need to develop the confidence to move into mainstream college provision rather than staying in school Post 16 • More of our pupils are able to access the internet independently and need to be even more equipped to recognise the dangers of inappropriate use of mobile technology and social media • Whilst attendance has improved, we have a significant number of pupils off with illness and medical appointments. As attendance is linked to progress, we are working with Dorset council to improve attendance further. Governors are monitoring this closely. <p>(Personal development is very strong at Mountjoy, but we recognise that we need to continue focusing on these development areas in order to achieve outstanding, including integrating therapy into the day in a way which positively impacts on learning.)</p>	<p>Parent Questionnaires Pupil surveys Lesson observations Learning walks Staff rotas Intervention schedules and evaluations of impact CPD records DSL supervision notes RRS CAUK</p>

Leadership and management SEF Grade – Good	Evidence
<p>Strengths:</p> <ul style="list-style-type: none"> • Strong senior leadership team has clear vision and drives the school forward with positivity, enthusiasm and determination • Strong middle leaders have had an impact on pupil progress through coaching, monitoring and training staff • High aspiration to make the school an exceptional place across all areas of the Ofsted inspection at all levels • Robust safeguarding procedures and practices are immersed within the school's systems and processes, leading to good outcomes for pupils and their families • There has been an intensive programme of CPD to enable teachers to support all pupils including more-able pupils effectively in every lesson. This has involved work on improving basic pedagogical skills such as questioning and differentiation • Training time and access to course has been prioritised for middle leaders, resulting in effective leadership at all levels, including HLTAs in school. • There is a culture of growth mind-set in the school and strong engagement with training for TAs leading to greater progress for pupils • Stakeholder voice is held in high regard creating a culture of ownership, which has strengthened the school ethos • Health and safety is monitored and concerns acted upon swiftly; existing premises are maintained to a high standard • The sense of, and involvement in, the community is a strength, which enables preparation for adulthood • Teaching School Alliance (TADSS) continues to provide staff across the region with exceptional opportunities for professional and personal development (CPD Impact Assessment). • The Staff Meeting/Training calendar focuses on developing skills and pedagogical knowledge to maintain high quality T&L • Governance has rapidly developed with a focus on curriculum through learning walks, observations, interviews with leaders and other staff and follow up on questions and challenges • Governors have undertaken a skills audit identifying strengths and areas for development <p>Areas to develop:</p> <ul style="list-style-type: none"> • In addition to induction, new staff need a mentor and online information in order to maximise personal effectiveness. This includes new governors who have access to NGA resources but would benefit from a thorough school-specific induction which is underway • Governors are developing an action plan with clearly defined roles, responsibilities and activities to support and challenge senior leaders • Staff at all levels need to continue engaging with training: the SLT need to explore ways in which time can be allocated for this. <p>(We believe there are many aspects of leadership at all levels that are excellent and we are quickly moving towards outstanding once ALL T+L is outstanding.)</p>	<p>Safeguarding audit and monitoring visits Governance reports Governor subject reports Governor Committee and Board minutes Staff Questionnaires Performance Management docs SLT minutes NPQs</p>



Quality of Education in Early Years SEF Grade - Outstanding	Evidence
<p>Strengths:</p> <ul style="list-style-type: none"> • Early Years curriculum that is ambitious and designed to give the most disadvantaged children the skills they need to succeed in learning • Interactive curriculum through the three characteristics of effective teaching and learning: playing and exploring observations show that our children investigate and experience things, and 'have a go'; active learning in which our children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and creating and thinking critically our children have and develop their own ideas, make links between ideas, and develop strategies for doing things • Curriculum is personalised through My Aspirational Progress (MAPs) and school staff work closely with families to ensure progress happens in both settings • Curriculum is a blend of play-based experiences and the structure needed to support complex children including those with autism and other special educational needs which leads to rapid progress • Baseline assessment enables progress to be measured accurately as children move through the school, enabling gap analysis • Pupils make at least good and often outstanding progress as a result of teaching that is well focused, well-paced, challenging and differentiated • Well-staffed with a good level of additional qualifications amongst the EYFS team and training is ongoing • Staff in EYFS are effective at supporting pupils' learning and the targets they set for pupils are challenging yet achievable. • Lessons are effectively planned, making maximum use of TAs and coordinating lesson resources well. As a result of this work, our EYFS curriculum is planned and sequenced towards building the necessary foundations for the rest of their learning at Mountjoy. • Provision accommodates child-led learning and includes practical and experiential learning in small, sensory groups, intensive interaction, the use of visual cues, visual timetables, Singalong and a multi-sensory approach to ensure all learning styles and needs are effectively catered for. The use of the outside space, Sensory Room and soft play area has further enhanced provision for all our children. PECS and assistive communication is embedded with staff receiving training and supporting children in communication • EYFS staff liaise in partnership with parents and carers so that parent/carers feel fully involved in their children's education. Children's progress and next steps are discussed fully at Child Centred Reviews • Mathematics curriculum provides a strong basis for more complex learning later on. Staff are knowledgeable about the teaching of mathematics for children with complex SEN and well-supported through the Maths Subject lead in school <p>Areas to develop:</p> <ul style="list-style-type: none"> • The outside learning environment is being improved currently so that it is fit for purpose and has a range of well-resourced activities • Increased engagement in outreach support: SLT need to find ways of releasing staff from the timetable to carry this out 	<p>Observations Learning Walks Assessment data MAPS Staff appraisal EHCP reviews</p>



Quality Of Sixth-Form Provision SEF Grade – Good	Evidence
<p>Strengths:</p> <ul style="list-style-type: none"> • Students in Post 16 are positive and enjoy coming to school regularly and participating in P16 activities. They act as role models for younger students. They are consistently respectful of peers and staff • Students demonstrate that they can commit to memory content they have been taught, and to integrate new knowledge into larger concepts: they can apply learning to real-life scenarios and demonstrate this through their work in the community • Post 16 at Mountjoy provides a curriculum that prepares students for the next stage in their education and or life through weekly visits • We work with partners in the community to develop 14-19 provision for the benefit of pupils, including community participation, Work Experience and Work Related Learning opportunities such as in local business and service providers • The Sixth Form curriculum consists of study programmes that includes qualifications in ASDAN and OCR Life and Living Skills ranging from Entry Level 1-3 as well as activities appropriate for the needs and goals of each student • Post 16 staff are ambitious for all of our students and encourage independence, choice and control • The Sixth Form teaching and support staff are fully qualified and have a great breadth and depth of knowledge in the area of preparation for adulthood • Lessons and activities in Post 16 are planned and taught in a way that provides relevant and appropriate repetition and transfer of skills to ensure consistent use of knowledge and skills • A variety of assessment strategies are used in Post 16 such as verbal and written feedback, photographic evidence, self-reflection and ASDAN challenge evaluation, to accurately assess where gaps in learning exist so they can be addressed • Students are prepared for life after Mountjoy, whether this is further education or training or employment or even a bespoke care package. Students' interests and goals are consistently discussed and regularly reviewed to keep them current and relevant. Students have choice and control within curriculum goals in order to shape their future plans. • Available resources, materials and equipment are utilised effectively such as the green gym, poly-tunnel, classrooms, local facilities • Regular access to larger towns such as Bridport give pupils enable exploration of different services such as the gym and library, and pupils are exposed to a range of careers to encourage ambition <p>Areas to develop in order to achieve outstanding:</p> <ul style="list-style-type: none"> • Post 16 learning space is limited so the leadership team alongside Dorset council are actively seeking new premises, for which funding has been approved • To explore ways in which to provide greater challenge to some of our most able students in Post 16 through introduction of other relevant courses and experiences 	<p>Student voice Attendance figures Observations Learning Walks Assessment data MAPS Staff appraisal EHCP reviews Destination data</p>



NOTES:

School improvement priorities - Quality of education

- Connectedness of learning – ensuring learning can be applied in different contexts and using metacognitive approaches to learning is in development
- Pupils reading and writing skills can be further improved, to form each letter, spell correctly, and compose their ideas step-by-step, and improving writing, spelling and grammar so that it is in line with reading skills
- Ensuring our new approach to maths is strong and across all cohorts within the school
- Creating mechanisms to ensure our most complex pupils access a broad curriculum and there is clear expected progress measures
- Improving access to PE and music education

School improvement priorities - Behaviour and attitudes

- Pupils are not always confident to talk about and/or aware of how they learn or do not see themselves as 'good learners'
- Some pupils were affected by the lockdown and this has had a detrimental effect on mental health, which continues to be a major focus

School improvement priorities - Personal development

- Some pupils still need to be able to self-regulate to be in a 'just right state for learning' from a sensory and emotional perspective rather than relying on a staff member to support them. We have made good strides forward in this area but it is ongoing
- Some pupils need to develop the confidence to move into mainstream college provision rather than staying in school Post 16
- More of our pupils are able to access the internet independently and need to be even more equipped to recognise the dangers of inappropriate use of mobile technology and social media
- Whilst attendance has improved, we have a significant number of pupils off with illness and medical appointments. As attendance is linked to progress, we are working with Dorset council to improve attendance further. Governors are monitoring this closely.



School improvement priorities - Leadership and management

- In addition to induction, new staff need a mentor and online information in order to maximise personal effectiveness. This includes new governors who have access to NGA resources but would benefit from a thorough school-specific induction which is underway
- Governors are developing an action plan with clearly defined roles, responsibilities and activities to support and challenge senior leaders
- Staff at all levels need to continue engaging with training, and the senior leadership team need to explore ways in which time can be allocated for this.

School improvement priorities – Staff wellbeing

- Embed our culture of supervision for all staff, which is still in its infancy
- Continue to develop our understanding of the impact that staff sense of wellbeing and belonging can impact on the pupils' progress
- Ensure there is support in place for those experiencing poor mental health, which may impact on pupil progress

School improvement priorities – EYFS

- The outside learning environment needs improving so that it is fit for purpose and has a range of well-resourced activities
- Increased engagement in outreach support: SLT need to find ways of releasing staff from the timetable to carry this out

School Improvement Priorities – Post 16

- Post 16 learning space is limited so the leadership team alongside Dorset council are actively seeking new premises, for which funding has been approved
- To explore ways in which to provide greater challenge to some of our most able students in Post 16 through introduction of other relevant courses and experiences