



## School Improvement Plan

Last reviewed: 23<sup>rd</sup> July 2021

<b>VISION:</b> 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. <b>Making a difference today for tomorrow.</b>	<b>MISSION:</b> 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.	<b>VALUES:</b> Passion Respect Optimism Understanding Determination																										
<b>THREE YEAR AIMS:</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• For all teaching to be outstanding or improving strongly as a result of accurate monitoring, effective performance management and professional development.</li> </ul>																												
<b>Quality of Teaching and Learning</b> <b>RIGHTS RESPECTING STRAND A: TEACHING AND LEARNING ABOUT RIGHTS.</b> 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"> <li>• To ensure the wellbeing and learning experiences of pupils are positively influenced by a wide range of articles.</li> <li>• To provide wellbeing and learning experiences that ensure the concepts of inherent, inalienable, indivisible, universal and unconditional rights are lived in school.</li> <li>• To facilitate experiences and activities associated with developing understanding of local/global issues &amp; rights.</li> </ul> <b>RIGHTS RESPECTING STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS</b> Pupils with SEND: <ul style="list-style-type: none"> <li>• contribute to their learning where appropriate and enjoy the effects of others' learning.</li> <li>• enjoy a wide range of their rights and this is reflected positively through children's learning, behaviour and wellbeing.</li> <li>• benefit from fairness and equity principles put into practice by staff.</li> <li>• trust staff and feel safe, as reflected in their ability to express themselves freely in their individual ways.</li> </ul>																												
<b>INTENT (how it will look)</b>	<b>IMPLEMENTATION</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">LEAD</td> <td style="width: 5%;">S</td> <td style="width: 5%;">O</td> <td style="width: 5%;">N</td> <td style="width: 5%;">D</td> <td style="width: 5%;">J</td> <td style="width: 5%;">F</td> <td style="width: 5%;">M</td> <td style="width: 5%;">A</td> <td style="width: 5%;">M</td> <td style="width: 5%;">J</td> <td style="width: 5%;">J</td> <td style="width: 5%;"></td> </tr> <tr> <td style="text-align: center;">TP</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: yellow;"></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> </tr> </table>	LEAD	S	O	N	D	J	F	M	A	M	J	J		TP												
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TP																												
Pupils make the best possible progress through accessing the correct curriculum: they are given the opportunity to access the multi-sensory impairment curriculum; they complete accredited courses where appropriate	Pupils are baselined annually in order to select the correct curriculum	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;"><b>PROGRESS / IMPACT</b> (Evidence in brackets)</td> </tr> <tr> <td style="padding: 5px;">           Pupils have been better grouped by need.            Jan: Data collected for Autumn 2020, all pupils have recorded data or a baseline. <b>IMPACT:</b> Pupils are accessing the correct         </td> </tr> </table>	<b>PROGRESS / IMPACT</b> (Evidence in brackets)	Pupils have been better grouped by need. Jan: Data collected for Autumn 2020, all pupils have recorded data or a baseline. <b>IMPACT:</b> Pupils are accessing the correct																								
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													<p>curriculum, leading to accelerated progress (B<sup>2</sup>). This cannot be shown across all pupils as there isn't enough data until June data drop. June – End of year data is being collected and the impact of this is that progress from the autumn term will be built on and extended to show good annual progress overall.</p>
	<p>Research into the best options for accreditation is completed</p>	<p>RB</p>											<p>RB has identified best course to pursue, and it will be trialled next term. AQA Centre Approval achieved 11/12/20          New Policies in development 12/20.          Jan: Reformed Functional Skills Qualifications(FSQ) in Eng, Maths, ICT identified as possible route forward with City and Guilds.          Feb: Weymouth College have agreed to link with us to allow us to become a 'suffix centre' to deliver FSQ's. (Awaiting approval from C&amp;G)  <b>IMPACT: This will not be shown until 2021/22 as the</b></p>



															course will be at least a year long.FSQ's in English and Maths to start in KS4&5 from Sept 2021.
Pupils reading and writing skills are maximised through teaching them how to read accurately and fluently with good comprehension, to form each letter, spell correctly, and compose their ideas step-by-step	All staff to be trained in Read, Write, Inc. (RWI)	GH/ KN													Meetings with RWI and OUP. Implementation meeting on 18.11.20 Training 4.1.21 by RWI and Mountjoy Reading Leader. Top-up sessions in staff meetings. Development day 23.2 KN. <b>IMPACT:</b> Staff have understanding of why a uniform approach is necessary and know how to introduce Speed Sounds which has led to pupils accessing the right level. However, <b>impact cannot be demonstrated till re-assessment at the end of the year due at beginning of July).</b>
	Pupil exercise books and reading materials to be researched /purchased	GH													Resources received 30.10.20 RWI TA Lead identified to oversee resources <b>IMPACT:</b> Staff reporting better engagement (but see above)



	RWI progress to be closely monitored	KN	Red	Red	Red	Yellow	Yellow	Yellow	Yellow	Yellow	Green	<p>Reading Leader has baselined all pupils in Spring Term.</p> <p>IMPACT: (See above) Pupils are working at the correct level in phonics, making learning more secure.</p>
All teachers can use assessment, including the Engagement Model if necessary to precisely plan for next steps and to support robust monitoring of outcomes for pupils	Train all teachers and TAs in using the Engagement Model tool from DfE	GH	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Green	<p>EM training given. 2 teachers trialled process. Teachers have described knowing what to look out for now – they are able to record small steps in engagement more effectively enabling more accurate planning.</p> <p>IMPACT: All staff have this additional tool. Two pupils who have been assessed using the EM have shown small steps of enhanced engagement not observed before; teachers have reported this has helped with planning and having a universal language to use when discussing progress of pupils with PMLD.</p>



	Subject Leads to have training and one to one support from assessment lead	TP		<p>Training happened. Subject leader folders distributed. Dep Head met key subject leaders to talk through analysis of data. Dec 20/Jan 21 some Bsquared training delivered to teachers and subject leads but halted by Lockdown. Further training to be rolled out in Summer term (time to do this work has been reduced due to bubbles). <b>IMPACT: Heavily impacted by restrictions – SLs not able to be away from class.</b> June – Ability to deliver further BSquared training continues to be impacted by restrictions. Further guidance in the form of booklets has been distributed. Data meetings with subject leads will take place at the end of the summer term and early in the autumn term, making planning more precise thus increasing progress.</p> <p><b>CARRY FORWARD</b></p>
	Research/source EYFS equipment Research/source on-site Forest/Beach School	GH/TP/		Research by EYFS is underway.



<p>Development of inside and outside learning spaces to support physical and sensory development</p>	<p>Plan with OT to improve sensory offer</p>	<p>RB/ SC</p>		<p>Task and Finish Group set up and met. Quotes coming in for work. <b>Outdoor and indoor resources have been ordered for EYFS. 2 quotes have been received for Forest/Beach school project.</b> OT has delivered short training with all staff. Link with Nature Friendly Schools <b>IMPACT: We are completing a research piece with NFS to show long-term impact but too early to say yet. Staff enthusiasm for outdoor learning has been sparked.</b></p>
<p>The school website can support remote learning effectively</p>	<p>Source new website designer</p>	<p>GH/ SC</p>		<p>Schudio – contract signed SH has met with Schudio and transfer has started to take place.</p>
	<p>Liaise with staff and provider to ascertain effective content</p>	<p>SH</p>		<p>Jan: draft website created. Easter – new site going live. <b>IMPACT: Website more accessible. Prospective parents have mentioned that it has helped with choosing a school.</b> Information is up-to-date.</p>



**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	Research trios to investigate how to promote metacognitive approaches and to trial and analyse impact.	GH												Delayed due to time used for Covid meetings <b>IMPACT: CARRY FORWARD</b>
Pupils are excited to learn, are resilient to setbacks and take pride in their achievements through staff awareness of our therapeutic approach towards behaviour management including the emotional support teams in school	Dorset Steps training to continue termly with a focus on better utilisation of anxiety mapping	RB												New staff trained 24/11/20 Acorns and Hazel classes have started to use Anxiety Mapping(AM) for specific students. (Oct/Nov) Laurel have received training in AM and are using with 2 students. (Jan) Steps clinics given to staff of all pupils causing concern. Analysis of Spring Term behaviour data has highlighted need in Laurel to use a 'small garden approach with student'. Each class received feedback and support alongside data. Intro to Steps given to parents/carers at coffee morning. <b>IMPACT:</b>



														Improved regulation by two pupils who may have not been able to remain in school. Staff are learning to use the Steps tools to effectively analyse behaviour with support of Steps leads, thus preventing escalation.
	Emotional Support Therapy to be accessible to all pupils through in-class intervention	KM												ESTs identified for gaps. Training booked with EP service. Training for EST in bereavement counselling. IMPACT: Support of pupils returning to school in place with attendance increased to 95%.
Staff know how to analyse behaviours through the use of better recording such as anxiety mapping	Behaviour Tracking System to be streamlined for greater accuracy	RB												New tracking tool finalised Training for all staff on SIMS. Classes receive weekly behaviour feedback graphs with student details Whole school updates and Aut. term behaviour data shared with classes (Jan) Spring Term data feedback shows detail for ongoing behaviour interventions. IMPACT: Better knowledge of triggers for pupils has reduced incidents of dysregulated behaviours, which should lead to better
	Training to be provided on behaviour tracking system in SIMS													
	One to one support for anxiety mapping													





																			attainment. Staff reporting more confidence after Steps clinics. Better evidence produced to support locators for funding mechanism.
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**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
From a young age, pupils are thinking about their future plans, are informed of options and are working towards achieving a level of independence so they can exercise choice and control	Whole staff training on total communication approaches	GH (Salt)												Training with JD (SALT) for identified teams in Aut. term. CAUK awarded to school. Successful bid for funding. Signalong training given to all staff. Impact: Staff across school can be seen using a Total Communication Approach which will impact on progress and language development.



	<p>Create better opportunities for pupils to understand the range of jobs and work opportunities available to them</p>	<p>EN</p>										<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CONTINUE</p>	<p>Talentino meeting late Jan.Support with Gatsby benchmarking 24.2.21. Talentino starter kit arrived and new careers action plan created. In town classroom booked for 2<sup>nd</sup> half spring term cancelled – summer term. Prout Bridge in Sep '21. Impact: This has been hindered due to lack of access to community (CVD -19)</p> <p><b>CARRY FORWARD</b></p>
	<p>Achieve Rights Respecting Schools Gold Award</p>	<p>AE</p>											<p>RRS Videos and Ppt. created by lead. IMPACT: RRS Gold Award – affirmation of the culture of the school being person-centred. Pupil questionnaires show good engagement.</p>



Pupils develop skills and strategies to self-regulate to be in a 'just right state for learning' from a sensory and emotional perspective	Appoint Occupational Therapist	GH (OT)	Green										Andi Loveridge appointed 4 hours/week. Staff training 30.11.20 JAN: Andi has done specific work with all of the primary bubbles. <b>IMPACT: Pupils with sensory needs have advice /programmes and are shown to be able to regulate more easily through reduced incidents on SIMS.</b>
	Training for all staff in sensory processing Purchase of resources		Red, Yellow, Green										Short staff meeting and individual team training by OT. <b>Main training delayed to 3/9/21.</b> <b>IMPACT: Pupils with sensory needs have advice /programmes and are shown to be able to regulate more easily through reduced incidents on SIMS.</b>
Pupils are able to recognise the dangers of inappropriate use of mobile technology and social media.	Training from SSCT for all staff Update 360° / policies Rewrite curriculum	CB NH	Yellow, Green										CB has updated 360° Curriculum meeting CB/NH Links sent out by NH to staff to support learning ongoing. SWGfL new portal discussed – investigation into setting up new curriculum through this. DSL online safety training.

																	IMPACT: Staff able to work with parents where an incident has been reported. Should lead to greater online safety.
<b>Leadership and Management</b>																	
<b>RIGHTS RESPECTING STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION</b>																	
Pupils with SEND:																	
<ul style="list-style-type: none"> <li>• benefit from school improvement and support for their participation and communication.</li> <li>• participate in or experience actions to promote children’s rights locally and globally.</li> <li>• have an understanding of their role as global citizens.</li> </ul>																	
INTENT	IMPLEMENTATION	LEAD	S	O	N	D	J	F	M	A	M	J	J	PROGRESS / IMPACT			
Staff are clear about the vision, mission and values and this is demonstrated through all interactions with pupils and other staff	Work with stakeholders on vision, mission and values Consolidation of statements on information	GH												All information on this gathered and re-written into one document. Regular revisits in staff meetings. Used vision wording in number of policies. IMPACT: Staff questionnaire shows good understanding of clear vision and interactions with pupils are very positive. (Work on changing culture is ongoing.)			
Development of system level leadership through delegated performance management to engage all stakeholders in shared goals	Whole staff training on delegated leadership, roles and responsibilities Allocate and train Perf, Managers	GH/ TP/ RB/ SC												First cycle of Perf. Man completed following training. Staff reporting greater ownership. Interim reviews taken place. IMPACT: Actions on SIP are being completed; interim			



													<p>reviews show good level of engagement; increased participation in weekly questionnaires. Systems becoming embedded so less time is wasted.</p>
<p>New staff complete a thorough induction in order to embed the vision, mission and values and to maximise personal effectiveness</p>	<p>Create induction programme Make schedule for all starters to ensure implementation of induction including 'sign off system'</p>	<p>TP</p>											<p>Induction program created and all new staff have begun to complete.  <b>IMPACT:</b> Staff retention is good. High level of 'sign-off' on statutory requirements e.g. KCSIE. High level of staff participation.          June –New staff have all completed 2 stage induction process this year leading to better performance.  <b>IMPACT</b> – high level of staff retention among new starters, clear communication re policy and procedures. Induction process this year has led to better performance.</p>



<p>Subject Leaders understand their role and can demonstrate the impact on learning of their own leadership</p>	<p>Subject Leader training in self-evaluation Subject Leader release time</p>	<p>TP/ GH</p>											<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CONTINUE</p>	<p>Subject Leaders have had some training and 1:1 with Dep head. Release time hampered by staff shortages in Autumn Term and second lockdown. <b>IMPACT:</b> Some staff have taken ownership of a subject and send out regular emails. Others have not had release time due to restrictions hampering impact. <b>CARRY FORWARD</b></p>
<p>Governance (difficult during the Covid restrictions) needs refocusing to provide more challenge</p>	<p>Reinstate committees Allocate link Governors to Subject Leads</p>	<p>GH/ GA</p>											<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CONTINUE</p>	<p>Finance and Resources Committee set up/ first meeting 18.11.20 Link govs allocated. <u>Difficulty with visitors during Covid restrictions.</u> Gov attended training and shared with others. Schedule of visits created. <b>IMPACT:</b> <b>CARRY FORWARD</b></p>

<p><b>Staff well-being</b></p>														
<p><b>RIGHTS RESPECTING STRAND A: TEACHING AND LEARNING ABOUT RIGHTS.</b></p>														
<ul style="list-style-type: none"> <li>Adults show a commitment to the CRC.</li> </ul>														
INTENT	IMPLEMENTATION	LEAD	S	O	N	D	J	F	M	A	M	J	J	PROGRESS / <b>IMPACT</b>
<p>Staff are engaged and energised through shaping the core vision, mission and values</p>	<p>Continual reinforcement of key messages Involvement of staff in school improvement planning.</p>													<p>Whole staff meeting and messaging to stakeholders to harvest views. JAN:</p>



																		Parents focus group – one completed. Menti being used to gather views. <b>IMPACT: Staff have started to use the language of the school values and mission statement creating a cohesion.</b>
Supervision is in place to support safeguarding in school and Early Years' practitioners	Write supervision policy Set up half-termly meetings with relevant staff	GH																Supervision meetings with DSLs have started. Staff shortages have affected release time for EYFS staff but supervision has started. <b>IMPACT: Wellbeing of staff involved. Staff are able to talk through scenarios and discuss alternatives, leading to better informed choices relating to safeguarding.</b>
Everyone understands the need to maintain mental health in order to recover and build resilience	Staff training Well-being groups Regular sharing of information on well-being (email and dept. meetings) Culture established of providing additional time if needed.	GH																Well-being messages shared weekly. Dept. meeting focus. Staff sharing of strategies to remain healthy via email. JAN: Additional time has been tricky due to bubbles. Recovery curriculum (DfE presentation) shared in staff meeting. Member of SLT has been booked on Mental Health First Aid training.

