



## School Improvement Plan 22-23

Last reviewed: March 23

<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. Making a difference today for tomorrow.	<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 (why)</b>	<b>IMPLEMENTATION (what/how)</b>	<b>LEAD</b> S   O   N   D   J   F   M   A   M   J   J <b>PROGRESS / IMPACT</b>	
<b>CURRICULUM (Year 2):</b> <b>80% of pupils on our formal curriculum will be making at least good progress</b>	<ul style="list-style-type: none"> <li>Continue to embed our formal curriculum</li> <li>Utilise 'end points' to identify those pupils who need intervention</li> <li>Monitor T+L termly to ensure it is following the new Curriculum Maps and timetable</li> <li>Continue to refine the curriculum, as it moves into its second year</li> </ul>	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



																		training 6.3.23. Singin strategy with DMH planned for summer term.
<b>CURRICULUM:</b> All pupils are able to participate in high quality PE tailored to their needs	<ul style="list-style-type: none"> <li>Re-evaluate PE curriculum to increase ambition</li> <li>Investigate external tuition to widen the range of experiences</li> <li>Introduce clubs/tuition</li> <li>Further staff training</li> </ul>	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 <sup>th</sup> Mar – PE blocked secondary timetable.
<b>Behaviour and Attitudes</b>																		
<b>RIGHTS RESPECTING STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS</b>																		
Pupils with SEND: <ul style="list-style-type: none"> <li>experience mutually respectful relationships which strengthen consistently over time.</li> <li>experience the positive impact of dignity and rights in their lives.</li> <li>have an understanding of being safe which is reflected positively in their behaviour and wellbeing.</li> <li>rarely experience bullying.</li> </ul>																		
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'	<ul style="list-style-type: none"> <li>Staff training in understanding metacognitive approaches to teaching and learning</li> <li>In class research to investigate how to promote metacognitive approaches and to trial and analyse impact</li> </ul>	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.

Personal Development														
RIGHTS RESPECTING STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS														
Pupils with SEND:														
<ul style="list-style-type: none"> <li>are supported in a range of ways to be included and valued, with a positive impact on their lives.</li> <li>experience the positive impact in their lives of a range of physical, social and emotional support.</li> <li>know and trust that the school will act upon any concerns a child has about their rights not being met.</li> </ul>														
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: <ul style="list-style-type: none"> <li>whole school approach to understanding emotions (Z of R)</li> <li>continuing development of our therapeutic team</li> <li>embedding supervision</li> <li>further training of Emotional Support TAs</li> <li>supported research in Hamish and Milo and Creating Confident Conversations</li> </ul> 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 booked in for ESTs. MHFA training delivered by KTh.

Leadership and Management														
RIGHTS RESPECTING STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION														
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
Subject Leaders become confident in leading school improvement in their areas	<ul style="list-style-type: none"> <li>Subject Leader training</li> <li>Subject Leader release time to visit outstanding school/s</li> <li>Subject leader meetings with SLT and joint observation/monitoring meetings</li> </ul>	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	<ul style="list-style-type: none"> <li>Appropriate training including enrolling on NPQs (Ma/L</li> <li>Middle leader and SLT training and curriculum meetings</li> <li>Middle leader presentations to governors</li> </ul>	GH												07/11/ NPQLTL finished, NPQLL and NPQEYFS both enrolled on. 24/11 ‘Moving to Outstanding’ day workshop with SLT/MLT. (Meeting Scheduled for end Spring II.)
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.	<ul style="list-style-type: none"> <li>SLT teacher training courses in collaborative leadership methods to accelerate school improvement</li> <li>SLT training course for non-teaching staff: Level 3 Diploma in L+M.</li> <li>MOVE Senior Practitioner trainer</li> <li>MOVE team gets regular updates</li> <li>Accreditation submitted by Easter 2023.</li> </ul>	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 <sup>th</sup> 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	<ul style="list-style-type: none"> <li>Governor action plan</li> <li>Governors induction support put in place</li> <li>Governor year planner</li> </ul>	GH / Chair Govs												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.
Mountjoy School has a clear accessibility plan, in line with new guidance	<ul style="list-style-type: none"> <li>SLT Training</li> <li>Task and Finish Group including key stakeholders, including governors</li> </ul>	GH / Govs												Meeting booked in for 16 <sup>th</sup> March with Govs.





Staff well-being														
RIGHTS RESPECTING STRAND A: TEACHING AND LEARNING ABOUT RIGHTS.														
<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 / IMPACT
Staff wellbeing is considered through all strategic plans.	<ul style="list-style-type: none"> <li>Consider the impact of all initiatives and work streams on workload</li> <li>Ensure opportunities continue for mindfulness and staff yoga.</li> <li>Staff benefits such as money-saving board, Dorset schemes and other well-being information is shared regularly.</li> </ul>	GH / RB / VR												<p>14/09 re-establish Menti. Staff mindful breathing and yoga weekly.</p> <p>10/10 staff counselling /supervision offer 18/11 Staff wellbeing information circulated. DSL Supervision by counsellor (half-termly).</p> <p>31/01 Mountjoy Money Savers group has been established for this wishing to join, and money saving opportunities are shared on a regular basis. Staff counselling information leaflets give to those staff who may the service beneficial. Regular reminders sent around about the mindful breathing and yoga sessions, and new staff are told about them during their welcome to Mountjoy meeting.</p> <p>31/01 Mountjoy Money Savers group has been established for this wishing to join, and money saving opportunities are shared on a regular basis. Staff counselling information leaflets give to those staff who may the service beneficial. Regular reminders sent around about the</p>

