



MOUNTJOY SCHOOL SELF EVALUATION 2020-2021 (last updated October '20)

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). Our planned admission number is 90 and we currently have 92 on roll. 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. We are located in rural West Dorset and have a wide catchment from Dorset and Somerset and a few from 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 and have links with Beaminster School.

Our Head Teacher joined us in 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 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 48 pupils and currently has 92. 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 play and learning equipment.

Middle leadership is in development. Key new posts are English, PSHCE and PE leads. We have a Speech and Language Therapist (15 hours/week) who works with pupils and families, and writes programmes for staff to deliver. We also have an Occupational Therapist 4 hours/week, to support sensory processing who is able to write programmes to be delivered in school. Both therapists also deliver staff training to build capacity. We work closely with NHS services and Dorset Swifts.

We emphasise pupil and staff well-being and are creating a culture of collaboration and shared ownership; we are proud to have gained Right Respecting Schools Silver Award and hope to gain Gold Award this year. 6 staff 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.

Key demographic information		Pupils with an SEN Education, Health and Care Plan	100%
Total number of pupils on roll (all ages)	92	SLCN	94.6%
Girls on roll	21.5%	ASD	36.6%
Boys on roll	78.5%	SEMH	84.9%
PMLD	8.5%	SHI	63.4%
MLD/SLD	91.5%	HI	11.8%
PD	22.6%	VI	9.7%
NEETS	0%	Pupils eligible for free school meals at any time during the past 6 years	33
Pupils whose first language is not English	1.1%	Pupils who have between 5 and 9 ACES	10%



Progress against previous inspection	
Areas to improve (last Ofsted)	Progress
<p>Improve leadership and management by ensuring that school improvement priorities are sharply focussed on achieving outstanding outcomes for all pupils.</p> <p>(...approach to planning further improvements is not focused enough. Too many areas have been identified for improvement, limiting the time and resources available to each one. Actions are not prioritised against the biggest potential impact on pupils' outcomes.)</p>	<p>We now have a greater emphasis on data analysis to identify priority development areas, which currently indicates that we need a renewed focus on the four strands of literacy and two of the numeracy strands (number and geometry). Our current data is impacted by the pandemic (assessment was carried out after a period of lockdown when teaching and learning was disrupted). Our next data drop will be in December 2020.</p> <p>School improvement priorities are co-produced with all stakeholders. We have identified some areas which are not yet outstanding; the plan focuses more sharply on communication/literacy this year and numeracy next year. We want to improve the learning environment, using our current assessment tool more effectively and ensuring our curriculum meets the needs of all cohorts of pupils. In addition, well-being of pupils and staff is paramount.</p> <p>Our Head utilises a distributed model of leadership in order to promote shared ownership including a more meaningful performance management process to harness the array of talent amongst a very dedicated staff.</p>
<p>Improve the quality of teaching to outstanding, by:</p> <ul style="list-style-type: none"> ensuring that lessons are planned to meet the individual needs of all pupils further developing the multi-sensory impairment (MSI) learning approach so that more pupils can benefit from it. <p>(... at other times opportunities were missed where the use of better questioning would have been helpful.)</p> <p>(...there are times when the work that is set is too hard for pupils, and adults tell pupils the answers. At other times work set is too easy for many of the pupils.)</p>	<p>All planning is now overseen by the EYFS/Primary Lead (Deputy Head) or the Secondary/ Post 16 Lead (Assistant Head).</p> <p>All pupils in school have an individualised programme of learning based on outcomes identified in their EHCPs. These targets drive the curriculum pupils access and are called MAPs (My Aspirational Progress) making the new curriculum highly personalised and driven by individual need.</p> <p>There has been a complete overhaul of the curriculum which is now designed to better meet the needs of all learners. The 4 areas are:</p> <ol style="list-style-type: none"> EYFS – Development Matters MSI curriculum for pupils who need a highly sensory experience Semi-formal adapted NC – developmental learning by stage not age ASDAN Lifeskills – preparing for adulthood pathway <p>For pupils in the early stages of learning, we use the Engagement Model to closely observe initiation, persistence, exploration, anticipation and realisation, in order to plan next steps. This is to closely match the teaching to the learning objectives with learning needs. We have a task and finish group which is doing research into the available options for accredited courses for our most able pupils.</p> <p>There has been focus on using questioning effectively through learning walks.</p>



Quality of education SEF Grade - Good/Outstanding	Evidence
<p>Strengths:</p> <ul style="list-style-type: none"> • Bespoke assessment model (MAPs) that clearly indicates pupil achievement and informs planning and targeted interventions • 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 • 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) • 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 • There is a planned cycle of observations involving the Head Teacher, Deputy Head and Assistant Head • Teaching Assistants have training alongside teachers and are able to be well-utilised as a result <p>Areas to develop:</p> <ul style="list-style-type: none"> • Connectedness of learning – ensuring learning can be applied in different contexts • Ensuring all pupils are able to access the correct curriculum • Having a coherent and sequential reading and writing strategy from 3 – 19 • Using the ‘engagement model’ and precision observation to plan next steps <p>(Many aspects of QE are outstanding but as development of some areas lack consistency across the whole school, they are assessed as good, for example reading and writing are taught more effectively in Primary, connectedness is more prevalent in secondary and staff have only had the engagement model tool at their disposal since September 2020.)</p>	<p>Previous Ofsted SLT Monitoring Curriculum design Data Parent Questionnaires Planning Ofsted report 2016 Staff meetings/CPD schedule Subject leader folders</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 at Mountjoy • Staff maintain unconditional positive regards for pupils, creating a culture of acceptance in which pupils thrive • Dorset Steps (therapeutic behaviour model) is well-led in school and has a clear pathway for analysing individual behaviours • Staff work in collaboration with external agencies • Lesson observations and visits consistently refer to excellent behaviour for learning during classes, with teachers consistently having high expectations • Behaviour is understood as communication by all staff and unmet needs are quickly identified • There were no incidents of bullying in the last 6 months • All staff are Dorset Steps 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 • Pupils benefit from person-centred approaches and the pupil voice is encouraged and listened to • Pupils feel emotionally and physically safe at Mountjoy • Pupils understand about community and what positive contributions they can make within a community • Pupil's confidence and self-worth increases significantly at Mountjoy • Pupils learn to communicate using their words and not via their behaviour <p>Areas to develop:</p> <ul style="list-style-type: none"> • Pupils are not always confident to talk about and/or aware of how they learn • Some pupils have been affected by the lockdown and subsequent changes to education • Independently ALL staff should know how to analyse behaviours through the use of better recording such as anxiety mapping 	<p>Learning walks School Council minutes SIMS reports Visitor logs Lesson observations Parental feedback SALT reports</p>



Personal development SEF Grade – Good/Outstanding	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 • Pupil mental health and well-being is very important at Mountjoy with Emotional Support TAs being part of each class-team so that they can be responsive in the moment as well as carrying out interventions; learning can easily be brought back into the classroom. • Pupil voice is well-developed • 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 around personal safety, including online safety, ensure that the personal development of all pupils is at least good and often outstanding • British Values and SMSC can be seen throughout the curriculum and can be seen through 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 <p>School Council represents pupils in an effective way</p> <p>Areas to develop:</p> <ul style="list-style-type: none"> • Some pupils 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 • More of our pupils are able to access the internet independently in the last two years and need to be better equipped to recognise the dangers of inappropriate use of mobile technology and social media • Some pupils are not able to articulate choice and control about their pathway into adulthood 	<p>Parent Questionnaires Lesson observations Learning walks Staff rotas Intervention schedules and evaluations of impact 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 • High aspiration to make the school an exceptional place across all areas of the Ofsted inspection • Robust safeguarding procedures and practices are immersed within the school's systems and processes • Stakeholder voice is held in high regard • Health and safety is monitored and concerns acted upon swiftly; existing premises are maintained to a high standard • There is a culture of growth mindset in the school and even through the turbulence of losing a Head teacher, there have been developments • The sense of, and involvement in, the community is a strength. • 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 teaching and learning <p>Areas to develop:</p> <ul style="list-style-type: none"> • Governance is developing • Staff need leadership to ensure they all understand vision, mission and values following a turbulent year and new headteacher • Staff have been used to a different leadership style and now need to adapt to system level leadership with delegated responsibilities • New staff need a more consistent induction in order to maximise personal effectiveness • Lead staff-wellbeing in response to pandemic which has reduced resilience and affected mental health 	<p>Safeguarding audit and monitoring visits Governance reports Staff Questionnaires Performance Management docs SLT minutes</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) • 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. • Baseline assessment enables progress to be measured accurately as children move through the school • 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 • 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, Signalong 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 needs updating so that it is fit for purpose and has a range of well-resourced activities • Phonics are introduced systematically and are evident throughout daily teaching to support literacy and language development 	<p>Observations Learning Walks Assessment data MAPS Staff appraisal EHCP reviews</p>



Quality Of Sixth-Form Provision SEF Grade – RI/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 • Post 16 at Mountjoy provides a curriculum that prepares students for the next stage in their education and or life • 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 • 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 • 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 • 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 and classrooms. <p>Areas to develop:</p> <ul style="list-style-type: none"> • Post 16 learning space is limited • Better access to a larger town such as Bridport to explore different services and to be exposed to a range of careers • 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>



School improvement priorities - Quality of education

We want our pupils to be able to do more and know more than when they started in order to be prepared for the next step of their education. Our curriculum has been diversified in order to meet the needs of all pupils. Our priorities are to ensure:

- pupils make the best possible progress through accessing the correct curriculum, including having the opportunity to access the multi-sensory impairment curriculum where needed and complete accredited courses where appropriate
- 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 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
- the development of inside and outside learning spaces to support physical and sensory development
- the school website can support remote learning effectively

School improvement priorities - Behaviour and attitudes

Our pupils need to be happy and confident so they can thrive in the real world. This means they are committed to learning, know how to study effectively, are resilient to setback. Mountjoy is already a safe, calm, orderly and positive environment. Our priorities are to ensure:

- pupils are confident and aware of *how* they learn and how best to link ideas in order to be able to apply the learning
- 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
- staff know how to analyse behaviours through the use of better recording such as anxiety mapping

School improvement priorities - Personal development

We want to prepare our pupils for adult life so they have options and aspirations, are responsible, respectful and active citizens and are curious and creative and are physically and emotionally healthy. The offer to pupils is already highly personalised. Our priorities are to ensure:

- 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
- pupils develop skills and strategies to self-regulate to be in a 'just right state for learning' from a sensory and emotional perspective
- pupils are able to recognise the dangers of inappropriate use of mobile technology and social media.



School improvement priorities - Leadership and management

We want every person in school to use good thinking skills to promote learning and well-being and to develop distributed leadership model in which there is shared ownership of outcomes for pupils. Our priorities are to ensure:

- staff are clear about the vision, mission and values and this is demonstrated through all interactions with pupils and other staff
- development of system level leadership through delegated performance management to engage all stakeholders in shared goals
- new staff complete a thorough induction in order to embed the vision, mission and values and to maximise personal effectiveness
- subject leaders understand their role and can demonstrate the impact on learning of their own leadership
- Governance has been difficult during the Covid restrictions and needs refocusing to provide more challenge

School improvement priorities – Staff wellbeing

In order to make the school a safe and happy place, which underpins good progress, all staff need to be supported. We acknowledge that the pressures put on school staff due to the pandemic are unprecedented. Our priorities are to ensure:

- staff are engaged and energised through shaping the core vision, mission and values
- supervision is in place to support safeguarding in school and Early Years' practitioners
- everyone understands the need to maintain mental health in order to recover and build resilience

School improvement priorities – EYFS

Our EYFS provision is child-led and we want them to have the best possible environment to allow their imaginations to be set free. Our priorities are to ensure:

- The learning environment is fit for purpose and has a range of indoor and outdoor well-resourced activities
- Phonics are used in daily teaching

School Improvement Priorities – Post 16

All pupils leaving Mountjoy should have hopes and dreams and be able to lead a fulfilled and productive adult life. They should not accept second best or allow their learning profile to dictate their future. Our priorities are to ensure:

- The learning environment is fit for purpose and has a range of indoor and outdoor well-resourced activities including better links with careers opportunities