

## Overview of Mountjoy School

Mountjoy School is a purpose built school, completed in November 2012 and co-located with a community sports facility and a secondary mainstream school, in the small rural West Dorset town of Beaminster.

Mountjoy's catchment area is throughout Dorset and includes Somerset and Devon; our neighbouring authorities. The school has seen a growth in numbers; in 2013 it was 41 pupils and has risen to 68. There are plans to continue to further increase the PAN.

## Characteristics of the Learners

Mountjoy is a school for pupils aged between 2.5 and 19 years of age. The pupils have complex needs, severe, profound and multiple learning difficulties and/ or Autistic Spectrum Condition and often complex medical needs. Attainment on entry is well below national age expectations. All pupils have Statements of SEN or EHCPs; occasionally the school will accept a pupil that is undergoing the EHCP process on an assessment place. In terms of primary need

Condition/need	Percentage of intake
ASD	51%
SLD	16.5%
Global LD	52.5%
Comp' med'	7.5%
Chromosome Disorder	13.5%
Mental Health	1.5%
Cerebral Palsy	3%
OI	1.5%
Downs	3%
EAL	3%
Praxis	13.5%
Asthma	3%
Epilepsy	16.5%
ADHD	7.5%
Hearing	7.5%
Visual	9%
SEMH	7.5%
S & L	51%
Sensory Integration	9%
Velo cardio facial syn'	3%
Downs	3%
Heart Defect	4.5%
Sturge Webber	1.5%
Mowat Wilson	1.5%
Hypertonia	3%
Hypermobility	1.5%
Attachment	12%
Angelmans	1.5%
PTSD	3%
Foetal Alcohol	3%
Foetal Drug	3%
Hirshsprungs Disease	1.5%
Pica	3%
Muscular Dystrophy	1.5%

## **The Learning Environment**

Mountjoy School aims to

- Make school happy and safe
- Develop pupils' communication
- Make school a good place to learn
- Develop pupils' spiritual, moral and cultural awareness
- Ensure pupils have fun in a totally inclusive environment
- Ensure that everyone has a voice and develops confidence
- Offer a curriculum that suits all individuals, is innovative and stimulating
- Ensure all pupils can reach their potential
- Develop learning outdoors and in the community
- Be of value to our community
- Work well with all stakeholders
- Develop pupils' emotional literacy
- Train and develop staff to be the very best they can be
- Have excellent partnerships and transitions with homes, other providers and crucially for life after school

## **Pupil Achievement- judged to be Outstanding**

The National Progression Guidance has been used and the majority of pupils are set outstanding targets. Challenging targets are also set within the MSI curriculum, ensuring that exceptional progress can be made. Then using rigorous and effective systems, overall judgements have been made regarding pupils progress and attainment.

Data is collated three times a year, and progress meetings held with staff. Interventions are then planned from these if a pupil is identified as causing concern.

This year we are piloting MAPs- My Aspirational Progress. This document covers a range of areas, either linked to the NC, MSI, EYFS or Post 16, dependent on age and stage.

Preparation for life post Mountjoy is thorough, effective and personalised. Progress for disadvantaged groups is good and more often outstanding.

High quality, purpose built provision across the whole school supports the pupils to make good or outstanding progress.

Assessment opportunities are routinely planned into all lessons

Moderation opportunities take place both internally, across our Teaching School Alliance and with our mainstream partners.

Highly skilled support staff provide just the right amount of support for pupils to ensure there is a balance between need and independence.

## Progress Overview

### Annual Data Analysis – 2016/2017

#### Maths/English Analysis

English 2016/2017										
Key Stage	No Of Pupils	Reading		Writing		Speaking		Listening		Key stage Overall Judgement
		Good	Out	Good	Out	Good	Out	Good	Out	
1	6	16%	84%	0%	84%	0%	84%		100%	
2	8	12%	75%	12%	50%	38%	38%	25%	50%	
3	9	55%	44%	67%	33%	66%	11%	77%	22%	
4	5	40%	60%	60%	40%	40%	60%	40%	60%	

#### We have noted the following:

1. Overall progress in English is generally Good or Outstanding across all areas.
2. Pupils' progress in Reading continues to significantly improve since the introduction of targeted reading interventions.
3. The targeted intervention in Key Stage 3 for writing in the year 2016-17 was very successful with all pupils making good or outstanding progress.
4. Areas of concern – in Key Stage 2 data would suggest that progress in writing is lower than in other Key Stages for certain individuals. These individuals will receive 1:1 writing interventions in the coming year.

#### Key Stage Findings:

Key Stage 1 – Progress in English has been Outstanding

Key Stage 2 – Progress in Reading/Speaking/Listening is generally good or outstanding. Writing requires input with 3 individuals.

Key Stage 3 – Progress across all areas in English has been generally good or outstanding.

Key Stage 4 – Progress across all areas in English has been generally good or outstanding.

Maths 2016/2017										
Key Stage	No Of Pupils	Number		Measure		Geometry		Statistics		Key stage Overall Judgement
		Good	Out	Good	Out	Good	Out	Good	Out	
1	9	22%	66%	12%	88%	0%	88%			
2	8	38%	40%	12%	40%	0%	86%			
3	8	38%	50%	29%	57%	43%	57%	29%		
4	5	60%	40%	40%	60%	0%	100%	60%	40%	

**We have noted the following:**

1. Overall progress in Maths for the areas of Number, Measure and Geometry is generally good or outstanding.
2. The targeted intervention in geometry last year in Key Stage 3 has shown positive results with all children achieving good or outstanding progress.
3. Areas of concern – Statistics is weak across Key Stages 2 and 3. Targeted interventions in Maths can be used to address this issue.

**Key Stage Findings:**

Key Stage 1 – Progress in Maths has been generally good or outstanding.

Key Stage 2 – Progress in Number, Geometry and measure is generally good or outstanding with the exception of 3 individuals who will receive targeted Maths intervention. Performance in statistics is an area for development.

Key Stage 3 – Performance in statistics is an area for development. Due to the number of pupils who entered this year group mid-year from other schools and for whom previous data is lacking the total number of children for each area of Maths varies.

Key Stage 4 – All pupils in this Key Stage have made good or outstanding progress across all areas.

**English/Maths Gender Breakdown - End of Year Data KS 1 - 4 - July 2017**

**Total number of pupils included = 28 (5 Girls, 23 Boys)**

	Reading		Writing		Speaking		Listening		Spoken Language	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
<b>Outstanding</b>	3	16	2	12	1	6	1	10	1	3
<b>Good</b>	2	7	3	7	0	2	0	2	2	7

	Number		Measure		Geometry		Statistics	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
<b>Outstanding</b>	2	11	4	11	5	16	1	0
<b>Good</b>	3	8	0	6	0	3	1	4

**Comments/Considerations:**

In English boys have closed the gap to the girls. However, our lower number of girls within school effects this finding and needs to be considered. Writing achievement for boys is significantly improved. Speaking and Listening skills are of concern for the girls and need to be targeted in the coming year.

In Maths there is little difference in achievement between the genders. Statistics continues to be highlighted as an area of concern for both boys and girls. However, it needs to be remembered that pupils only access statistics on the curriculum once they have reached a certain level. One girl requires a targeted intervention in Measure.

**English/Maths Pupil Premium Breakdown**

**End of Year Data KS 1 - 4 - July 2017**

**Total number of pupils included = 13**

	Reading	Writing	Speaking	Listening	Spoken Language
<b>Outstanding</b>	4	3	2	2	2
<b>Good</b>	7	7	1	1	6

	Number	Measure	Geometry	Statistics
<b>Outstanding</b>	6	8	12	1
<b>Good</b>	6	4	1	4

**Comments/Considerations:**

Achievement across all areas in English and Maths for Pupil Premium children is generally good or outstanding. One pupil within this Data set is an MSI child so achievement Data is recorded differently. One pupil is showing a cause for concern in all areas of English and Maths with the exception of Geometry. Achievement in Geometry has been outstanding this year.

**Areas for Development:**

Statistics is an area for development within the Maths curriculum for all children working within Level 1 or above.

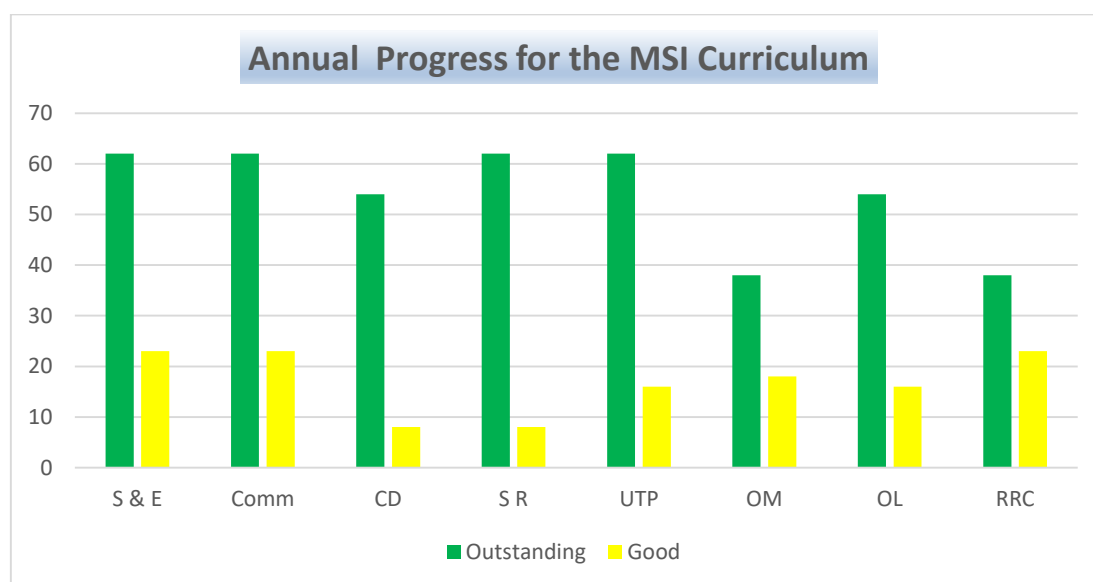
One pupil in Key Stage 3 requires increased input/focused teaching in all areas of Maths and English.

## MSI Curriculum Analysis

All pupils working within Cedar and Juniper class follow the MSI Curriculum. Their progress and development is tracked using the MSI assessment criteria.

All pupils who enter Cedar and Juniper class at Mountjoy are base lined which gives a starting point on which development can be tracked over time. The progress in the graph below shows the progress over one year (2016/17) of the 13 pupils following the MSI curriculum.

The graph below shows the percentage of pupils achieving good or outstanding progress over the year in the 8 areas of the MSI Curriculum.



### **We have noted the following:**

1. Progress across all areas of the MSI curriculum is generally even.
2. The area Orientation, Movement and Mobility requires focus in the coming year in light of the number of PMLD pupils now within this group.

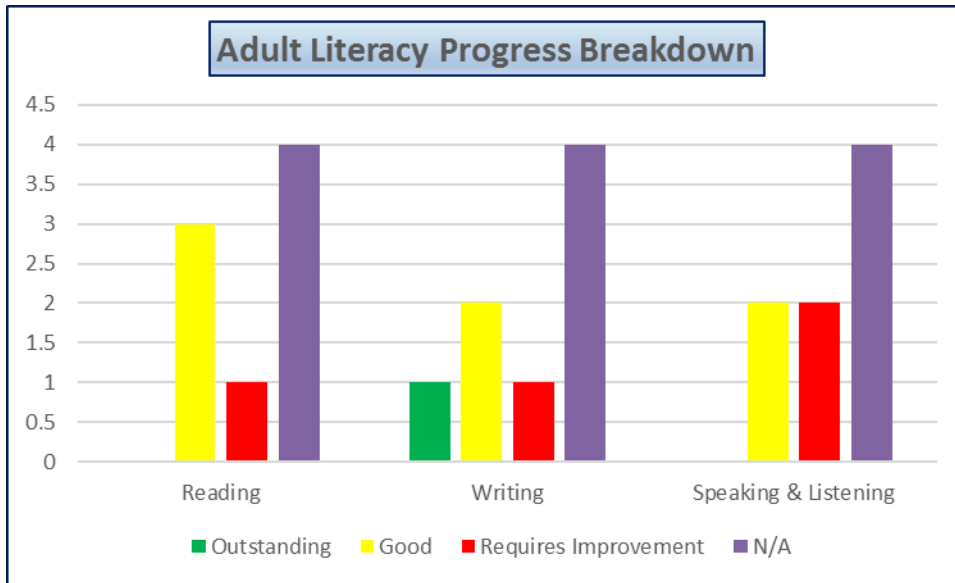
## 6<sup>th</sup> Form Curriculum Analysis

The 6<sup>th</sup> Form Data is drawn from the B squared Adult Curriculum followed in school.

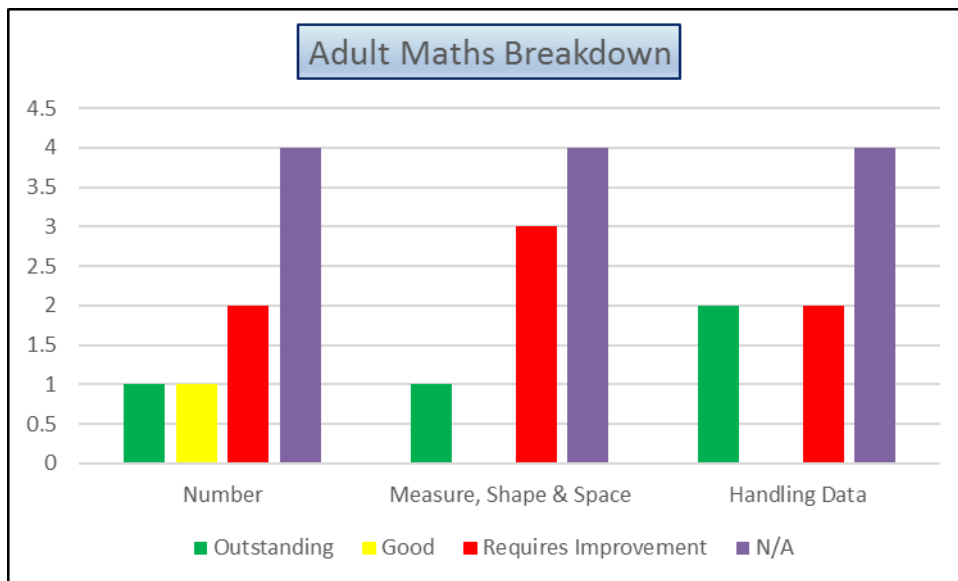
The progress in the graph below shows the progress over one year (2016/17) of the 8 pupils in the 6<sup>th</sup> Form.

The graph below shows the percentage of pupils achieving good or outstanding progress over the year.

Four of the eight pupils in the 6<sup>th</sup> Form last year were new to the Adult Curriculum therefore no previous data is available and these pupils will not register results in the data collection until December 2017.



1. Pupils in the 6<sup>th</sup> Form are generally making pleasing progress in the areas of Writing and Speaking & Listening.
2. The pupil showing a concern in reading was one of our Summer Term leavers.



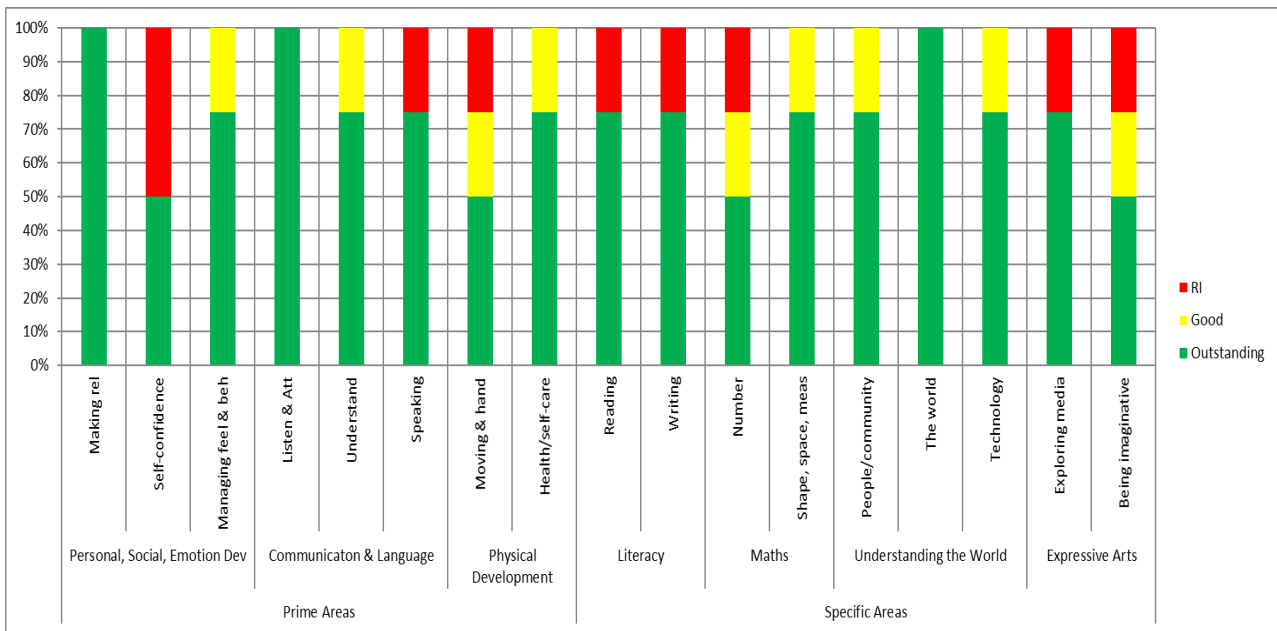
1. Progress in Maths is generally good or outstanding. Pupils showing less than expected progress have left this summer with the exception of one pupil. This pupil requires a targeted Maths intervention across the board.

## Early Years Curriculum Analysis

All pupils working within the Early Years Stage follow the Early Years Curriculum. Their progress and development is tracked within the Development Matters Framework alongside B squared Early Steps.

All pupils who enter the Early Years at Mountjoy are base lined which gives a starting point on which development can be tracked over time. The progress in the graph below shows the progress over one year (2016/17) of the 5 pupils in Early Years.

The graph below shows the percentage of pupils achieving good or outstanding progress over the year. Pupils showing in red as requiring improvement are at an emerging stage of learning.





### **Quality of Teaching- Judged to be Good**

Teaching is monitored and assessed throughout the year. The school is confident that all teaching is Good or better because observations, both internal and external happen throughout the year and support this. All teachers have relevant PMR targets. If a teacher drops below a good judgement, swift action is taken by SLT to support the staff member and then their teaching and pupil outcomes highlighted for careful monitoring.

The school is strong because

- Planning is of high quality
- Targets are challenging
- Differentiation and individual planning takes place as a matter of course (MAPs)
- Lessons build on prior learning
- Teaching Assistants are well deployed, trained to high standard and often seen as leaders of agreed areas
- Resources are of excellent quality, suitable and well matched
- Learning objectives are considered and shared
- All pupils have individual targets that ensure the expectations are both high and realistic
- Teaching is lively, fun, creative and where possible, takes place in real life settings
- Lesson pace is usually good
- Pupils behaviour for learning is outstanding (Ofsted 2016)
- Staff are skilled in total communication, and pupil voice is strong (school council, KATs)
- Literacy and Numeracy are used and taught regularly in functional settings (shops, community visits, beach, forest, Hydro pool)
- Staff monitor themselves and their teams through Class Watch
- Inset regularly features Teaching and Learning and teachers are encouraged to use a portion of their directed time on learning conversations
- Pupil/ staff learning conversations also regularly feature in some classes
- The learning environment is now designed to help maximise progress. Further developments will continue to add to this
- Learning Outside the Classroom is a regular feature for all groups within the school (we operate both Beach School and Forest School)
- Systems are in place for continuous monitoring of teaching and learning

### **Areas to Develop**

- Embed MAPs within the whole school
- To continue to develop independent and interdependent skills, with particular reference to Post 16
- To ensure all teachers carefully match work to ability
- To highlight pupil voice further by working towards becoming a Rights Respecting School

### **Behaviour, Safety and Care of Pupils- judged to be Outstanding**

- Pupils enjoy coming to school and have outstanding behaviour for learning. This is evidenced through observations, surveys, interviews with the School Council and individuals (OFSTED 16)
- Attendance is above average for the type of school and most long term absence is due to complex medical reasons. Home education is available for those pupils during this time if appropriate. Attendance currently sits at 95%
- Pupils entering the school often have had behavioural issues at their previous schools/ settings. These pupils quickly settle and behaviour markedly improves. (Sims data)

- Visitors constantly comment on the excellent behaviour of pupils, their politeness, and how happy they seem. Pupils are keen to greet visitors and work hard to ensure that they do this in a socially acceptable manner
- There are no incidents of bullying in school and pupils are regularly rewarded for kindness
- Pupils say that they feel safe in school and can easily identify adults they feel able to communicate with
- There are no incidents of Hate Crime in school
- Any safeguarding concerns are dealt with swiftly and with robust systems, ensuring that the school consistently achieves outstanding in the Local Authority Audit
- The school uses a highly regarded software package ensuring that tracking takes place and there can be no case slippage
- All pupils are treated with dignity and encouraged to do the same to others. There is a strong culture of trust and respect for all throughout the school
- Pupil voice is a core value of the school. Augmented communications and creative ways to engage with all pupils are used to ensure that everyone's opinion is valued and voice is heard (Eye Gaze, PODD)
- Independence and interdependence are also core values. This works starts in the nursery and is a constant theme throughout the school. Pupils can move from self-care, through to life skills and include employment skills and real life work placements (Oh Crumbs, Chancery House, Magdalen Care Farm, Kingcombe, Ferne Charity Shop, Library)
- Links with the community are strong and Mountjoy pupils are seen as having real value within the community (West Bay Play Park Development, Tea Dances). On the rare occasions where this is not the case, the school works hard to try and challenge these views and support individuals to recognise the intrinsic value our pupils have and break down the perceptions that some have towards disability
- The school ensures that regular press releases take place for a range of pupils, activities and fund raising, further increasing the schools profile within and beyond the local community
- The school places high value on being part of TADSS, which ensures that staff are well trained, the school takes part in teacher training, outreach work and developing our own school, other special schools and additional partners
- The school has overhauled its curriculum, ensuring that PSHCE is taught progressively throughout the school and schemes of work are both pertinent and aligned to the National Curriculum
- There are bespoke reward systems within class rooms and also work is regularly celebrated through the Celebratree and Work of the Week
- There are three trained EVC in school and the Risk Assessment systems are robust
- There is a comprehensive INSET schedule ensuring that staff are well trained in medical issues, disabilities, safeguarding, teaching and learning and current issues that face schools
- There are bespoke leadership opportunities available to assure that succession planning is in place

#### **Areas for Development**

To refine our behaviour management systems and make them more accessible for all staff, and ensure that staff are recognising sensory seeking behaviour quickly and act on this

- To continue to further develop staff knowledge of Safeguarding and current issues that could face all of our young people

#### **Leadership and Management- judged to be Good**

The following strengths have been identified

- Strong, clear and decisive leadership ensures that all stakeholders are challenged to be the best that they can be (Headteacher 360)
- Leaders and Governors are ambitious and the school is constantly evolving

- Leadership is now distributed; all staff levels are able to be developed as leaders and are given areas that they lead on. Leaders at all levels are encouraged and supported to initiate change (PWC Minutes- 10-minute training slot)
- High expectations of staff, Governors, parents and pupils ensure that achievement, behaviour and outcomes are continually challenged
- The Teaching School continues to provide outstanding CPD opportunities
- The Headteacher is open to ideas, accessible and ready to take risks in order to provide pupils with the greatest opportunities and outcomes
- All staff have PMR targets and all teaching and support staff have these linked to the SIP and whole school objectives
- PMR arrangements are tight and robust and linked to pay progression
- Where occasionally teachers fail to meet teacher standards robust measures are swiftly taken
- Effective assessment systems ensure that leaders are aware of any issues and interventions can quickly be arranged and progress maximised (one TA is primarily timetabled to deliver interventions throughout the week)
- Pupil Premium and primary sports are carefully used to support our most vulnerable pupils. Effective monitoring and quick action ensures that pupils are supported further if needed
- School Improvement Planning is supported by all stakeholders and based on rigorous self-evaluation. Regular reviews take place and staff all comment on how they feel things have gone at the end of each cycle
- The curriculum is regularly reviewed and based on a needs led model. There are two curriculums pathways to ensure that all pupils are skilled in the areas that they need to develop- MAPs ensure that these routes are personalised and pertinent
- There is an on-going strong focus throughout the curriculum for SMSC and Britishness. This is well supported by our themed weeks/special days
- The range of opportunities for all stages is extensive, age appropriate, diverse and frequently pupil led
- Parents and carers are overwhelmingly positive about the school. Training, support at home and a dedicated Family Liaison Officer are provided. Even our hard to reach parents are active within their child's learning. Parents and carers are encouraged and frequently do act as volunteers within the school
- Safeguarding arrangements are rigorous. All staff are trained and good systems support this.
- When issues arise they are dealt with swiftly, according to policy and managed without fear or favour.

#### **Areas for Development**

- To further increase the leadership skills of all pupils, especially those in the 14-19 areas
- To further develop the Governing Body

#### **Governing Body**

- Governors are well informed and those that have been in post for some time know the school well. They regularly visit, are linked to areas of development and hold the Head teacher and SLT to account well
- Governors regularly attend training both run by the LA and by school
- The Governing Body are passionate about ensuring that outcomes for pupils and staff are positive.
- Governors set challenging targets for the Head teacher. They are clear and professional in the Head teacher PMR
- The Finance Committee are robust in their checking of the schools' finances, insist upon value for money checks and ensuring that the school remains compliant.
- The monies linked to Pupil Premium and Primary Sports are closely monitored and Governors check that this is well spent and targeted to meet the needs of those pupils that it is intended for
- Governors work hard to know the school well and hold SLT to account, whilst balancing that with offering support as needed.