

Overview of Mountjoy School

Mountjoy School is a purpose built school, completed in November 2012 and co-located with 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 38 pupils and has risen to 82. The school is popular with parents.

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 EHCps; occasionally the school will accept a pupil that is undergoing the EHCP process on an assessment place. Around 1/3rd of pupils are eligible for Free School Meals

Condition/ need	Percentage of intake
ASD	51%
SLD	68%
Global Learning Delay	39%
Complex Medical	26%
Chromosomal Disorder	26%
Mental Health difficulty	5%
Cerebral Palsy	8%
OI	2%
Downs Syndrome	8%
EAL	2%
Praxis	32%
Asthma	20%
Epilepsy	31%
ADHD	19%
Hearing difficulties	14%
Vision Difficulties	26%
Physio	40%
Educational Psychologist	17%
SEMH	19%
Speech and Language difficulties	81%
Heart Defect	9%
Sensory Integration	58%
Velo Cardio Facial syn'	3%
Sturge Webber	2%
Mowatt Wilson	2%
Hypertonia	2%
Hypermobility	2%
Attachment	12%
Angelmans	2%
PTSD	2%

Foetal Alcohol	6%
Foetal Drugs	6%
Hirshsprungs Disease	2%
Pica	9%
Muscular Dystrophy	2%

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 for core subjects and the majority of pupils are set outstanding targets. Targets are also set by using three years of data. Challenging targets are also set within the MSI curriculum, ensuring that exceptional progress can be made. Then by using rigorous and effective systems, we make overall judgements regarding pupils progress and attainment across all areas of the curriculum including personal development. MAP- My Aspirational Progress- targets are being developed and now in their second year of inception. There is a three-year plan for developing MAPs and they are already proving successful.

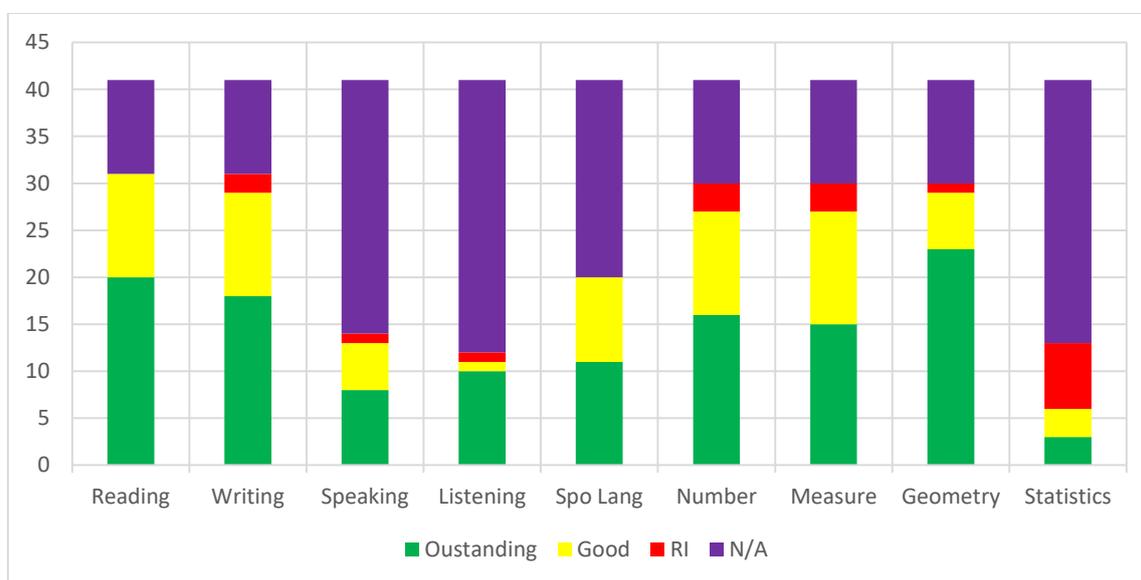
Data is collated three times a year, and progress meetings held with staff. Interventions are then planned from these if a pupil is identified as causing concern. There is a small and skilled intervention team that work closely with the class teachers.

The MAPs cover a range of areas, either linked to the NC, MSI, EYFS or Post 16, dependent on age and stage. Parents, teachers, SLT, support staff, pupils and therapists all input to the MAPs

Pupil Achievement- judged to be Outstanding

Progress Overview

Whole School Annual Data Analysis – 2017/2018 - Maths/English Analysis



		English 2017/2018										Key stage Overall Judgement
Key Stage	No Of Pupils	Reading		Writing		Speaking		Listening		Spoken Language		
		Good	Out	Good	Out	Good	Out	Good	Out	Good	Out	
1	6		83%		83%	16%	66%	-	83%			
2	13	15%	46%	15%	30%	23%	23%	8%	38%	7%	7%	
3	14	50%	28%	43%	36%	7%	-	-	-	35%	44%	
4	7	29%	71%	43%	57%	-	7%	-	-	42%	58%	

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 with the introduction of targeted reading interventions.
3. Areas of concern – in Key Stage 3 and 4 data would suggest that the progress for children working at a higher level (eg well within old National Curriculum levels) is plateauing. These children will receive targeted English interventions next term.

Key Stage Findings:

Key Stage 1 – Progress in English has been Outstanding.

Key Stage 2 – Progress across the English Curriculum is generally good, however the large number of new children in this Key Stage over the year impacts this data. These new children have no reliable data from previous provisions and have been baselined on entry to a special school.

Key Stage 3 – 78% of children achieved Good or Outstanding progress in Reading, 79% in Writing, 86% in Speaking/Spoken Language. However, the significant number of new children in this Key Stage over the year impacts this data. These new children have no reliable data from previous provisions and have been baselined on entry to a special school.

Key Stage 4 – The majority of children achieved Good or Outstanding progress in most areas. In writing the majority of children achieved Outstanding. Key stage 4 data would suggest that the progress for children working at a higher level (eg well within old National Curriculum levels) is plateauing.

Maths 2017/2018										
Key Stage	No Of Pupils	Number		Measure		Geometry		Statistics		Key stage Overall Judgement
		Good	Out	Good	Out	Good	Out	Good	Out	
1	6	33%	50%	-	66%	-	83%	-	-	
2	13	23%	38%	31%	15%	23%	38%	-	-	
3	14	35%	35%	42%	35%	14%	57%	14%	-	
4	7	14%	57%	28%	72%	14%	86%	14%	57%	

We have noted the following:

1. Overall progress in Maths is generally Good or Outstanding across all areas.
2. Pupils' progress in Number has continued to significantly improve with the introduction of targeted maths interventions.
3. Areas of concern – Statistics is weak in Key Stage 3. Key Stage 3 should therefore receive a targeted intervention in this area in the next academic year.

Key Stage Findings:

Key Stage 1 – Progress in Maths has been Outstanding.

Key Stage 2 – Progress across the Maths Curriculum is generally good, however the large number of new children in this Key Stage over the year impacts this data. These new children have no reliable data from previous provisions and have been baselined on entry to a special school.

Key Stage 3 – 70% of children achieved Good or Outstanding progress in Number, 77% in Measure, 71% in Geometry and 14% in Statistics. Data shows that Statistics is an area of concern for this Key Stage however it should be noted that the teaching of Statistics for this Key Stage is planned for the latter half of the summer term, therefore it is reasonable to assume that Autumn Term 2018 data will show significant improvement in this area. The significant number of new children in this Key Stage over the year also impacts this data. These new children have no reliable data from previous provisions and have been baselined on entry to a special school.

Key Stage 4 – 71% of children achieved Good or Outstanding progress in Number, 100% in Measure, 100% in Geometry, 71% in Statistics. Three individuals in this Key Stage are under achieving in one or two areas of Maths, these children will receive targeted Maths interventions in the Autumn Term. It should be noted however that one of these individuals transitioned from the MSI group to this peer group mid-year in preparation for 6th Form transition in the Autumn Term.

English/Maths Gender Breakdown - End of Year Data KS 1 - 4 - June 2018

Total number of pupils included = 31 (6 Girls, 25 Boys)

	Reading		Writing		Speaking		Listening		Spoken Language	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Outstanding	4	16	5	13	2	6	2	8	3	8
Good	2	9	0	11	1	4	0	1	1	8

	Number		Measure		Geometry		Statistics	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Outstanding	3	15	3	14	5	19	1	3
Good	3	8	3	9	1	5	0	3

The significant number of new children across the school over the year also impacts this data. These children are not included in the above charts.

Comments/Considerations:

In English girls are achieving at a higher level than boys. However, our lower number of girls within school effects this finding and needs to be considered. Boys achievement for English in Reading and Writing is still very good. Girls achievement in Speaking and Listening and Spoken Language is higher than the boys.

In Maths girls consistently outperform boys in all areas except statistics. However, boy's achievement is still good/very good in all areas. Statistics is highlighted as an area of concern for both boys and girls particularly in Key Stage 3.

From September 2018 our SALT provision will have significantly increased. So this should impact favourably on those that have not made good progress in Speaking and Spoken Language.

English/Maths Pupil Premium Breakdown

End of Year Data KS 1 - 4 - June 2018

Total number of pupils included = 12

	Reading	Writing	Speaking	Listening	Spoken Language
Outstanding	6	5	2	2	4
Good	3	4	1	0	4

	Number	Measure	Geometry	Statistics
Outstanding	5	4	8	2
Good	5	5	1	2

Comments/Considerations:

Achievement across all areas in English and Maths for Pupil Premium children is fairly even with the majority of children achieving either good or outstanding. Data for these children mirrors the concerns shown in the Key Stage subject analysis i.e. that higher achieving learners appear to be plateauing in terms of progress.

Areas for Development:

Statistics is an area for development within the Maths curriculum for all children working within key stage 3 or above.

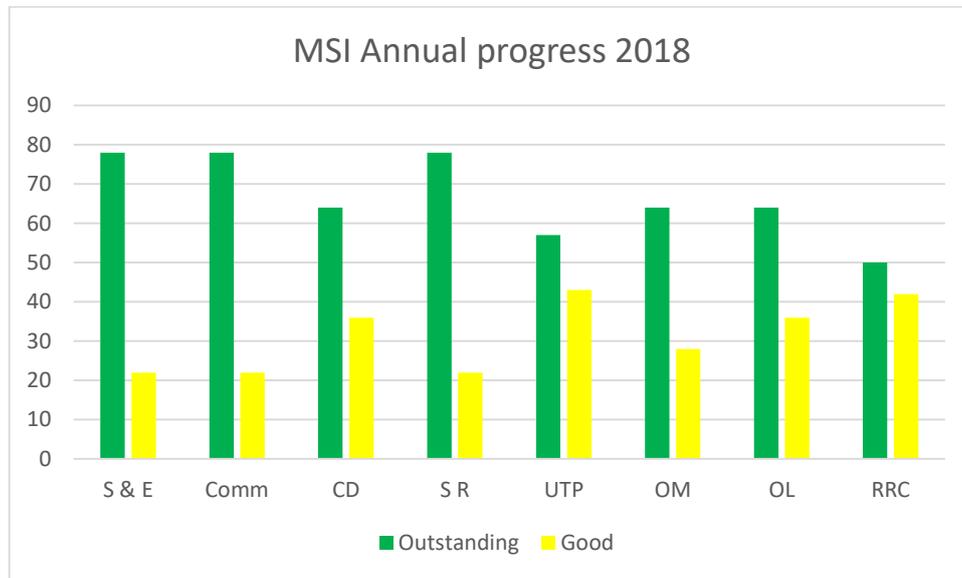
Our higher achieving learners in key stages 3 and 4 will receive targeted interventions in English and Maths to ensure future progress.

MSI Curriculum Analysis

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

All pupils who enter Juniper and Cedar classes 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 (2017/18) of the 14 pupils following the MSI curriculum.

The graph below shows the percentage of pupils achieving good or outstanding progress over the year across the 8 areas of the MSI Curriculum (see key).



S&E = Social and Emotional Development

Comm = Communication

CD = Conceptual Development

SR = Sensory Responses

UTP = Understanding of Time and Place

OM = Orientation, Movement and Mobility

OL = Ownership of Learning

RRC = Responses to Routines and Changes

We have noted the following:

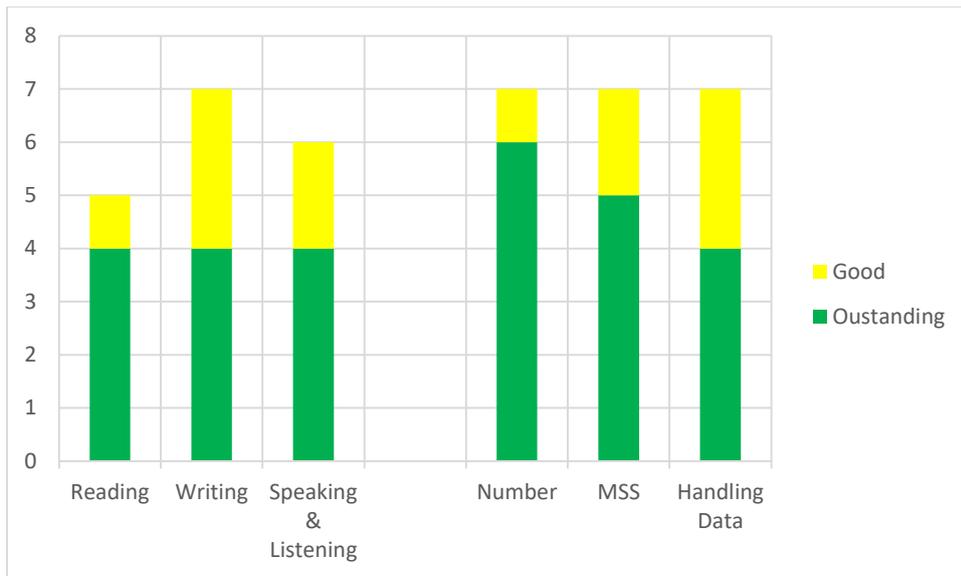
1. A Curriculum strength for the children following the MSI Curriculum is in the area of sensory responses, Communication and Social and Emotional Development. Achievement in these areas is particularly high with all pupils making either good or outstanding progress.
2. Areas that require future focus are Orientation, Movement and Ability, and Responses to Routines and Changes. However, it has to be noted that these areas require longer term consolidation for children with complex learning difficulties and severe mobility issues.

6th Form Curriculum Analysis

The 6th 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 (2017/18) of the 9 pupils in the 6th Form.

The graph below shows the percentage of pupils achieving good or outstanding progress over the year in Adult Literacy and Adult Numeracy.



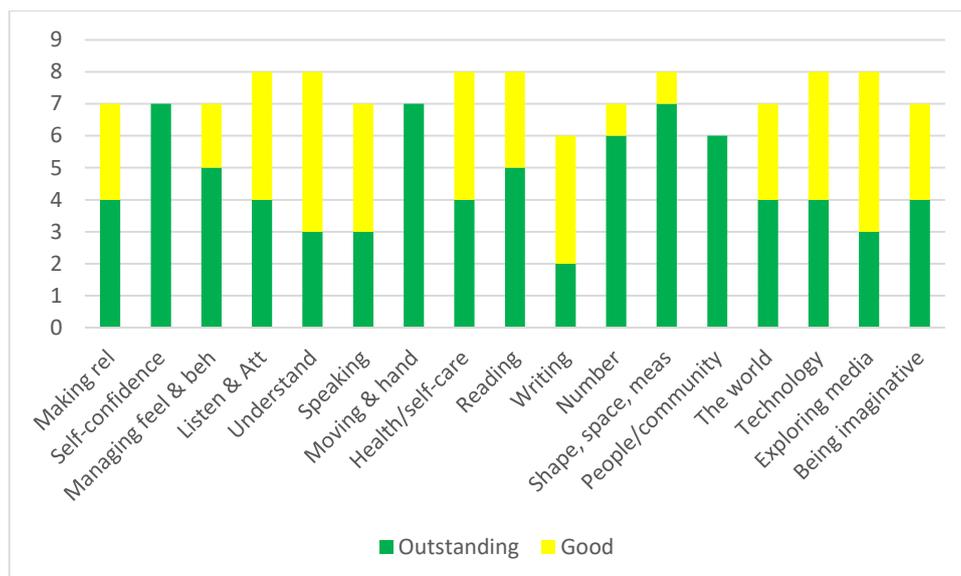
1. Pupils in the 6th Form are making generally good progress in the areas of Literacy & Numeracy in the Adult Curriculum.
2. Pupils that joined the 6th form group in September have made Outstanding progress.
3. One pupil is working at a high level within the Adult Curriculum and his progress is plateauing as a result.
4. An area for development and focus in the coming year is Reading for the higher achievers.
5. In Numeracy achievements in the 6th Form group is generally Outstanding.
6. An area for development and focus in the coming year in Adult Numeracy is the progress of the higher achievers.

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 (2017/18) of the 8 pupils in Early Years.

The graph below shows the percentage of pupils achieving good or outstanding progress over the year. Pupils not included in this data are at an emerging state of learning.



Overall areas to develop

- To refine our data handling – to set personalised targets
- To improve progress in Statistics at KS3
- To further develop and refine data from MAPS

Quality of Teaching- Judged to be Good/ outstanding

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. 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 employs an AHT for two days a week, whose sole focus is Learning and Teaching

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 (AHT 2 days per week)
- Educational visits off site are well planned and build clearly on prior learning
- Pupils generally make outstanding progress across both academic, personal and community learning
- The pupils are rightly proud of their achievements
- Leavers either go onto paid employment, college or access a community package, depending on ability
- Pupils develop a good work ethic- where applicable- and this is evidenced through their enterprise and work placements

Areas to Develop

- Embed MAPs – 3 year plan
- To continue to develop independent and interdependent skills, with particular reference to Post 16- Enterprise and Employment
- To ensure all teachers carefully match work to ability and any underperforming staff are supported by the Assistant Head for Learning and Teaching
- To highlight pupil voice further by working towards becoming a Rights Respecting School (Silver)

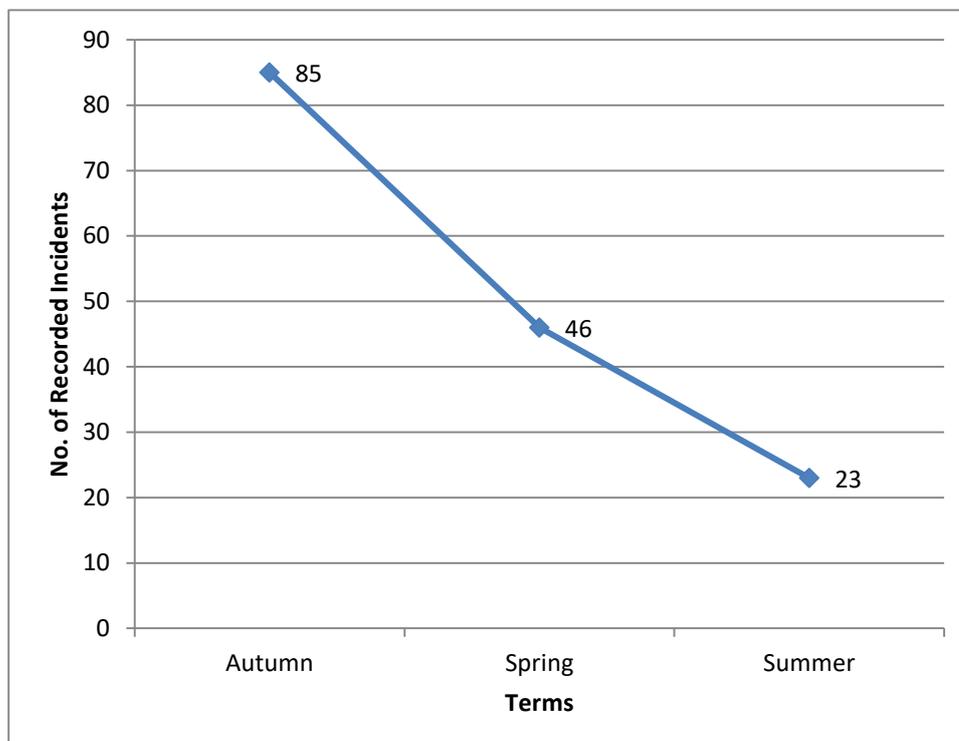
Behaviour, Safety and Care of Pupils- judged to be Outstanding

- 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)

- School Leaders have spoken at National Safeguarding Conferences and support a number of local schools with issues around Self-Harm
- School Leaders are actively involved with setting up a National Safeguarding Association
- Attendance is above average for the type of school and longest term absence is due to complex medical reasons. Home education is available for those pupils during this time if appropriate
- Dorset STEPS has been implemented throughout the school. All staff are trained in STEP ON with 3 staff qualified as trainers. Since the implementation of Dorset STEPS the use of RPI's has significantly reduced and almost been eliminated.
- Pupils entering the school often have had behavioural issues at their previous schools/ settings. These pupils quickly settle and behaviour markedly improves.
- (See Case Study 1 Child A)
- Behaviour management systems have been refined and are more accessible for all staff, and ensure that staff are recognising sensory seeking behaviour quickly and act on this.
- Staff with expertise in behaviour management are available to all classes to ensure effective, consistent, positive behaviour management strategies are employed across the school that directly impact and improve outcomes for pupils. (See Case Study 2 Child B and Case Study 3 Child C).
- 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 and consideration.
- 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, PDD).
- 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 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.
- Staffs knowledge of Safeguarding and current issues that could face all of our young people has been enhanced through targeted INSET training.
- The Family Liaison Officer reaches a large proportion of our families and offers home visits, phone contact, support in meetings, support with various applications, coffee mornings and strongly advocates to other agencies on behalf of families

Case Study 1 – Child A



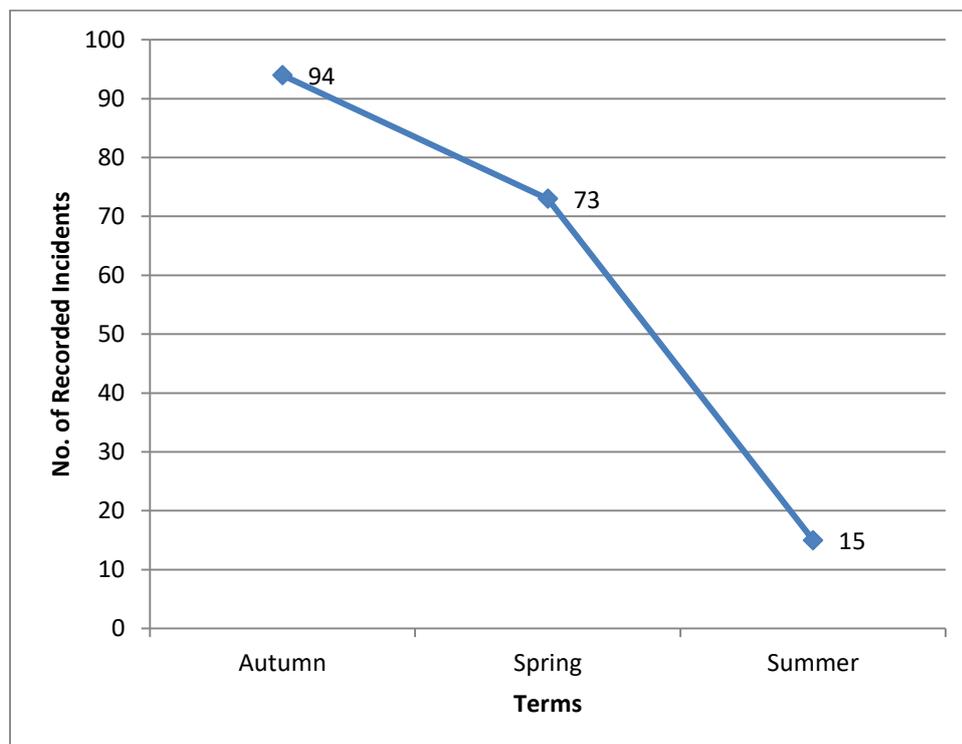
Child A moved to Mountjoy from another special school in a neighbouring county. Child A is a Looked After Child who exhibits high levels of disruptive and dangerous behaviour, including serious risk taking, damage to property and potential harm to self. Recorded incidents in the Autumn term were high.

Child A was allocated constant 1:1 support from a behaviour specialist STA. Consistent approaches and scripts were employed and Child A was integrated into a positive role model peer group. Spring Term data shows a significant decrease in recorded incidents.

Over time 1:1 support from the behaviour specialist STA has gradually been reduced as Child A has shown a positive response to his peer models and staff within the class have adopted management techniques and strategies modelled by the STA.

Summer Term data so far shows a further significant decrease in recorded incidents.

Case Study 1 – Child B



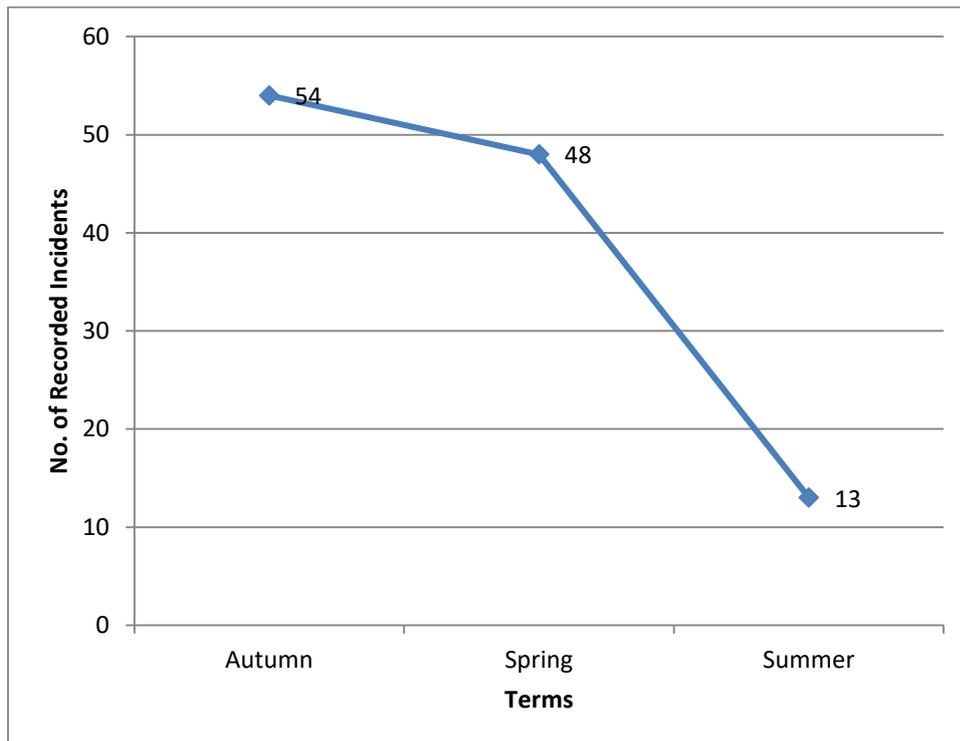
Child B has complex needs, limited communication and exhibits strong sensory seeking behaviours. Child B can be aggressive to both adults and peers and represents a significant risk to vulnerable others.

Following a spike in recorded behaviour incidents in the Autumn Term, advice was taken from behaviour specialist STA. Recommendations were made, modelled by STA and acted on by the class team (creation of a low stimulation environment/class group, targeted 1:1 support and PEIC D

interaction approaches), leading to a significant decrease in recorded behaviour incidents in the Spring Term. SALT programmes were increased and updated.

Summer Term data so far shows a further significant decrease in recorded incidents.

Case Study 1 – Child C



Child C has complex needs, ASD, limited communication and exhibits strong sensory seeking behaviours and obsessions involving water and being naked. Child C can be aggressive to both adults and peers and represents a significant risk to vulnerable others. Child C can be impulsive with no awareness of danger and can place himself at risk by absconding dangerously.

Following a spike in recorded behaviour incidents in the Autumn Term, advice was taken from behaviour specialist STA. Recommendations were made, modelled by STA and acted on by the class team (creation of low stimulation environment/class, use of a handling belt when off site, firm boundaries around clothing and stripping, frequent access to hydro and showers, work rotations in own area with less group time), leading to a significant decrease in recorded behaviour incidents in the Spring Term. SALT programmes were increased and updated.

Summer Term data so far shows a further significant decrease in recorded incidents.

Areas for Development

- To train a further 3 staff as Dorset STEPS trainers for STEP ON.
- To ensure that all 6 STEPS trainers have received STEP UP training.
- To ensure all staff have access to half termly STEPs clinics
- To develop the role of peer mentors

Leadership and Management- judged to be Outstanding

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)
- 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 and are usually outstanding
- Effective assessment systems ensure that leaders are aware of any issues and interventions can quickly be arranged and progress maximised
- 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- PP pupils make as good and frequently better progress than peers
- 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- consultants and SEP have agreed that it is fit for purpose, aspirational, focussed and challenging
- 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. Further curriculum pathways are being developed
- There is an on-going strong focus throughout the curriculum for SMSC and Britishness. This is well supported by our themed weeks and a significant strength of the school
- The range of opportunities for all stages is extensive, age appropriate, diverse and frequently pupil led
- The appraisal system is well established and open to all staff members
- 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. SLT have been speakers at National Conferences, and lead locally on a range of specialist areas.
- When issues arise issues are dealt with swiftly, according to policy and managed without fear or favour.

- SLT are involved with the development of a National Safeguarding Association
- SLT sit on the Board of the Local Safewise Project
- The Head teacher is an Associate Lecturer for Winchester University and regularly delivers NPQs for them
- The Head teacher is an NLE and has three SLEs- all of whom deliver high quality support for local schools
- The School has developed a number of services to become more financially stable

Areas for Development

- To further increase the leadership skills of all pupils by developing the role of peer mentors
- To further develop the role of the SLEs

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 classes and 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 school's 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