

School Improvement Plan- Mountjoy School September 18- July 19

L and M Action	Objectives	Responsible person	Monitoring person	Timescale	Evidenced by	Resources	Impact
Development plan for leaders within school	To enhance and develop leadership skills and increase sustainability	JS	Govs	July 19	Increased confidence, leadership skills and inset/ development plans	NPQL materials, Inset	Leaders at middle and senior level will be developed
The TADSS development plan will be implemented	To ensure that the kpi's for teaching alliances are met	JS	TADSS Board	July 19	Ragged TADSS Plan	Time	The areas highlighted will be developed and high quality CPD, Training and support offered
The school will increase in capacity and become more sustainable	To ensure that provision can be improved and at least maintained	JS, SC	Govs	July 19	Healthy budget, Report to Govs	Time...	The school will maintain and improve provision
The school will support other schools via the National Support School status	For the school to increase support to others and continue to grow the outward facing ethos	JS	Govs	July 19	Support to others, Report to Govs	Time NLE Budget Outreach budget	Support will be provided for SEND throughout the area
Teachers to be trained on maximising use of TAs	To be best value for money and ensure quality impact in all lessons	SHe	JS	Sep 18	Observations, Learning walks	Time	Learning opportunities will be capitalized
Teachers to be trained on reflective practice	Teachers will interrogate the effectiveness of activities in supporting certain learning objectives	SHe	JS	Feb 18	Feedback, observations, planning, learning walks	Time Inset	Teachers will adapt planning more readily
PMRs will include focussed CPD for teachers	To further personalize PMR process	JS	Govs	Oct 18			
T and L Action	Objectives	Responsible person	Monitoring person	Timescale	Evidenced by	Resources	Impact
Review of activities time	To ensure that appropriate time is spent on activities	SHe	JS	Nov 18	Learning walks, observations	Time	The school day and lessons will be capitalised
All staff to be aware of learning objectives and their role in them being achieved	To ensure staff are clear about what pupils are expected to achieve	SHe	JS	Nov 18	Inset, learning walks, observations, Report to Govs	Time Inset	Staffing resources will be maximised

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To ensure all objectives are tight and represent a suitable level of challenge	For work to be pertinent and planned to maximize individual progress	SHe	JS	Dec 18	Data, book scrutiny	Time inset	Learners will maximise progress
Review and Development of offsite planning	Off-site activity planning to show development over time	SHe, JSH, EB	JS	Jan 18	Planning, outcomes	Time ASDAN materials	Staff will be clear regarding progression for Offsite activities
Planning to include assessment level for all core areas	To ensure that objectives are pertinent for individual pupils	SHe	JS	Sep 18	Planning	Time Inset	Learners will maximise progress
Ensure all pupils are back and ready to learn at 1.00 To ensure all food is served by 1245	Pupils will maximise learning time	SHe, TP, CB, SC	JS	Sep 18	Learning walks	Time Monitoring sheet	Afternoon sessions will start promptly
A rolling, half termly coaching programme will be in place	To ensure that all teachers/ HLTAs that are not consistently outstanding have a program of improvement	SHe, TP, JS	Govs	Sep 18	Observations, book scrutiny, data, learning walks, Report to Govs	Time	Teachers and HLTAs will improve their curriculum knowledge/ planning and/ or delivery
TAs to have phonics training	To ensure that the teaching of reading is consistent throughout the school	TP	Govs	Nov 18	Learning walks, reading ages, observations	Time Inset	Reading ages and abilities will improve
Marking and work scrutiny to take place once per month	To ensure consistent and accurate marking throughout the school and curriculum	CP-Art- Oct EN- Humanities- Nov KS- MSI- Dec SGL-Math- Jan TP-English- Feb Computing Cheryl- March BG-Science- Apr BB- Music- May	SHe	July 19	Book and work scrutiny, Report to Govs	Time Inset	Marking will be consistent, accurate and pertinent

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		SHe- off site learning- June					
B and S Action	Objectives	Responsible person	Monitoring person	Timescale	Evidenced by	Resources	Impact
To run regular Dorset Steps after school clinic	To ensure all staff are kept up to date and there is no skills fade	RB	TP	Half Termly	Fewer incidents per pupil	Time/ training costs	Staff will feel more confident and skilled
Fortnightly reports provided for SLT	To ensure behaviors are monitored and managed pertinently	TP, HR	JS	Sep 18	Fortnightly reports, minutes	Reports, time	Behaviour will continue to improve
My Concern use will be maximised	Clearer reporting for DSL and Governors	SHu	JS	Oct 18	Termly reports	Time- .5 day per week from new FLO hours	Reporting and monitoring will be clear and Govs be more informed
Rights Respecting Silver Award to be gained	To increase pupil voice and awareness of others	VR, SHe	JS	July 19	Portfolio of actions	Time	Pupils and staff will be more aware of children's rights
A range of parent support/ training will be offered	To ensure parents have a voice regarding issues and support, where applicable, is available	Shu and new Flo	JS	July 19	Training records, parent feedback	Time cost	Parents skills will be enhanced and feel more adept at dealing with issues
P and A Action	Objectives	Responsible person	Monitoring person	Timescale	Evidenced by	Resources	Impact
Ensure MAP targets are clear, displayed for staff and referred to by staff and where appropriate pupils on a regular basis	MAP targets will be central to lessons	TP	JS	Nov 18	Planning, learning walks, observations and report to Govs	Time Inset	Staff and pupils will be clear on areas to develop
Consider and implement how evidence files can be best used	To ensure evidence files are clear, pertinent and maintained	TP	JS	Nov 18	File scrutiny	Time	Progress will be easily and clearly tracked
All pupils to have a lunch time target around independence, interdependence,	To ensure social skills are highlighted and in all parts of the day learning is highlighted	CB	TP	Sep 18	Individual targets and review sheets	Time Review sheet	Skills will be increased

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communication or table manners								
EYFS Action	Objectives	Responsible person	Monitoring person	Timescale	Evidenced by	Resources	Impact	
Accurate and sharply focussed assessment is rigorous and involves the whole team	To ensure all staff are able to accurately assess pupils at any time	SGL	TP	Oct 18	Sharply focussed evidence	Evidence sheets, Inset	All staff will feel skilled and able to capture pupil progress	
Strategies to further develop parental involvement will be implemented	To ensure parents are fully involved with their child's learning	SGL	SHe	April 19	Parental feedback	Time	Parents will be clear on what their child is learning and how they, as parents can best support	
Post 16 Action	Objectives	Responsible person	Monitoring person	Timescale	Evidenced by	Resources	Impact	
Careers advice is further developed	A greater range of speakers come into school to speak about their career	EN	JS	Feb 19	Feedback, visitors book	Time	Pupils will have a greater understanding of a range of careers	
For the school to deliver a programme of how to maintain your mental health	Pupils further develop their knowledge of how to keep emotionally well	EN	JS	Dec 18	A scheme of work	Time	Pupils will understand better how to maintain good mental health	
Action	Objectives	Responsible person/s	Monitoring person	Monitoring evidence and time scale for checks	Timescale	Evidenced by	Resources	Impact
Communication development								
1. All students will have been provided with access to a functional communication	All students will have been assessed and given the opportunity to trial different methods of communication, and have access to one/more that	JL	SHe, TP	SH and CB to liaise with JL to monitor what other equipment	18-19	Pupils will have their own system, all staff will be aware of this. Individual 'toolkit' visuals	SALT time, external advice and assessment by AAC specialists, it is likely that additional AAC	Students will have autonomy to say what they

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<p>system that suits their needs</p>	<p>suits their individual needs and skills (e.g. sign, symbol based systems such as PODD/ Grid 3/ Proloquo2go, Eye gaze technology, E-tran frames, switches)</p>			<p>is needed for all students to access suitable communication systems.</p>		<p>will be displayed on all classroom doors.</p>	<p>equipment will be needed (e.g. E-Tran frames, switches and in time, individual communication devices e.g. Grid-pads or VOCAs</p>	<p>want, when they want to say it, wherever they want to, to a range of people. Reduced frustration. Improved mental health. Improved learning potential and outcomes.</p>
<p>2. Staff will ensure that students' communication devices or systems are accessible at all times of the day and in all locations.</p>	<p>Students will have access to their preferred communication system at all times.</p>	<p>(All staff)</p>	<p>JL, SHe, TP</p>	<p>SH to do Communication Observation walks through school, to start in Spring term to see if systems</p>	<p>18-19</p>	<p>Pupils will be visible with their communication systems, if they forget them, staff will send someone to get them, it will become habit to</p>	<p>Toolkit visuals (Reminders) on back of all classroom doors as to what each child needs in their toolkit to be able to communicate when they leave the room.</p>	<p>Basic rights of children being met. Enabling communication in all settings</p>

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				are in place once all systems are allocated. (ongoing)		take them everywhere.		throughout school site and throughout school day.
3. Staff will be trained in different communication approaches within school e.g. spoken language, and AAC (Augmentative Alternative Communication) PODD, PECS, Signalong, switches, Eye gaze (hi tech and lo-tech such as E-Tran frames)	Staff will be aware of the different communication approaches within the school as part of Total Communication approach, and will know how to use each system.	JL, SHe	SHe, TP	JL and SH to create a spreadsheet of staff levels of training and competency in all areas. Could include staff self-rating scales in each area as well as observations of their competency.	18-19	Staff will rate increased confidence in using systems. Staff will demonstrate competency in using the systems.	Training programme needed to ensure all staff are able to provide access to all systems as needed.	All staff will be proficient in supporting students in accessing the range of communication systems in school.
4. Supporting Communication workshops will be offered to Parents	Parents will have access to workshops in the different strategies for communication, as used by their children.	JL, SHe	JL, SHe, TP	There will be at least 2 workshops offered over the year, more if possible.	18-19	Parents will have had access to workshops	Time. The Hall being free for this.	Parents will have had access to support and learning

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								opportunities.
Website development:								
5. Website will include a section on Communication	School will demonstrate its commitment to enabling communication as central to its mission statement	JL, JS, SHu	JS	Website will include SALT paragraph asap	Asap 18	Website will include SALT paragraph	SALT (JL) to work on paragraph with SHe then pass to SHu	It will be clear on the website that communication is central to all we do for students at Mountjoy.