

Mount Pleasant School



SCHOOL IMPROVEMENT PLAN 2023-24

Vision:

At MPS we provide a challenging, enriched curriculum, embracing the unique environment of the Falklands and enabling our children to become enthusiastic lifelong learners. Our school values ensure we are inclusive and nurturing, preparing our children for life in the 21st century.

Values:



PRIORITY 1 -To continue to embed consistency across the 2nd year of the A/B cycle, ensuring expectations regarding school policy and systems are maintained whilst developing, adjusting the agreed curriculum to meet the needs of a small school community

Why this was identified as a priority:

Due to the number of children on roll in 2023-24, particularly in KS2. It has been important to identify when children are best taught as a mixed year3/4 class or as a whole

Key stage this has meant some adjustment to the curriculum we have in place and the two- year cycle for this academic year.

To continue to develop and embed consistency and coverage across the school curriculum, school systems and policy.

The impact of this priority will be:

- *Ensure a broad, balanced and appropriately challenging curriculum across the school*
- *Improved standards and outcomes in the MPS curriculum*
- *Ensure a curriculum that is enriched by our unique location*
- *Continue to embed Ready Steady Write and Steps to Read into the 2nd year of our curriculum cycle*
- *With the introduction of Ready Steady Write, writing standards improve with more children achieving greater depth through vocabulary rich texts*
- *To enrich the teaching and learning across subjects*
- *Continue to embed White Rose Maths and Developing Experts Science*
- *Continue to develop and embed Foundation Subjects*
- *Transition between classes will be smoother for those children who stay longer than 1 year as expectations and systems will be clear and in place*

PRIORITY 2 -Continue to develop strong Subject leadership whilst ensuring a smaller teaching team has realistic subject leadership distribution and monitoring expectations.

Why this was identified as a priority:

Due to the number of children on roll and a number of teachers transferring to other DCS locations there needs to be a redistribution of subject leadership with teachers having more than 1 area to lead. This will ensure the work on the curriculum carried out in 2022-23 is not lost.

The impact of this priority will be:

- *Reasonable expectations, CPD and release will be in place to support subject leadership and work life balance*
- *Continue to establish expectations for subject leads including monitoring and evaluation schedules will empower subject leads to know:*
 - *The Strategic direction and development of their subject*
 - *Teaching and learning standards and coverage*
 - *How to leading and support staff appropriately*
 - *How to Efficiently and effective deployment of staff and resources*
- *Improved standards and outcomes in the MPS curriculum*
- *A curriculum that is enriched by our unique location*

PRIORITY 3-. Develop and embed a consistent school approach and school policy on personalised learning

Why this was identified as a priority:

The number of children on roll in 2023-24 enables MPS to formalise and embed its approach to personalised learning ensuring this consistent approach enables children to make strong progress from their starting points.

The impact of this priority will be:

- *An agreed whole school understanding and approach to personalised learning is formalised enabling greater consistency across the school*
- *Children more in control and engaged and motivated to do well*
- *Children will develop the tools to be active learners meaning they are prepared for life beyond the classroom*
- *Children continuing to make strong progress from their starting points*

PRIORITY 4 -To continue to develop Independence and resilience enabling children to flourish in any educational setting

Why this was identified as a priority:

The number of children on roll means that children could become over reliant on adults and not prepared for the reality of different educational settings schools

The impact of this priority will be:

- *Increased positivity within the classroom*
- *Improved wellbeing and mental health*
- *Students able to set goals that are SMART*
- *Improved problem-solving skills*
- *Children transfer successfully to larger settings*
- *Jigsaw curriculum further embedded across the school*

PRIORITY 5 – To continue to develop and improve the indoor and outdoor learning environments within the school whilst considering the constraints of a remote location

Why this was identified as a priority:

Continue developing the indoor and outdoor learning environment and school to maximise learning opportunities for the children.

The impact of this priority will be:

- *Outdoor learning and continuous provision further enhanced (by working closely with DIO and MPC on what is realistically achievable).*
- *Learning environments ensure learning both indoors and outdoors is appropriately challenging and engaging*
- *Links with the community further improved as greater engagement with the school*
- *An SGC that clearly understand its strategic roles and responsibilities and importance of its involvement with the lie of the school*

PRIORITY 1 -To continue to embed consistency across the 2nd year of the A/B cycle, ensuring expectations regarding school policy and systems are maintained whilst developing, adjusting the agreed curriculum to meet the needs of a small school community

Actions <i>(What are the key tasks necessary to achieve these objectives?)</i>	Timescale <i>(What are the key dates?)</i>	Personnel <i>(Who will be responsible)</i>	Resources <i>(Costs? What resources or training are needed?)</i>	Quality Assurance (RAG Rate) <i>(How will we monitor progress? Who, what and when?)</i>
<ul style="list-style-type: none"> Teachers in FS 2 to year 6 continue to embed Ready Steady Write and Steps to Read into second year of curriculum cycle half termly staff meeting with a focus on Literacy Counts to review how progressing In school support from Literacy lead- Termly, moderation with ROW, in school and with IJS where appropriate Teachers and classes to continue to work in partnership where appropriate with partner teachers at IJS in Stanley Where appropriate Foundation subjects such as PE, RE, PSHE, Music and art have been identified when the children can be taught as a Key Stage Weeks identified for whole school afternoons (One-week term in the afternoons the curriculum to be 	<p>By October half term 2023 Ready Steady Write and Ready Steady read online materials available (Improved Read to Write and Steps to Read materials)</p> <p>1st November IJS 8th November,</p> <p>Oct 2023-contact with partner teacher made</p> <p>Start each half term</p> <p>Week 16th October Week 12th Feb Week 17th June</p>	<p>Lit Lead and teachers in FS2 -Year 6</p> <p>Lit Lead</p> <p>Lit lead and All teachers FS2-Year 6</p> <p>All teachers</p> <p>All teachers</p> <p>All teachers</p>	<p>Additional online Resources purchased and used in school by end October 2023 dependent on privacy statement</p> <p>Further resources purchased £1500</p> <p>Literacy Counts online training utilised</p> <p>Where appropriate if same Ready Steady Write text being explored children from MPS work when appropriate in partnership with IJS children</p> <p>Staff meeting time Coach travel resources Penguin</p>	<p>Lit Lead- termly monitoring learning walks and book scrutiny</p> <ul style="list-style-type: none"> 29th September 2023 13th Feb 24 15th May 24 <p>Moderation</p> <ul style="list-style-type: none"> -In school All teachers 1st November. Year 2 ROW on 8th November, Year 6 on 10th November IJS 8th November and 15th March <p>Termly learning walks Moderation and book scrutiny</p> <p>Pupil feed -back gathered on whole school week of local project</p>

<p>collapsed enable whole school themes on Falkland Island inspired curriculum initiatives)</p> <ul style="list-style-type: none"> • Planning in place for whole school afternoon weeks where the curriculum is collapsed • Programme of parent workshops organised and published to parents <ul style="list-style-type: none"> ○ 1st phonics and reading ○ Others TBC • SGC members with curriculum/SIP oversight meets with subject leaders termly for joint learning walks and to discuss subjects 	<p>8th Sept -phonics and Reading 20th September- Maths</p> <p>Maths 20th Sep 23 English -Wk 25th Sep 23 Other dates TBC</p>		<p>Travel coaches approx. £250 per trip</p>	<p>afternoons after each week</p> <p>Parental feedback gathered and used to develop workshops further</p> <p>Termly-SGC Curriculum visits and visit reports ensure SGC understand school direction and can appropriately support and challenge</p>
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PRIORITY 2- Continue to develop strong Subject leadership whilst ensuring a smaller teaching team has realistic subject leadership distribution and monitoring expectations.

Actions <i>(What are the key tasks necessary to achieve these objectives?)</i>	Timescale <i>(What are the key dates?)</i>	Personnel <i>(Who will be responsible)</i>	Resources <i>(Costs? What resources or training are needed?)</i>	Quality Assurance (RAG Rate) <i>(How will we monitor progress? Who, what and when?)</i>
<ul style="list-style-type: none"> • Redistribute Curriculum Leadership • Review subject leader expectations including agreeing a Subject leader checklist <ul style="list-style-type: none"> ○ Subject Action plans ○ Planning scrutiny ○ Learning walks ○ Book scrutiny ○ Discussions with children ○ Data analysis 	<p>Linked to monitoring cycle Linked to monitoring cycle</p>	<p>All Teachers</p> <p>All teachers</p> <p>All subject leads/teachers</p> <p>All subject leads/teachers</p> <p>All subject</p>	<ul style="list-style-type: none"> • Staff meeting time • Subject leader release time- VS to cover afternoons • Linked to calendar for year 	<p>Subject leader monitoring reports</p> <p>Debbie Taylor discussions and meetings with Subject leaders</p>

<ul style="list-style-type: none"> ○ Subject budgets • Ensure Subject leader learning walks, book & planning scrutiny and subject development time is built into yearly school calendar for staff • Subject leaders to be active in developing collapsed curriculum afternoons to ensure they make the most of our unique location • Continue to Monitor how the marking policy is implemented as part of subject leader monitoring • Continue to ensure agreed Penguin Assessment system is used consistently across KS1 & 2 • Subject leaders carry out joint learning walks, book scrutiny with AHT or HT • Subject leaders continue to confidently articulate the agreed school vision and expectations for their subject including the 3I's (intent, implementation and impact). Explaining the current situation within MPS and the direction of travel • Termly formal and informal Pupil Progress meetings with AHT, HT 	<p>SLT Book scrutiny 20th March to ensure agreed Marking, Feedback and use of Penguins Assessment are being applied consistently</p> <p>Linked to monitoring cycle</p> <p>Linked to monitoring cycle</p> <p>Linked to Subject Monitoring embedded and consistent by 2nd of academic year 2022-23</p>	<p>leads/teachers</p> <p>AHT and HT and Subject leads</p>		<p>SGC visits with Subject leaders booked for 1st term</p>
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<p>and where appropriate the Subject lead to ensure that any gaps are identified quickly with appropriate interventions put in place</p> <ul style="list-style-type: none"> • Debbie Taylor- Teaching and Learning Advisor Teacher to provide further subject leader and curriculum support 				
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PRIORITY 3- Develop and embed a consistent school approach and school policy on personalised learning

Actions <i>(What are the key tasks necessary to achieve these objectives?)</i>	Timescale <i>(What are the key dates?)</i>	Personnel <i>(Who will be responsible)</i>	Resources <i>(Costs? What resources or training are needed?)</i>	Quality Assurance (RAG Rate) <i>(How will we monitor progress? Who, what and when?)</i>
<ul style="list-style-type: none"> • Agree whole school definition and approach to personalised learning including: <ul style="list-style-type: none"> ○ Ensuring children understand what they are trying to learn and what is expected of them ○ Develop Teacher-Pupil mentoring Review meetings ○ Agreed termly assessment activities ○ Personalised marking and feed back ○ Continuing to develop Inclusive Teaching strategies linked to child's preferred learning style 	<p>Oct 2023</p>	<p>All Teachers</p>	<p>Staff Inset time at least 1 per term with a focus on personalised learning</p> <p>CPD -training identified for staff cost TBC</p>	<p>Pupil questionnaires</p> <p>Learning walks with a focus on personalised learning including discussions with children and staff</p>

<ul style="list-style-type: none"> ○ Termly parent teacher consultations which include the child- ○ Termly reports to parents ○ Personal adaptations where appropriate to close gap ● Action research and CPD carried out on personalised learning ● Report back during staff meetings/inset on work trialled in class ● Personalised learning policy in place 	<p>2023-24 termly teacher meetings to discuss progress</p> <p>June 2024</p>			<p>Policy reflects practice</p>
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PRIORITY 4- PRORITY 4 - To continue to develop Independence and resilience enabling children to flourish in any educational setting

Actions <i>(What are the key tasks necessary to achieve these objectives?)</i>	Timescale <i>(What are the key dates?)</i>	Personnel <i>(Who will be responsible)</i>	Resources <i>(Costs? What resources or training are needed?)</i>	Quality Assurance (RAG Rate) <i>(How will we monitor progress? Who, what and when?)</i>
<ul style="list-style-type: none"> ● Build on work in Caracara class last year to develop an agreed school understanding and approach to the use of the Learning Pit to promote independence and critical thinking. ○ encouraging students to explore their own questions and seek answers, ○ Continue to developing growth mindset and resilience 	<p>September Nov Jan March May July</p>	<p>All teachers</p>	<p>Half termly staff meetings with focus on Independence and resilience</p> <p>CPD on Learning Pit identified and costed</p> <p>Action research by trialling during lessons all classes FS1-Yr6</p>	<p>Termly Learning walks by AHT and HT with a focus on independence and resilience combined with Priority 3 on personalised learning</p> <p>Collapsed curriculum week of</p>

<ul style="list-style-type: none"> ○ Continue to develop and use inquiry based and problem-based learning where appropriate ○ Continue to develop our, understanding of and use of behaviours for learning ● Carry out action research in class and own CPD to develop this understanding further ● Report back during staff meetings/inset on work trialled in class ● Developed collapsed curriculum weeks, where in afternoons the whole school works together on a project which makes the most of our unique environment <ul style="list-style-type: none"> ○ 1st local environment ○ 2nd Falkland Island history ○ 3rd-Enterprise-Fixmas sale ● Continue to develop partnership working with the Infant and Junior School Stanley (IJS) for the benefit of children in both schools <ul style="list-style-type: none"> ○ Teacher Moderation of work across both schools ○ Joint residential with IJS year 6 and MPS UKS2 ○ Teachers and children working on appropriate cross school projects such as: ○ Literacy Counts Units of work ○ Sports afternoons 	<p>Wk 16th Oct Wk 12th Feb Wk 17th June</p> <p>15th Nov 13th March</p> <p>Date TBC</p>	<p>All staff</p> <p>All teachers</p>	<p>Termly staff meetings Curriculum resources identified including costs</p> <p>Twilights sessions for moderation work</p>	<p>afternoons in place and staff and children can verbalise the success and how these relate to our unique environment</p> <p>Partnership working between MPS and IJS considered a strength of both schools- Feedback on partnership working from both schools, staff and children</p> <p>Focus for SGC visit in summer term and visit report</p>
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<ul style="list-style-type: none"> ○ Art project with IJS in the lead up to the Susan Whitley Exhibition in Stanley with IJS 				
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PRIORITY 5 – To continue to develop and improve the indoor and outdoor learning environments within the school whilst considering the constraints of a remote location

Actions <i>(What are the key tasks necessary to achieve these objectives?)</i>	Timescale <i>(What are the key dates?)</i>	Personnel <i>(Who will be responsible)</i>	Resources <i>(Costs? What resources or training are needed?)</i>	Quality Assurance (RAG Rate) <i>(How will we monitor progress? Who, what and when?)</i>
<ul style="list-style-type: none"> • Explore the possibility of re-establishing a PTA or Friends of MPS group • Establish an agreed plan with costings and timescales (evidence: Infrastructure action plan) <ul style="list-style-type: none"> ○ Work with BFSAI and DCS to ensure plan is actioned and implemented (evidence: Infrastructure works) • Works Identified include • Windbreaks • Fencing • Enclosing outside cover area • Cleaning playground surface • General repairs • Playground improvements • In school improvements 	<p>By end Oct 23</p> <p>Initial meeting Oct 23</p> <p>Summer 2024 in place</p>	<p>MS or MH</p> <p>HT and RB& BM. Chair SGC during visit</p>	<p>Meeting time and possible release time</p> <p>Achievable programme of works identified and costed</p>	<p>PTA established and articulating how supporting school</p> <p>Works identified ordered and progressed</p>

<ul style="list-style-type: none"> Develop a new school website within the DCS website to showcase our work better and to be an up to date 1st point of call for families Volunteers recruited to support with clubs, lunch service and library recruited and DBS checks carried out Additional Swimming Training undertaken x 1 members of staff in UK <p>Forest School training no longer seen as a priority or viable</p> <ul style="list-style-type: none"> Due to BFSAI personnel change establish the new SGC to ensure appropriate committees, Full SGC meetings and visits in place- 	<p>Summer 24</p> <p>Termly recruitment</p> <p>Spring / summer 24</p> <p>September 23</p>	<p>HT, SBM & SGC</p> <p>AHT/HT and Office Staff</p> <p>HT/AHT</p> <p>HT/SBM & 1 teacher</p> <p>HT and Chair</p>	<p>Dedicated Website time established each week</p> <p>New website cost obtained -TBC</p> <p>DBS costs x 1=£45 x 3=£135</p> <p>SGC members in place with meeting and visit programme established</p>	<p>Current website up to date where possible- Ideally New website in place</p> <p>SGC in place termly visits agreed and termly full SGC meeting timetable See SGC minutes See Visit reports</p> <p>SGC are able to articulate their strategic role and the direction of travel of the school</p>
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RAG Rating:

Green – met in full

Yellow – partially met

Red – not on track