

The Marjory Kinnon vision is that every pupil will learn the skills and develop the confidence needed to become a valued integrated and independent member of the community.

Our improvement priorities will reflect our school Mission Statement to include: Nurture, Challenge and Inspire built on the school values of kindness, perseverance, tolerance and respect.

#### EVALUATION OF 2022-23 - Summary Highlights

##### **Target: Reshaping of MKS Provision & Curriculum Pathways to Meet the Changing Needs of the Rising ASC Population**

**Progress & Impact:** In response to the rapidly changing cohort there are 3 classes trialling a new curriculum that is SCERTS focused with more emphasis

##### **Target: The continued development and expansion of the Marjory Kinnon Professional Development Centre - Year 2**

**Progress and Impact:** The PDC has been especially successful in supporting TA to train as teachers. 3 staff qualified last year and 5 staff were ready to be supported and assessed for this coming year. The PDC also continues to train apprentice TAs in collaboration with SERCO

##### **Target: Monitor & Evaluate The Delivery & Outcomes linked to PSHE/RSE**

**Progress & Impact:** OFSTED highly praised the leadership and impact of this curriculum and it contributed significantly towards the Outstanding Grade for Personal Development.

##### **Target: Develop a Whole-School Culture That Promotes The Benefits of High Attendance (Post-Pandemic Initiative)**

**Progress & Impact:** Incentives were introduced in Primary and Secondary for high attendance which encouraged most pupils to make more effort in conjunction with work undertaken by the new Family Support Worker who targeted and supported persistently absent pupils. Attendance has now returned to pre-pandemic levels and is slightly above the national average for SEND schools (89%) at 92%.

#### **Targets 2023-24**

1. To prepare for the changing cohort of pupils and designation of the school from MLD to a school for Autism and complex needs.
2. Respond to the OFSTED need to improve a few identified curriculum subjects.
3. To continue to develop our Pathway 1 & 3 curriculum for the new cohort.
4. To improve lunch and break times with meaningful social communication opportunities and support pupils to learn how to play and socialise.
5. To achieve National Autistic Society (NAS) accreditation

#### **FOCUS AREAS 2023-24**

##### **Curriculum**

To develop and embed the new Pathway 3 curriculum with a focus on SCERTS approaches and teaching strategies.

To extend and improve Communication and Social Communication opportunities in EYFS & KS1 & KS2. (Includes Makaton/iPad devices/communication APP).

To continue to monitor, evaluate the successful Maths Mastery and Power of Reading curriculum KS1-3.

To monitor and evaluate vocational BTECs, life skills, employability/WRL and careers offer in KS3 & KS4.

To develop and improve KS4 Maths (OFSTED).

To monitor and improve Secondary History and Geography (OFSTED).

To continue to improve KS3 Science thematic.

### **Teaching, Learning & Assessment**

To provide training on the Engagement Model for Pathway 1 & 3 high needs teachers.

To develop a consistent handwriting approach across the school that supports pupils with fine motor skills.

To develop and improve the TEACCH Trays with more engaging practical activities for Pathway 1 & 3.

To achieve the National Autistic Society (NAS) accreditation for excellent provision for ASC pupils.

To introduce SCERTS target setting for ASC pupils.

### **Behaviour & Attitudes/Safeguarding**

To use CPOMS in a more analytic way to report on changing trends in different Departments and Pathways.

To embed and extend Parental Engagement Workshops and opportunities and home-school links with the new Family Support Worker.

To further develop pupil voice through School Council changes, including cross phase links between Primary and Secondary.

To create an internal Safeguarding meeting with DSL, DDSL & a Link Governor attending termly meetings to replace committee meetings.

To train staff on KCSIE updates including filtering and monitoring and cyber security.

### **Personal Development**

To introduce the Commando Jo programme in Secondary to support MLD teenagers to develop self-discipline, independence and confidence.

To use SCERTS timetabled time to effectively promote communication and independence in Pathway 1 & 3.

To audit playtimes and lunchtimes with OLAP (Outdoor learning and Play) to create more structured and social playtimes.

### **Leadership & Management**

To continue to work with the LA on re-designation and new admission criteria.

To continue exploring academisation options.

To continue to invest in and develop the work-based route into teaching to ensure quality teachers for the future.

To train new Secondary Leaders – NPQSL & NPQH & PQ Intelligences.

To create new leadership opportunities to develop Pathway 1 & 3.

To successfully recruit teachers that can fulfil the requirements in the three curriculum pathways and respond to the rising numbers of ASC pupils.

To continue to develop consultations with staff on workload and work/life balance.

To develop a long-term IT plan for a forward looking and future focused school.

To create a comprehensive whole school calendar with events, trips, themed weeks and days and key dates on Outlook. *Achieved and ongoing Sept 2022.*

## EQUALITY OBJECTIVES: MARJORY KINNON SCHOOL 2023

	Objectives	Target Group(s)	Action	✓	Objective Owner	Status	Next Steps
SAFEGUARDING	To work in partnership with parents and carers to make clear the negative effects of pupil absence on progress and achievement and to support school attendance.	Parents/carers of pupils whose attendance drops below 90%	Identify and track pupils and set targets for improvements.	✓	Designated Safeguarding Lead	● On track	FSW appointed to start in Summer 2022 on persistent absentees and their families post-pandemic.
			Phone call & letter to parents/carer.	✓			
			Work closely with EWO.	✓			
			Embed attendance incentives and rewards in assemblies and classes.	✓			
	To set up groups for the minority cohort of girls to enable them to talk about any worries and concerns they have around sexual harassment and address self-harm issues.	Girls 24% of school population	Identify and prioritise vulnerable girls for Thrive interventions.	✓	Headteacher	● On track	Capture pupil/girls voice on how safe they feel.
			Create groups to boost self-esteem - creative projects.	✓			
			Create Secondary girls nurture group 'The Den' with nurture teacher.	✓			
			Train staff on self-harm issues.	✓			
		To capture pupil voice from girls only on how safe they feel in school.					
CFC	To increase and support the participation of parents/carers of pupils/students from minority, marginalised or vulnerable backgrounds in school life.	Parents/carers of minority, marginalised and vulnerable pupils/students	FSW supporting the most vulnerable pupil premium pupils and sourcing support agencies for them.	✓	AHT KS1 / Parental Engagement Lead / FSW	● On track	School to identify interpreters as required.
			Home visit before pupils enter school.	-			
			Targeted parent workshops around needs.	✓			
			Review website and electronic information available for parents.	✓			
CFC	To develop pupil voice opportunities so that Governors are hearing all the pupil's views and opinions.	All pupils/ Governors	To invite pupils to CFC Committee meetings and for Governors to attend School Council.	✓	UPS teachers who have responsibility	● On track	Invite pupils to CFC.
			To have pupil, parent, staff, SLT and Governors represented on the Change Team led by the Well-being Award.	✓			
	To provide support for Yr6 girls transitioning to Yr7.	Yr6 girls	Opportunities to build resilience by going on a residential.				
		Transition opportunities to integrate in Secondary during Summer Term.					
T&L/CFC	Liaison and engagement with Careers Advisors and potential work experience placements will ensure equal opportunities for all students.	Secondary pupils and their parents	Community outreach – continue to build on success of Careers Fair, making links with a variety of providers to meet all pupils needs.		DHT Secondary	● Started and on track	Further work to link with potential employers.
			Work experience is appropriate to all abilities.				
			Learning opportunities are appropriate to pathways.				
			Engagement with employers.				
T&L	To ensure the statutory changes to the RSE curriculum and policy are being taught and monitor and evaluate pupil outcomes.	All pupils/ Parents	Integrate new RSE guidelines/LGBT content into the curriculum for RSE.	✓	DHT Curriculum/ AHT KS4	● On track	To monitor delivery and outcomes – Spring/Summer 2022.
			To arrange training from Mermaids related to transgender issues.	✓			
			To book training for all staff on delivering the curriculum effectively.	✓			
			To monitor delivery of the curriculum and pupil outcomes.	-			
	To support parents to understand the curriculum content.	✓					
T&L	To ensure our reading and library books fully represent diversity in society including bilingual books.	All pupils	To ensure the English & Library Lead has budget to purchase books.	✓	TLR English	● On track	New TLR English to complete audit and order books.
			To audit areas where we are deficient and plug the gaps.	-			

	Objectives	Target Group(s)	Action	✓	Objective Owner	Status	Next Steps
T&L	To provide opportunities to celebrate the gender, sexuality, disabilities and culture and religions of all staff and pupils that make up a very diverse school.	All pupils/ Staff	Revised assembly schedule to include all major world religions and festivals especially as represented by the school pupils and staff i.e. Eid, Diwali, Christmas, Chinese New year, Black History Month (African Dance and Drum workshops and focus on Black Authors and Literature), Holocaust Memorial. Gender and female Icons and Icons from the gay and transgender community.	✓	Headteacher / SLT / Governors (monitoring)	● On track	To focus on achievements by well-known women and role models representing diverse sexualities.
	To ensure disadvantaged pupils are prioritised for interventions and catch up post pandemic.	All pupils	Analysis of progress data in relation to pupil premium/FSM groups.	✓	HT/SLT	● On track	FSM interventions to continue even though Catch-Up Funding finishing, funded by Pupil Premium. An evaluation of the impact on parents and families' needs to be completed.
			Continue to monitor and provide Chromebook to families that need technology.	✓			
			Provide intensive interventions and reading recovery to pupils who have fallen behind in the pandemic with Covid Catch-up Funding including Summer School.	✓			
			The Interventions Team and Pastoral Lead to work closely with parents and carers and outside agencies.	✓			
To ensure school values of kindness, tolerance and respect are embedded in the school and delivered through the Rights Respecting Schools curriculum and contribute to personal development.	Whole School Parents Governors	Each term to focus on one key value to underpin lessons and assemblies: <ul style="list-style-type: none"> <li>Autumn: Kindness</li> <li>Spring: Tolerance/perseverance</li> <li>Summer: Respect</li> </ul>	✓	DHT / AHTs Primary & Secondary / SS-RRS Lead	● Started and on track	Achieve the Gold RRS Award. Delayed until May 24 due to needing to make it fit for purpose in Primary	
To address gender equality issues developing in Secondary linked to social media influencers.	Secondary pupils	Tracking of incidents on CPOMS.	✓	Secondary SLT / Pastoral Lead and DSL	● On track	To set up more parent workshops for Secondary on issues.	
		Pupil assemblies and bespoke workshops.	✓				
		Advice from Police Prevent Team on suitable training for pupils.					
		Parental filter guidance for parents and workshops.					
		Liaison the school's community policing.	✓				
RESOURCES	To ensure all ASC pupils have access to sensory provision and suitable therapies.	ASC pupils	Governance review and audit of therapeutic provision.	✓	SLT/ Lead Practitioner for ASC	● Started and on track	Audit of breakout rooms by new LP for ASC as part of the external Autism accreditation review.
			Evaluate and restructure therapies in line with the expanding ASC cohort.	✓			
			Audit the use of break out rooms and current equipment.	-			
			Allocate a budget and new equipment to be purchased for sensory breakout rooms.	-			
			Link Governor for Equality and liaison with new NEU Rep for equalities.				
			Develop links with NEU rep for equalities				

**Marjory Kinnon School  
Covid Recovery Plan 2021-23**

Area	Planned Actions	Timescales
Academic Catch-up	Analysis of targets not achieved 2020-21 - Reading, Writing, Maths.	Completed
	Individual pupils identified for catch-up.	Ongoing intervention sessions
	Targeted interventions by class-based TAs for catch-up.	ongoing
	Tutoring sessions in Secondary.	ongoing
	Reading Recovery in Primary.	ongoing
Therapeutic Support	Dance & Movement Therapist appointed.	Completed
	Thrive Assessments and Interventions – class-based and 1:1 from Thrive Practitioners.	Ongoing support
	Recovery curriculum taught for 1 term on return to school as set out by Professor Barry Carpenter.	Delivered 2020/21
	Nurture group support for Secondary girls - safe space to talk.	Ongoing review of progress
	Nurture group for selected Primary pupils.	Delivered 2020-21
Curriculum	Recovery Curriculum in place Summer Term 2020 and 2021 - focusing on well-being, mental health and recovery issues.	Completed
	All staff trained by Headteacher on Recovery Curriculum.	Completed March 21
	Trauma Informed training for all staff Autumn 21	All staff trained
	Summer Holiday Clubs 2020 and 2021.	completed
	Residential trips Year 8 and Year 6, introduced and financed by the school.	Year 8 completed 2021. Year 6 & 8 booked for June 2022
	Outdoor learning and allotment project with Horticulture Practitioner.	Allotment work on going
	Outdoor Village Project to support social communication skills through role play – Primary.	Village set up and ongoing
	Duke of Edinburgh camping trip.	Camping trip Sept 21
	Circus Skills Event Summer 2021.	Completed July 21
	MFL/culture themed days - French, Spanish, German, Italian, Chinese.	Ongoing 1 per half term
	Appointment of Curriculum Enrichment TLR cross phase	completed
	Team Teach training.	Completed September 21
Attendance	Attendance has been hugely impacted especially Autumn 2021 and Spring 2022 by Covid-19. Family Support & Community Outreach Worker appointed to support families struggling with post-pandemic attendance and need for other guidance and support.	Appointed to start April 2022- ongoing
Well-being & Workshops	Change Team reintroduced with new adults and children post-pandemic.	March 2022
	In-school Workshops for KS4 to re-engage pupils who have become disaffected with learning due to the pandemic. Including a focus on gangs, drugs and knife crime.	Autumn/Spring 2021-22
Remote Learning	All pupils to have Chromebooks to support the immediate switch to Google Classroom in response to any Covid-19 closure of classes - this has been largely funded by the Covid Catch-up grant.	On-going 2020-22
	The school YouTube channel is a bespoke SEND content driven channel set up in the first lockdown with videos to support learning and well-being. <a href="https://www.youtube.com/channel/UCC3nnxA4KCefZZXIEQw8llg">https://www.youtube.com/channel/UCC3nnxA4KCefZZXIEQw8llg</a>	Still available and well used at home by pupils and parents 2020-22