

Mount Tamar Annual Report 2017



Contents

- 1 Ethos**
- 2 Context**
- 3 Teaching and learning**
- 4 Outcomes**
- 5 Personal development
behaviour and welfare**
- 6 Leadership and
management**
- 7 Working with families**
- 8 Drake's View House**
- 9 Aspire and KS4**

About our School

Mount Tamar is a co-educational special school for 101 pupils who are between the ages of 5 to 16 and have a statement or an Educational Health Care Plan relating to a range of complex social, emotional and mental health difficulties, alongside a range of other associated conditions, which can hinder academic progress. At the point of entry many pupils have additional complex needs which may include; attachment difficulties, autism spectrum condition or ADHD.

Our students have previously found school a challenge. Therefore, we aim to provide a personalised curriculum, which focuses on identifying and understanding our pupils' barriers to learning. This enables us to teach and support our pupils to develop alternative ways to respond to difficult situations and achieve their full academic potential.

Our school provides a holistic package of support for all students. Our educational staff work collaboratively with our therapy team, residential care staff, social care and parents/carers, to ensure all our students achieve the highest quality outcomes socially, emotionally and academically.

The school manages a number of satellite 'Aspire' centres across Plymouth which meet individual student's academic and social needs. We also have a thriving residential provision that caters for up to 20 youngsters. We strive to provide the very best educational experience so that all our students can reach their full potential, as they become responsible and proactive members of the community. We are a friendly and caring community that firmly believes in treating each young person as an individual providing them with the skills and tools they need to be a success. Mount Tamar School offers a quality-learning environment with all students being supported by a team of experienced trained staff dedicated to sustaining a school where excellent teaching enables students to develop their abilities to the full.

We aim to make education real, interesting, relevant and practical. Through an ethos of learning outside the classroom, outdoor education and forest schools we seek to develop social and emotional aspects of learning.

A word from the Head Teacher

Dear Parents and Carers

As you will have seen from our annual report there have been lots of developments this year, especially in terms of behaviour, IT and progress in English and Maths. Although this is something we have been working very hard on. Next year our big piece of work will be around developing further our Key Stage 4 offer particularly for those pupils who have not yet decided what their future aspirations may be supporting them with quality work experience and employability skills. With our great new Parent Carer facilities and Drake's View House we have started the 'Friends of Mount Tamar' group so that you can be more involved in what we do at school, please do get involved and come to have a look.

At Mount Tamar School we are always striving to get even better outcomes for every child and young person.

If you have any concerns or suggestions please do not hesitate to contact us.

Thank you for your continued support for the school.

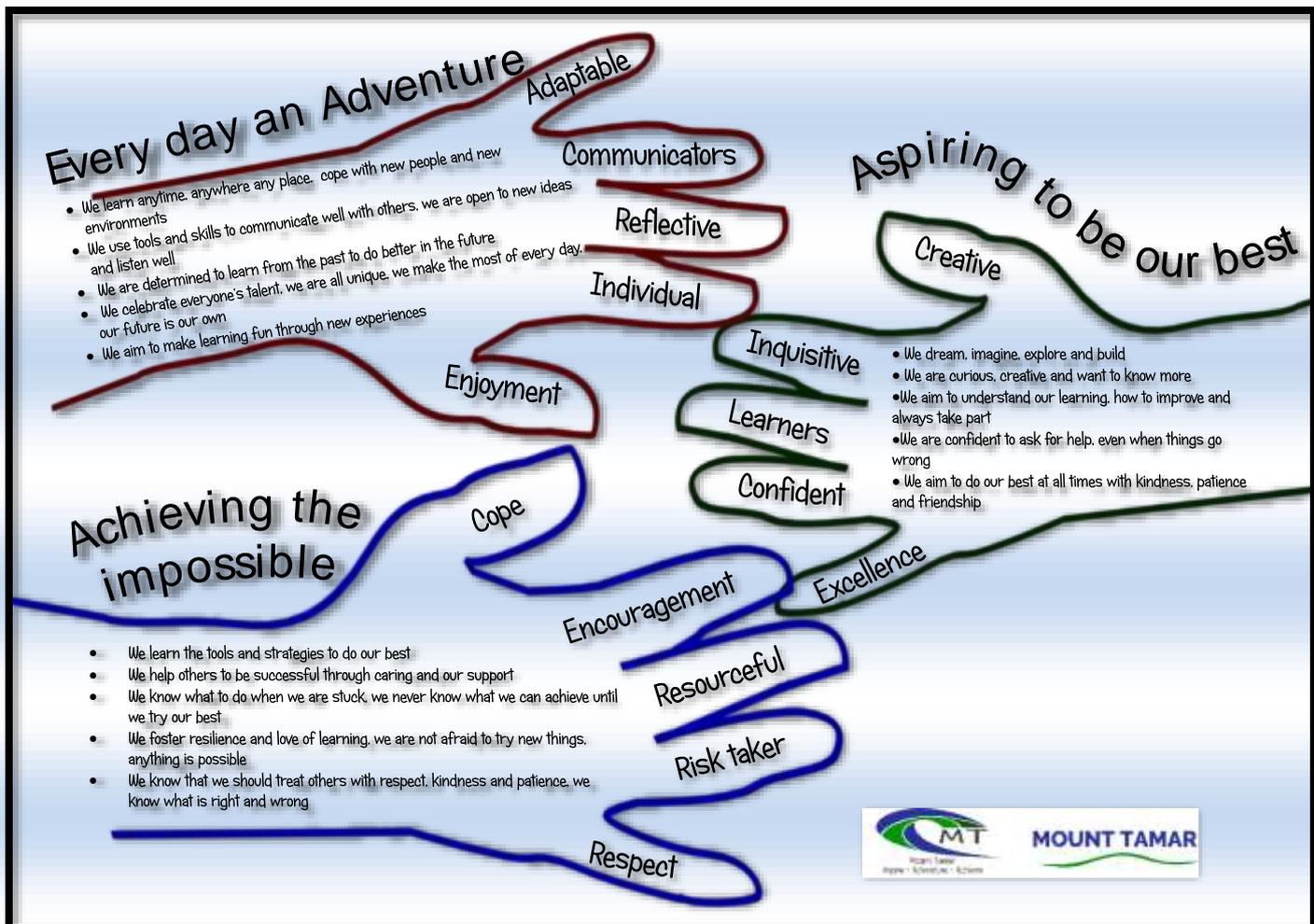
Kind regards

Brett Story



Ethos

Aspire Adventure and Achieve has been the school ethos for three years. This year we revisited what this meant to us. The Ethos Hands are now presented in each classroom.



Context

We have 101 students with a wide range of specific needs

| | Mental health | Autism | ADHD | mld | Trauma | Attachment | Other |
|----------------|---------------|--------|------|-----|--------|------------|-------|
| Primary need | 69 | 15 | 7 | | | | 10 |
| Secondary need | 49 | 36 | | 3 | 4 | 17 | 14 |

| Risk and Resilience factor | High | Medium | Low |
|--|------|--------|-----|
| Individual Risk Factor as of November 2016 | 40 | 38 | 17 |

| Number of pupils | LAC | FSM |
|------------------|-----|-----|
| | 13 | 44 |

| Current Year Group | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| percentage in school less than 12 months | 33% | 17% | 18% | 33% | 37% | 50% | 44% | 8% | 16% | 0% |
| percentage in school less than 24 months | 33% | 20% | 50% | 44% | 63% | 67% | 63% | 25% | 36% | 11% |

| Numbers | KS1 | KS2 | KS3 | KS4 | Girls |
|----------------|-----|-----|-----|-----|-------|
| May 2017 | 6 | 28 | 44 | 23 | 6 |
| September 2017 | 4 | 28 | 43 | 26 | 6 |

Our grading

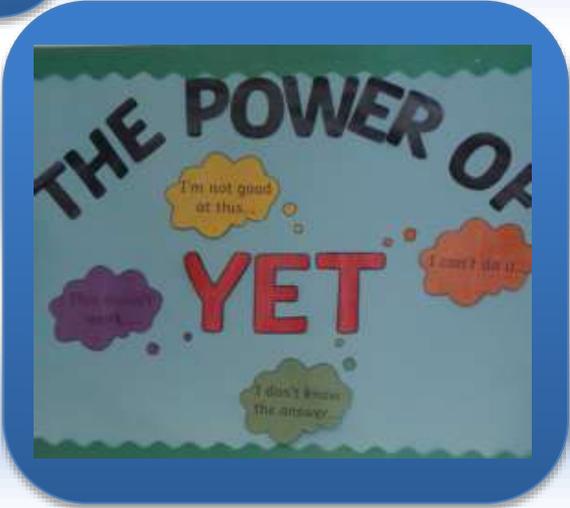
Outcomes – Good

Leadership and management – Outstanding

Behaviour and welfare – Outstanding

Teaching and Learning - Good

Teaching and Learning



Development plan focus - Teaching and Learning



Intervention - used increasingly every day to improve pupil outcomes
 Coaching and mentoring used to support teachers towards excellence
 Technology / computing used to enhance learning
 KS4 learner behaviours further developed
 Accelerated Reader development to increase number of books in homes
 Introduction of 15 minutes core time at the start of every day to facilitate time spent specifically on reading and timetables- to include time for ARROW, AR and Precision Teaching

- a) Investigated and developing BYOD by visiting other institutions
- b) Every child in a given year group has a chrome book that is being taken home
 More ICT in classrooms across subjects and sites: including upgrading interactive whiteboards to smart screens in all classrooms
- c) Research groups used to refine learning robots to suit KS4 students
 Work with pupil parliament to refine learning robots to suit KS4 students
- d) Used Accelerated Reading Programme to promote good learning behaviours outside school by promoting reading for pleasure at home and getting more books into homes



- a) Improved calm start to the day. Online Maths games often seen enthusing pupils with Maths. Arrow has shown good impact e.g. one pupil improved 2 years over 6 week period. AR has shown excellent impact with some pupils making one year's progress in a term
- b) Feedback from teachers says that this is more personalised and supportive. Teachers' 5 year Pathway focuses CPD and career path. 13 teaching staff have started the National Association of Middle Leaders training, all have in school development projects, facilitating distributed leadership
- c) All pupils now have a Chrome Book with the option to take home to continue learning – this has increased the amount of homework pupils complete. All teaching staff have Tablets and all classrooms have large Smart TVs. Lesson observations show pupils using all devices confidently to enhance learning. Wide range of Apps being used to engage pupils who are regularly seen continuing this in own time and at home e.g. Times Tables Rock Stars
- d) 100% of lessons using 'TEEP Common Screen' as seen during lesson observations, meaning that pupils have common language for learning and common approach from different teachers. Weekly staff learning conferences successfully sharing ideas
- e) School shop increasingly selling books to parents. Pupils regularly requesting to read and to take books home. Parent learning evening attended well, aiding how to support children at home



- a) Teachers sharing success stories and learning strategies
- b) Pupil enthusiasm over reading when in new 'Library Gold Room'
- c) Pupils using IT equipment with confidence to aid learning
- d) Teaching staff discussions around their futures and ambitions – Teacher '5 year Pathways'





- a) Continue with high quality training
- b) Develop Assistive Technology to support further those with difficulties
- c) Continue with KS4 understanding of learner behaviours
- d) Ensure that books are an increasing part of everyday learning



Strengths - teaching and learning

Following the summer 2016 outcome of 100% of lessons being Good or Outstanding, this year we have moved to a more individual approach to ensure high quality teaching and learning. Staff are very open and often visit each other's classes to gain ideas and resources. Line managers meet fortnightly through coaching and mentoring sessions.

Quality monitoring is completed at least weekly through learning walks, drop ins and termly lesson observations.

The strengths are:

- Flexibility of approach to support learning
- Risk taking to make learning engaging and have 'stickability'
- Learning through activity and real life
- TEEP
- TEACCH to support those with autism
- Accurate, consistent marking that encourages dialogue with students

Introduction

A key development for the organisation over the past two years has been to improve the quality of teaching and learning. A robust and rigorous series of training and interventions have been implemented to include the development of a common language through the form of the SSAT Teacher Effectiveness and Enhancement Programme 'TEEP'. This was implemented in the summer of 2015 and created real impact in lessons.

By the summer of 2016 we had achieved 100% of lessons observed judged good or better for two terms in a row SLT moved towards a more individual support system. Coaching and mentoring sessions were introduced that would be much more frequent and develop teaching staff in a more personalised way.

Work undertaken

- Training as outlined in professional development section in partnership with local teaching school, special schools SHAP, therapy team and regular research based in school teaching conferences
- Whole school TEACCH training to improve the quality of our autism practice
- Regular supported learning walks
- Teaching and learning conferences
- Rigorous appraisal targets based on the school development plan
- Revised lesson planning structures
- Revised schemes of work and joint planning
- All teachers have a 5 year Pathway to support their individual development
- Investment in IT including hardware, training and use in lessons



The percentage of students making good or better progress continues to improve in all core subjects. The number of students working more than 1 year below ARE continues to fall. See data report for details.

Curriculum developments

Maths - Mount Tamar is part of Maths Mastery working group including a number of schools in the South West. We have been piloting the use of Singapore Maths books and teaching styles.

The Maths department continue to attend the Plymouth Teaching School Subject Hubs in order to keep up to date with developments. Pupil progress in Maths is now as high as that in English. Regular staff training.

English - The Head of Department attends the Plymouth subject Hubs. An English consultant visited from Okehampton College English Department to share ideas and review the practice. The Accelerated Reader programme has been introduced and showing good impact with the amount of pupils' reading and spelling ages rising. Our new Gold Room Library has been put at the heart of the school to show our commitment to reading. This has allowed the pupils to develop their independent learning skills in a quiet place for learning. Regular staff training in place and a new Head of Department to start September.

Computing and Technology – The Head of Computing is now qualified as a CEOPS ambassador and also a Google Classroom Trainer and gives staff regular training on the use of IT in the classroom. An increase in accreditation this year to include the European Computer Driving License ECDL and CiDA has gone very well. Our gifted programme has developed extremely well with 6 pupils attending the 'Blue Screen IT' provider doing high-level work.

Physical Education, Forest School and Adventure Studies – This year we have our first pupils gaining a Level 2 in Adventure Studies BTEC. Investment has been put into our Forest school area with an outdoor classroom and learning areas that will now allow it to be used for other subjects.



Science – The Science department has been working closely with the University and local STEM Centre to offer our pupils state of the art facilities, visits, speakers and pathways to employment. Twice as many students sat GCSE Science exams.



Nurture groups - This year we increased the number of Nurture Groups in key stage 3 from one to three in number in order to support those pupils who need a safe, secure environment for a range of reasons and who would otherwise struggle with the movement and change in the wider body of the school. All young people continue to access lessons or activities within the school with support as required. Subject specialists support teachers with planning on a regular basis. Pupil progress and behaviour has improved greatly with this strategy.

Land and Animal studies – The school Granary Farm has grown considerably since its beginnings in September 2015. This year has seen the first Level 2 pupils and a partnership with Duchy College meaning that our pupils who want to continue in this area of study can move on seamlessly. The Farm provides high level learning and accreditation, a place of calmness and a local facility for mainstream pupils to develop their interests.

E - Safety

As a result of the renewed emphasis on technical equipment the school has further improved aspects of our on-line security. Ensuring our young people are kept safe and not exploited continues to be at the heart of everything we do. Child and adult protection policies and procedures are therefore continually under scrutiny.

E-safety policy and processes have been written, discussed and adopted by Governors, acceptable use policy written, discussed and agreed by Governors, e-safety workshops for families and e-safety assemblies

Tablets and Chrome Books are now used widely and safely across the curriculum. Mobile phones are used in the delivery of lessons, where appropriate use can be taught and monitored. Our monitoring software has protected the young people from inappropriate internet content. We are able to see what is taking place on our school's network. It alerts us to any unacceptable use.

Research Groups

The senior teaching assistants and teacher group are all fully involved in half termly research to further develop the learning practice at Mount Tamar. Areas such as; autism learning, attachment and growth mindset are studied and fed back to the staff group at learning conferences.

Evaluation

We evaluate the level of teaching and learning to be Good. This year we have a number of new staff due to the staffing restructure in 2016 and also rising numbers due to the popularity of the school. These staff have been given excellent support and training and when they have embedded further their practice we as a school will be Outstanding.

Outcomes



Development plan focus - Outcomes

2016/17 Development Plan



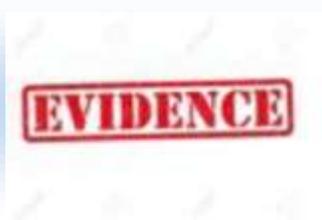
- a) To refine the use of Pupil Provision Maps to ensure the range of provision and the learning journey is fully recorded in a document which evidences all round outcomes
- b) To further broaden the range of interventions to enhance the rate of progress of students towards ARE
- c) To sharpen the use of progress data and target setting to ensure the needs of the most able as well as lower ability pupils are effectively met and to intervene swiftly when progress is slow
- d) To standardise our offer of accredited courses and qualifications in core subjects gained by KS4 students in Year 11



- a) Provision maps used in all relevant meetings in school and with outside agencies when discussing pupil outcomes and progress
- b) Visits to local mainstream and special schools and to talk with LA advisors ensuring appropriate and effective interventions are used across the school
- c) Half termly monitoring of interventions to ensure effectiveness
- d) Planning is based on current pupil data and expectations are set high to close the gap to ARE or extend beyond for most able pupils
- e) Risk and Resilience analysis is used effectively to ensure realistic, yet aspirational targets are set for all pupils
- f) Close partnerships with other special schools in Plymouth and Academic Council e.g. regular moderation



- a) Pupil Provision Maps being used in monitoring meetings successfully as a tracker for overall progress. Staff fully trained in ARROW and using regularly with primary pupils. AR used well with pupils enjoying the book tests
- b) Educational Psychologist regular training with staff to update with Precision Teaching
- c) Focussed intervention based on half termly data. Therapist input increased, with whole child assessment programme started
- d) Dramatic increase in pupils working at age related levels
- e) Increase in percentage of pupils achieving their end of year targets and wider range of accreditation. Risk and Resilience Matrix ratified by Governors and LA Adviser termly



- f) English - 91% of pupils are on track to meet or exceed their end of year targets, compared to 82% in Feb and 57% in March 2015. 25% of pupils will exceed their aspirational end of year targets compared to 18% predicted in February. 64% of pupils will exceed their aspirational end of year targets compared to 49% predicted in February. 81% of pupils are on track to meet or exceed their end of year targets, compared to 67% in March 2015

g) Maths - 94% of pupils are on track to meet or exceed their end of year targets, compared to 74% in March 2015. 37% of pupils will exceed their aspirational end of year targets



- a) Develop new 'Inspiring Futures' plans to bring together whole child assessment and increased focus on EHC plan targets
- b) Continue with special school group 'Quay Partnership Plymouth' and Academic Council work to share good practice and ensure high academic standards

Intervention

ARROW Intervention has shown good effective pupil progress

All pupils now have moved to the SNAP online social skills assessment programme. Staff now are able to track and support using a whole school database. This further improves the ability of staff to focus closely on one particular area. In the past targets have been created through discussion rather than analysis

Whole Child Assessment 'Inspiring Futures IF Plans'

Our assessment of the whole child has developed considerably. SMSC is assessed each half term using an online system where the Tutor looks at progress in the four areas. The SNAP special needs assessment tool is also completed termly with targets created and tracked again by the tutor. The 'Inspiring Futures Plans' have started from June 2017. This is a drawing together of all of our assessments, EHCPs and tracking tools in one easy to read format. It will ensure that all concerned such as Therapists, home, education and Residential staff are working together and involve the students to increase their metacognition and self worth.

What difference have we made?

Attainment and Progress

- Attainment and Progress are both analysed for all pupils. Pupils attainment in relation to their Age Related Expectations is analysed and trends show that an increasing percentage of pupils are moving towards Age Related Expectations in all core subjects.
- From our Risk and Resilience analysis, aspirational targets are set for all pupils, with an increasing percentage of pupils achieving and exceeding these targets.

Closing the Gap

- We analyse and compare progress of our vulnerable groups of pupils regularly to ensure they are not disadvantaged.
- From our analysis we know that our Looked After Children (LAC), our Free School Meals (FSM) pupils, our ASC pupils and our SEMH pupils all make progress in line with or better than other pupils in all core areas.
- Funding is used to provide additional support to increase the progress of these groups of pupils if appropriate.
- All pupils are expected to make good or better progress regardless of their individual circumstances.

Targets for next year

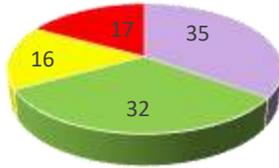
- Driven by a desire to see each pupil achieve their potential and leave us prepared for their future career, the school works closely to empower each pupil and develop their academic potential as well as the personal skills they will require to succeed as adults in the work environment.
- We have begun to use "Inspiring Futures Plans" to track and monitor this progress and to ensure all pupils are successful both academically and socially and emotionally.
- Our curriculum will continue to be personalised and flexible with more subjects and options available every year. Our experienced therapy team and our residential provision will become more integrated in all areas of the school.
- We are developing our vocational centres for those pupils who are suited to a vocational curriculum and workplace. We will continue to develop our work with parents and carers, expanding our parent support systems and empowering our parent group to be a valuable asset to the school.
- The school will continue to work with Post 16 provisions to prepare our pupils for when they leave Mount Tamar and to ensure they have a career pathway to progress to their chosen career or further education.

Judgement

- Attainment is improving significantly over time with a greater percentage of pupils now moving closer to, or working at Age Related Expectations.
- Pupils are making significantly more progress than previously with almost all pupils on track to meet or exceed their end of year targets this year.
- Particular progress has been made in Maths, which now sees comparable results to English.

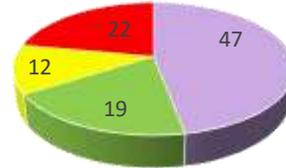
Maths

Primary Maths Progress June 2017



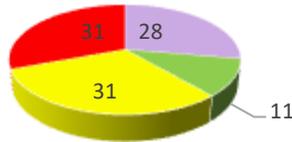
■ Outstanding Plus progress
 ■ Outstanding progress
■ Good progress
 ■ Less than good progress

Secondary Maths progress June 2017



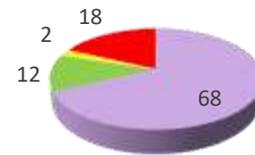
■ Outstanding Plus progress
 ■ Outstanding progress
■ Good
 ■ Less than good

Primary English Progress June 2017



■ Outstanding Plus progress
 ■ Outstanding progress
■ Good progress
 ■ Less than good progress

Secondary English Progress June 2017



■ Outstanding Plus progress
 ■ Outstanding progress
■ Good
 ■ Less than good

Rates of Progress

All our pupils have experienced and /or are still experiencing circumstances which affect their ability to attend, focus and concentrate on academic achievement.

End of year targets are set according to our Risk and Resilience analysis at the start of each academic year.

Pupils historical and current circumstances are considered and they are scored as being at high, moderate or low risk based on their barriers to learning. We believe this is a fair way to take these factors and circumstances into account, whilst still aiming to support all pupils in achieving the best they can.

For pupils with high risk factors, end of year targets are made more realistic, whilst still remaining aspirational. Pupils with moderate risk factors are expected to make the national average rate of progress. Pupils with low risk factors are expected to make greater progress than average pupils nationally. If pupils achieve their end of year targets they have made outstanding progress. If they exceed their end of year targets they have made Outstanding Plus progress.

In addition to the academic curriculum, all our pupils also make significant progress in social and emotional development and we have designed a bespoke document to support this and make this progress more trackable and measurable.

Student destinations

Students are prepared for leaving school in a comprehensive way and are supported to look at a variety of career paths. Our students opt for a variety of next destinations as show below. They go to a variety of colleges such as: Duchy, City, Construction Training, North Prospect Engineering Discovery and Eat that Frog. Also to sixth Forms such as Marine Academy and St Boniface. Our Careers staff support the students during the Autumn term to ensure that they have settled in well.

2015 – 16

| Catering | Independent ongoing support | Sport | Public Services | Music and drama | Construction | Land and Animals |
|----------|-----------------------------|-------|-----------------|-----------------|--------------|------------------|
| 4 | 3 | 2 | 1 | 2 | 3 | 1 |

2016 – 17

| Catering | Independent ongoing support | Sport | Art digital media | Music and drama | Construction | Land and Animals | Engineering |
|----------|-----------------------------|-------|-------------------|-----------------|--------------|------------------|-------------|
| 1 | 3 | 1 | 1 | | 1 | 1 | 1 |

Pupil Premium

Pupil Premium is the additional money we receive to raise attainment of disadvantaged young people and close the gap between them and their peers.

This year we targeted the money towards improving attainment in English and Maths, working closely with families, Therapeutic support for our young people and improving social skills. This work included:

- A specialist intervention teacher to work individually with pupils to ensure that they receive the appropriate intervention to make maximum progress in Literacy and Numeracy. To be able to offer greater support on a 1:1 basis for those children who need to focus on certain areas in order to make the expected rate of progress in their core subjects
- FSW works closely with those parents who are experiencing difficulties at home and have issues with their child's attendance. With her support attendance has improved and there is an increasing number of parents who are engaging positively with the school.
- To provide support for those students with complex and additional needs to increase engagement and achievement. All staff to have a greater understanding in addressing these needs and therefore able to offer more support.
- Students learn how to work as part of a team in a positive manner and to show a greater empathy towards others. It has allowed some students the opportunity to experience activities away from their own environment thus developing socially and emotionally.

Analysis of the data shows that all pupils eligible for pupil premium make expected or better progress in English. Achievement for FSM and Non FSM is the same in both subjects

Evaluation

We evaluate the school to be good in this area. When the new staff have embedded further in the next few months and also our IF assessment plans have brought together whole child assessments we will be outstanding.

Personal development behaviour and welfare



Development plan focus – Behaviour and welfare

2016/17 Development Plan



- a) Increase Parent/ carer involvement in their child's education
- b) Improve behaviour for learning
- c) To develop further the understanding and strategies for pupil's complex needs
- d) To work increasingly with other schools and agencies to improve pupil outcomes through outreach
- e) To develop Mindfulness/Mental health



- a) Parent Carer drop in centre created that allows a safe friendly space for adults to work with the school
- b) Further improved data collection so that staff are able to more easily access incidents and see patterns and put in interventions
- c) Working towards the Autism Mark
- d) Close links to local schools to ensure outstanding pupil outcomes
- e) Sharing good practice with other schools

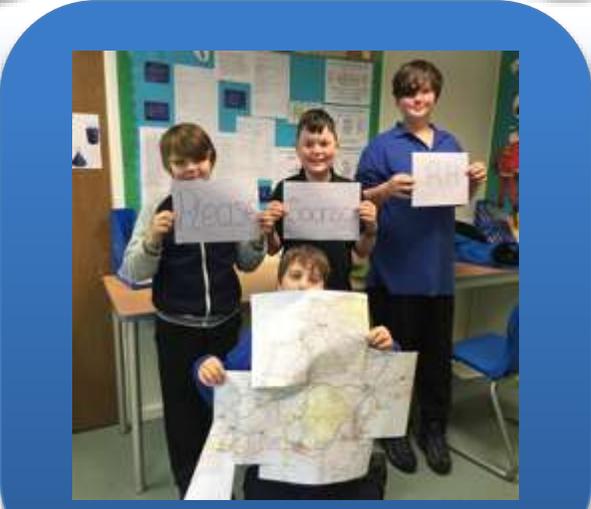


- a) 'Friends of Mount Tamar' group meeting regularly in school coffee shop, giving feedback and developing parent support. Increased numbers of parents in school and engaging with learning and therapy team. Parents/carers involved increasingly with new Residential programme that will develop social skills and independence learning
- b) Behaviour policy updated. Positive handling incidents dramatically reduced from 80 to under 10 average per month. Incidents have dropped in one year by 75%. Fixed term exclusions reduced by 30% per month since 2016. Regular comments from visitors and parents as to the calmness of the site. Learning walks show improvement to behaviour for learning.
- c) Autism strategies monitored regularly and in place: see new Beacon Centre. Additional counsellor having impact on pupil mental health. Therapists allocated to each centre and having impact with teaching staff on pupil progress using GAS scoring system. Senior staff part of Plymouth Mental Health and Wellbeing support group, regular training for staff. Increased hours for Educational Psychologist supporting pupils with mental health and parent carers group.
- d) New Beacon Centre working in a partnership with Marine Academy. Joint curriculum work e.g. drama presentation. Close working with Academic Council on projects such as moderation and assessment. 'The Quay Partnership Plymouth' is a new special school group forming to share and support and also for outreach to mainstream schools

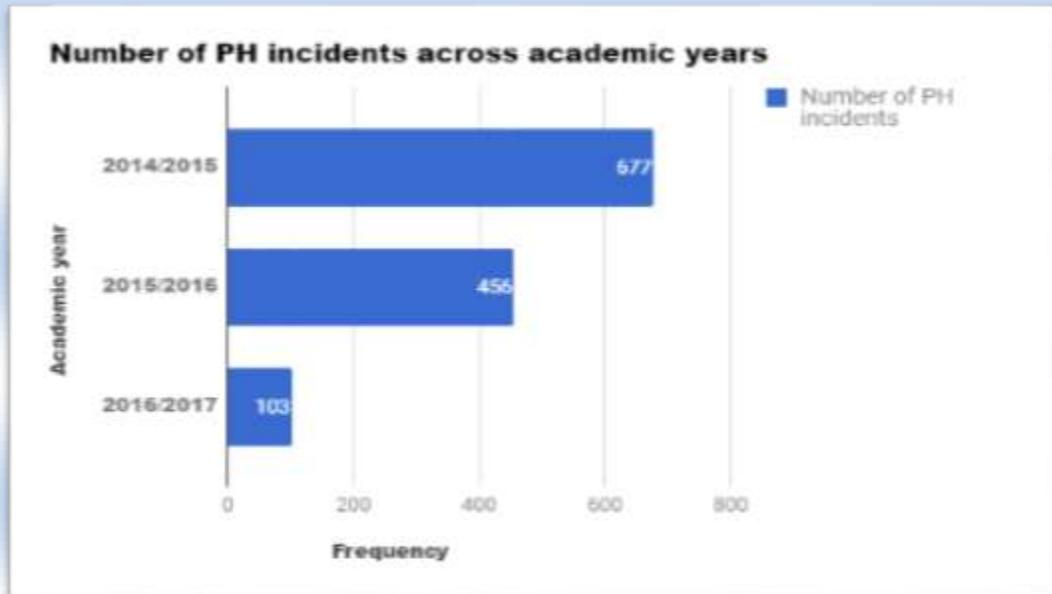
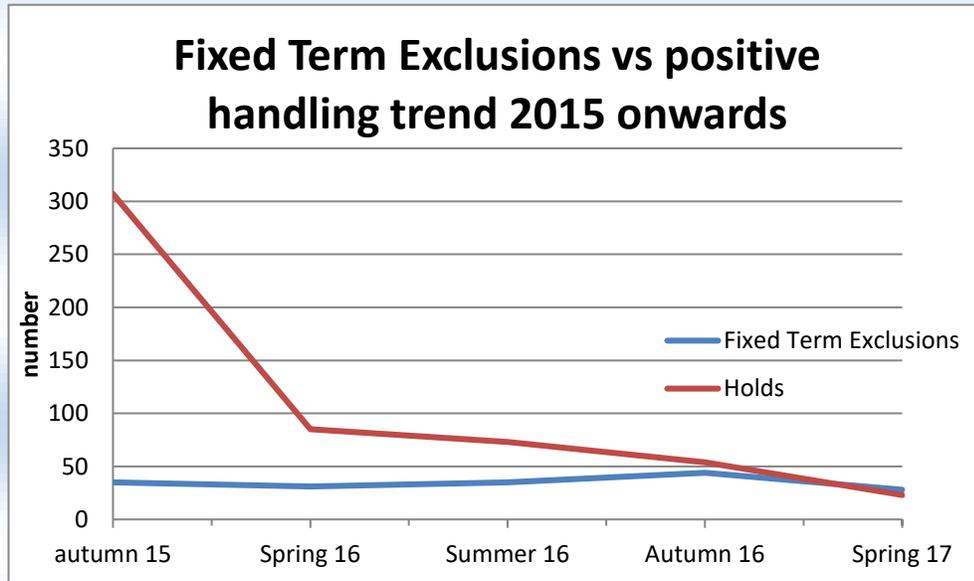


- a) Formalise the Quay Partnership to improve outcomes for SEND Plymouth
- b) Continue to use restorative approach to reduce FTEs
- c) Gain increased impact from parent group
- d) Develop communication with parents on how school works





Restraints/Holds



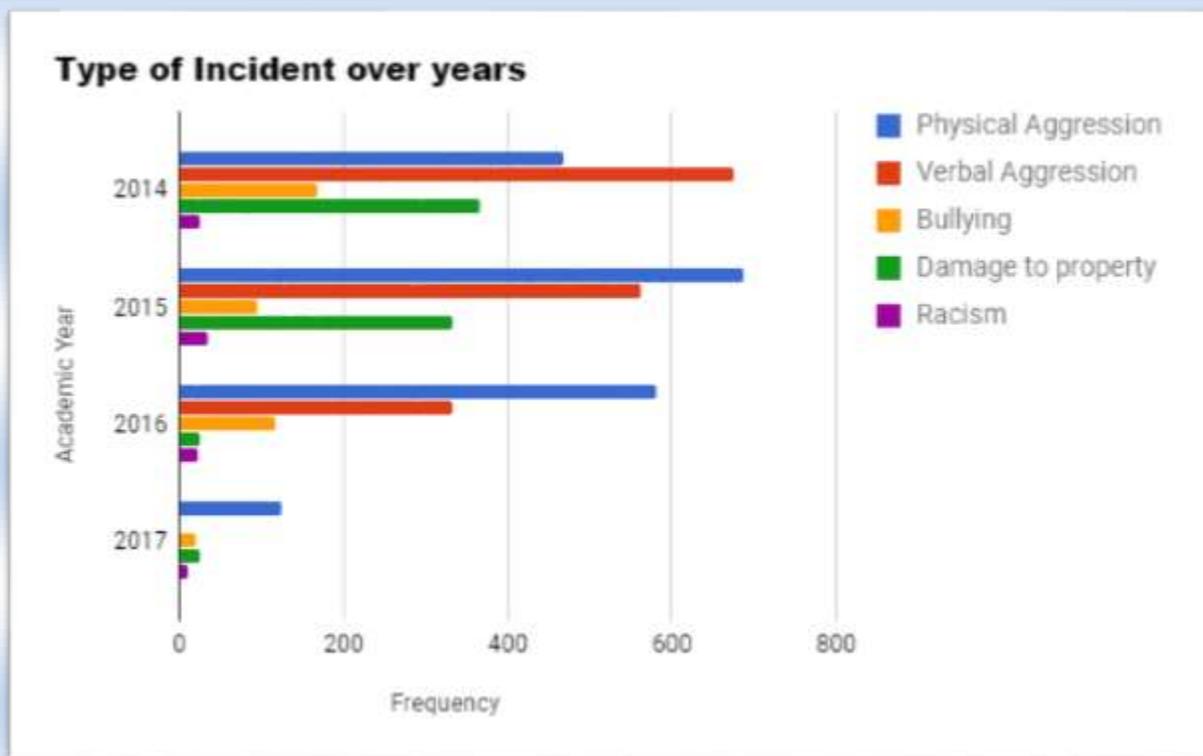
The above charts show the comparison between holds and fixed term exclusions over the last 2 years since last Ofsted Inspection. The reduction of holds was the first priority with a new Head of Behaviour taking over in the Autumn 2015. This required a whole school cultural change that was managed by the Head of Care from the school Hostel which had been graded at Outstanding particularly because of the behaviour systems that were in place. To improve behaviour and therefore the need for holds the school decided to use FTEs as a sanction. These were followed up by parent meetings and individual support packages created if repeated. FTEs have proved to work as a deterrent.

Action:

1. Staff training in de-escalation techniques
2. Visiting other schools to review their practice
3. Reviewing all holds including staff and pupil feedback sheets
4. Behaviour policy update to be more individualised
5. Improved individual timetables to engage pupils more
6. Developed rewards and sanctions
7. Improved recording of incidents that allow for analysis and then follow up of patterns
8. Improved communication with parents including weekly behaviour points scores sent home
9. Holds are a last resort. Staff always think what else can be done without holding
10. Increased effectiveness of Therapy team

Outcome

The impact has been exceptional - a reduction from an average of over 100 per month July 2015 to less than 10 per month in summer 2017.

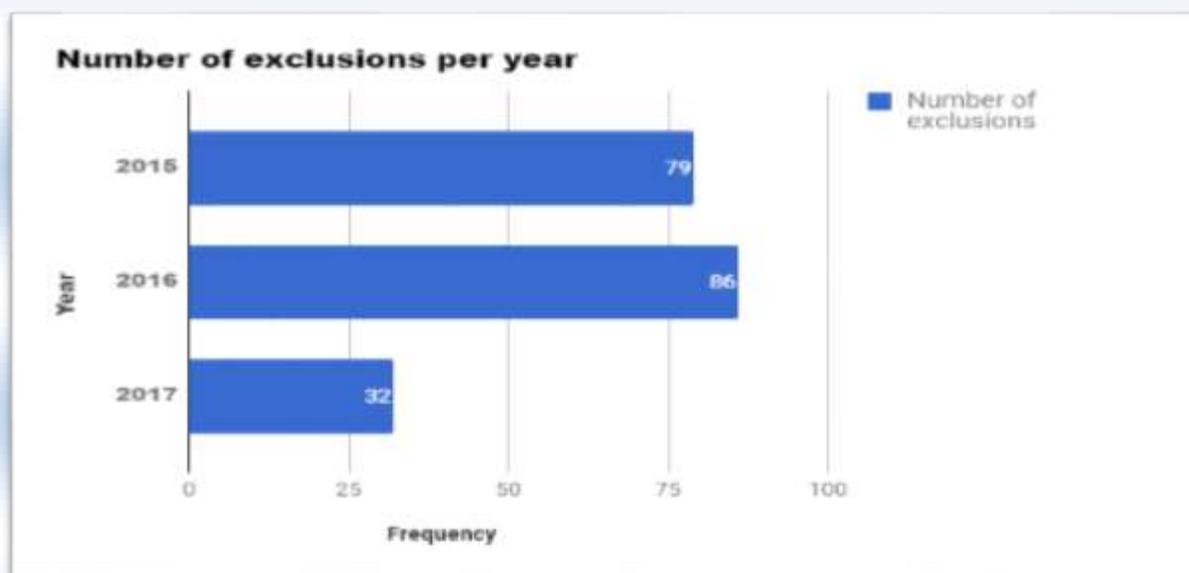


The second priority was to reduce the amount of serious incidents such as pupils going on the school roof, damage and aggression. The above graph shows that this has been successful.

Actions:

1. Increase in therapeutic approach
2. Increase in sensory breaks
3. Increase in alternative ways for pupils to regulate
4. Staff training with regulation systems

5. High investment in the school environment; climbing frame, forest school, slack line course, MUGA, Music room, sensory garden and the school has been separated off through use of fencing that restricts the areas pupils are allowed in which are now safe.



The third priority has been to reduce the amount of FTEs. The above chart shows that FTEs have reduced in the last three years. Since January 2017 the school has focussed on reducing FTEs and putting in place a more restorative approach and at this time the behaviour policy was updated. This has been a success and will continue to be a focus.

Behaviour policy update

The school behaviour policy has been updated during 2016 to take into account the varying needs of the students at Mount Tamar. Our students learn how to behave in an appropriate manner through a wide variety of means that includes: rewards, sanctions, counselling, engaging curriculum, differentiated learning.

The school has developed further its restorative approach to supporting pupils when they are involved in an incident.

Fixed Term Exclusions

Senior staff put in place individual plans for pupils on return from exclusions to ensure that behaviour is improved. There has been an increase in meetings with parents and Team Around Me meetings.

A whole school plan to reduce pupil aggression was put in place. For most cases a first offence is sanctioned with an internal suspension and then if the incident is repeated then a fixed term exclusion is given. There was a pattern of pupils going onto the roof in the Autumn, this started with one pupils and then a pattern started and had to be clamped down on leading to an increase of exclusions. The positive effect is that learning has improved and holds have reduced.

Fixed term exclusions rose slightly as an effect of higher expectations of behaviour and also the focus on reducing the holding of pupils. These have now reduced again and hope that the Beacon Centre will assist with this move further.

Outcomes for pupils

The school is now a much calmer place for learning. Pupils are achieving highly and are ready to learn. Incidents and anxiousness are dealt with in a calm manner where the pupils are supported to help them cope. Pupil progress is outstanding. Pupils are safe and not put in the danger of being on the roof and being held.

Extended school

As a support to families Mount Tamar continues to offer After School Club four evenings per week. Holiday clubs started this academic year and have grown considerably, they now occur at every holiday. All young people are able to apply for Drake's View activities, staying for tea or staying overnight. All areas of school are encouraged to offer the young people experiences that will extend their learning opportunities.

After School Clubs

After school clubs continue to develop with an increasing number of pupils attending. The most popular have been the Parkour and music clubs. We are planning to ask the Pupil Parliament about how to expand this for next year.

Residential programme

- Heatree Adventure Centre Dartmoor – Y5 and Y6 June 2017
- Parliament visit July 2017
- Normandy Battlefields May 2017 – KS3



‘HAC’ – Holiday Adventure Club supported by Children In Need

This year saw the start of the ‘HAC Club’ where we offer weekend and holiday activities to our pupils. The aim was that by running these activities students return to school the following term less anxious and apprehensive. The activities are run by our staff at the school, which helps to form positive relationships between staff and students. We offer a range of activities throughout the holidays with over 20 students accessing the trips every holiday. During these trips it is great to see student engaging with other students that they do not engage with during school and start to form relationships, which carries on once they are back in school. Some of the activities and trips we have been on include: Crealy Adventure Park, Woodlands, Splashdown Water Park, PAFC Roadshow, Vue Cinema, Snow Tubing, Adrenaline Centre, Supertramp and the use of the school Forest area.

This initiative will continue to grow as we have secured Children In Need support of £10,000 to develop the provision

Street Factory ‘Respect through Dance’

Our partnership with Toby and the team at Street Factory has continued this year. An increasing amount of pupils have engaged in his Dance and Respect Programme. Toby has been fully involved in the whole school, in class and around the site at break time supporting our mental health drive. The end of year performance is booked for July at Marine Academy.

Pupil Parliament

The Parliament continues to grow with the students now chairing the meetings for themselves and planning for the future. The group have engaged well and even interviewed local Councillors, member of Plymouth Cabinet and also Johnny Mercer the local MP.

School Educational Visits and theme days

Education at Mount Tamar is an Adventure. We try to make it real and exciting with learning opportunities all around us. Some of the reward trips and educational visits have been:

- Alton Towers
- Woodlands
- Science week trip to the Technology park
- World Book Day story teller in to Primary and Secondary assembly

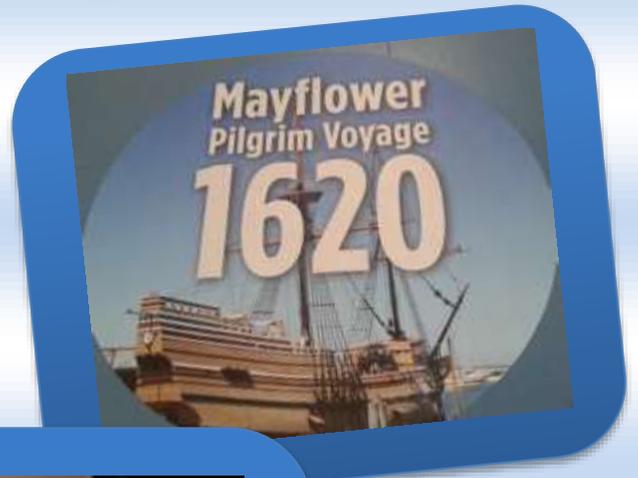
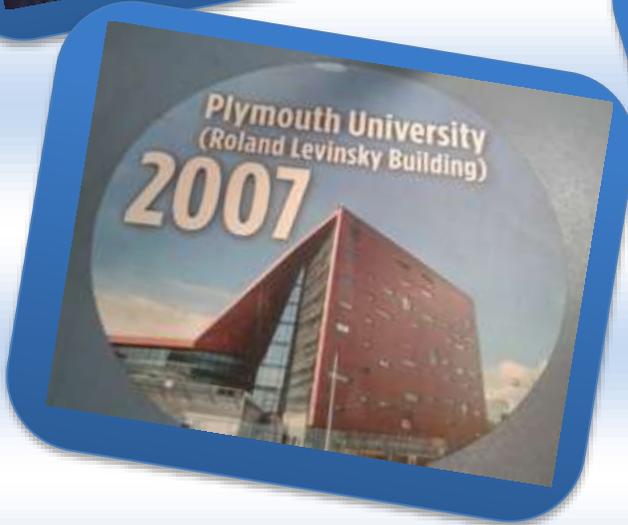
- 'Green screen' book covers
- Community Week
- Languages Week
- Science Week
- Anti Bullying Week

Evaluation

We evaluate the school to be outstanding in this area. Students come after years of failure and negativity in education. Mount Tamar quickly offers them and their families the support and safety to allow them to flourish.



Leadership



Development plan focus - Leadership

2016/17 Development Plan



- a) Universities - Network with schools and business to further increase our curriculum options for our talented groups and university links
- b) Residential - Further improve the curriculum to incorporate increased accreditation and enhance key life skills through effective residential visits.
- c) Music Drama - Ensure that all KS1 to 3 students have access and the opportunity to play an instrument through the curriculum and after school events
- d) Develop the most able talent programme
- e) Further develop career Pathways to support pupil futures



- a) Enhanced working PARTNERSHIP with the staff and pupils from MAP with pupils from both schools accessing the other for improved curriculum offer – Student visits to universities to gain a view of university life. Utilised the STEMNET team into the MT ethos – visits to STEMNET sites and review traineeships and careers
- b) Outdoor education and residential trips meeting the needs of all of our cohorts. Parliamentary trips and visits to the council to review democracy and the way forward.
- c) All students have the opportunity to play a variety of instruments – liaison with Plymouth Music Hub for primary to have free access to learning a musical instrument. Theme days, cultural experiences and availability of music therapy the school's accreditation as well as the needs of all students. Musical workshops and availability of school band / orchestra
- d) Clear pathways for each of our most able student developing interest and abilities. Clear career options for primary students.
- e) All accredited courses increased according to pupil needs and requests. Visiting speakers in place KS3 and KS4 to raise aspirations.
- f) Full programme of visits in place, to ensure that all pupils have 2 career options and knowledge of their best way forward



- a) Photos of visits show pupils engagement high
- b) Feedback from venues has been very positive
- c) Pupils now want to access university and have opted for increased academic curriculum
- d) Culture evenings accessed at the Plymouth University Orchestra
- e) Residential trips well attended with excellent behaviour
- f) Feedback from Blue Screen IT regarding pupil progress





- a) Continue with Careers Guidance in order to have further impact
- b) Continue partnership with Blue Screen in order to create the blue print for work related learning for Plymouth
- c) Develop increased links with City College and other post 16 providers to support transitions

Collaboration with other schools to improve pupil outcomes

Marine Academy Academic Council – moderation and partnership work
 Devon Special Schools
 SWALLS – South West Special Schools Association
 The Quay Special Education Partnership

The Quay Partnership Plymouth

We have started working together in partnership with 4 other special schools in Plymouth to ensure we can demonstrate robust school improvement and challenge. This will benefit the school and its pupils through reviews and close working such as joint special school governance training. Also the Quay group will offer Outreach to Plymouth mainstream schools in order to support pupils with SEND and reduce exclusions from mainstream provision



System wide development

The Head Teacher and members of the senior team are fully involved in local and national developments to ensure that the school stays at the forefront of educational thinking.

- The Head is a member of the Plymouth Strategic Improvement Board
- The Head is Chair of the Special School Association Plymouth – SHAP
- The Head represents the special schools with termly meetings with the Plymouth Director and Vice Director of People
- We are represented at the Learning , Skills and employability Skills Group
- The Head currently makes regular visits to academies around the country as part of the SSAT Executive Principals training
- The Head represents Plymouth on the area STP Programme for the improvement of children’s services and future vision in the locality
- We are represented at the Mental Health and Wellbeing group
- TEEP accreditation involved with Plymouth University and emerging technologies

Cyber Security

Mount Tamar has been working closely with a local IT company headed by Michael Dieroff. A number of our pupils have been attending the venue and gaining superb training and work related learning at a very high level as part of our talented programme. The pupils who have been attending are more autistic in

nature and have very low self-esteem and confidence. The pupils have over the months grown considerably in many ways. The link has been seen as exceptional and is being piloted through the LA in order to take out as a package to other businesses in the area through the Educational Business Partnership.

We have supported the development of 'Hacked' advice sent out to local schools and businesses. The local Education Business Partnership is fully involved and now Plymouth is being visited by representatives from London by Lord Lucas and other department staff. Mount Tamar School will be part of this visit.

The British Computer Society is filming Mount Tamar and Blue Screen IT as part of a case study. This work is ensuring that Mount Tamar provides exceptional educational and career opportunities for our pupils

Staffing structure

One Primary teacher is leaving us in September to move to mainstream education
We have employed a new Head of English from a mainstream academy

Mobility data – the high rate

30% of students currently at Mount Tamar, started in 2016, 46% started since 2015

School to School support

Mount Tamar is part of a 6 school cluster that have all undergone the EDP school to school support training.

In autumn 2016 two Deputy Heads from Mayflower and Lipson Vale reviewed MT and found that 'pupils understood their calming plan and the need for a sensory break'. They also found that pupils were 'increasingly empowered as they went through the year groups with understanding their emotions due to the work the school does'. In February BS reviewed Lipson Vale

The school has had a recent school review from the Teaching school that came out very positive and praised the progress made:

'The HT and SLT quite rightly judge the school to be at least good and are keen to demonstrate this'

The LA recently conducted a school review and also a health and safety review – these both came out positive.

A Virtual School LAC review in June was positive particularly with student books and feedback

Developments

Website – We have had some very positive feedback from parents regarding our improved website.

Curriculum and accreditation –

New placements have been successful at 'Blue Screen IT' where gifted pupils from Y8 upwards access work related learning one day per week further developing our gifted programme

ECDL computing qualification started this year

PE and sport funding – An increase in the amount sporting clubs this term has shown that the primary PE funding is effective. Street Factory have started weekly sessions that leading to a summer performance. This work widens the PE curriculum. Toby works on ‘Respect’ and has been also in and around the school every Tuesday following up this message with staff and pupils.

Performance management

All staff have their performance management linked to the whole school development plan

Support staff continue with their half termly supervision line management meetings

Healthy Child Mark: The school has gained the Bronze quality mark and now is working on the Silver Award

Monitoring: The Accountability line management structure is working well and is now embedded fully into the school monitoring calendar. Any pupil who drops behind is spotted quickly and intervention put in place.

Mount Tamar promotional video completed and on school website – it is hoped that this will explain what work we do, this is on You Tube and also the homepage of the school website

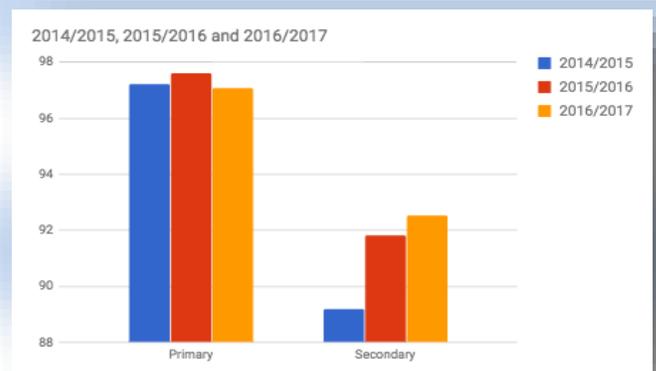
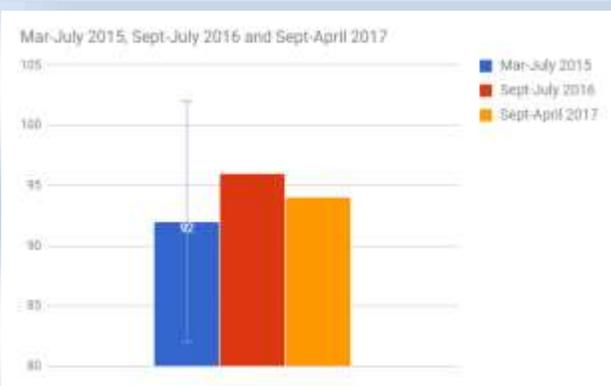
Parents Evenings – Our Careers Open day on Tuesday March 18th went well with the best turn out yet. The school’s focus on all pupils having quality careers advice from a young age continues with all pupils including the KS1 and KS2 attending the careers show.

Cayzar Trust funding – MP Johnny Mercer visited the school in February half term with representatives of the Trust. This has resulted in funding of £5000 pa for the school

Outreach – The Therapy Team are supporting Victoria Road School in St Budeaux with some Dyslexia training

Foyle Foundation - £5000 gained to purchase more books

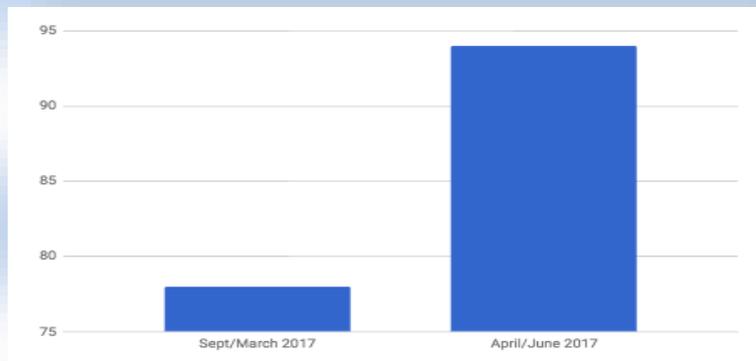
Attendance



Beacon Centre Students Attendance Sept-March 2017 V April -June 2017

The Beacon Centre was opened in April 2017 for those students who were on Part time timetables due to complex needs.

- Since opening all these students now attend full time and attendance has risen dramatically.
- All students have personalised timetables that address their individual needs, three attend vocational placements twice a week, two attend Blue screen I.T as they have been identified as being Gifted and Talented in this area and one attends CTSW as he has shown an aptitude for construction.
- The school Therapy team work with the staff and students to ensure that strategies are put in place to support them in the best possible way.



Attendance- March 2015-April 2017

Our attendance figures are affected by the complex needs of our students, particularly those who are unable to attend school full time due to mental Health Issues. We also have a number of students who have medical appointments throughout the year, this has an impact on our figures. Over the last two years we have changed our approach to supporting students, the Senco and EWO work closely with families where attendance is an issue and for those students who struggle to attend school due to high levels of anxiety or Mental health issues a teacher visits their home throughout the week to deliver English and Maths.

Regular meetings with EWO has improved attendance and individual programmes for support

- Home visits to support attendance have increased
- Average attendance for the Autumn term = 96.7%

Professional Development

This area continues to be a strength of the school – we are determined to support and grow our staff

Staff Pathways – We continue to develop our staff group through the ‘Staff Pathway Programme’. All are placed on a development pathway. This tracks their ambitions for the next 5 years and supports staff based on the stage of their careers

Moderation – external moderation with Academic Council and also SHAP has taken place this term.

Friday training – A focus on the Teacch autism practice this term with staff working together to develop individual pupil schedules.

Also this term there has been a focus on safeguarding training including mental health. The whole staff group has been trained by Jackey Cook, Sandy Bryant and Kim Wentworth.

The coaching and mentoring model for teachers continues every Friday

- a) **Staff Research groups** – Dr Jim Rogers from the Plymouth Teaching School attended school in January to support our staff groups to give training on active research techniques
- b) **February Twilight** – workshops included: school ethos, safeguarding, mindfulness, TEEP and Google Classroom
- c) **Maths Mastery** – Tania Sargent and Emma Wilton continue to be part of the South West Maths Mastery pilot group and are bringing that practice into lessons at MT
- d) **Tania Sargent** continues with the Maths Secondary retraining course
- e) **TEEP** – Robyn Vincent is now a qualified Level 3 TEEP Coach allowing her to train others. This will be very useful for our new staff and also will allow us to increase our outreach programme. One extra teacher is now being trained to ensure future proofing
- f) **Academy** – BS has continued on a two year Executive Principal training course
- g) **Robyn Vincent** – started NPQH head teacher training course
- h) **Pedagogy Handbook** – A Pedagogy handbook has been created through the staff research groups. This details the work and explains why we do what we do linking to appropriate research texts and websites
- i) **Leadership** - 13 staff started accredited Middle Leaders training course through the South West Teaching School. The middle leadership will be an area of development in the next academic year
- j) **Marjons Students** – Three B.Ed students have successfully completed their placement at Mount Tamar. Feedback from their College is good
- k) **Plymouth University** – Paediatric Nurse student placements

Staff Wellbeing

Objective:- *If we can't look after the people who look after the children, who is going to look after the children?*

Impact on pupil outcomes

The school gained the 'Wellbeing at Work Charter Mark as a recognition for our investment in staff and training. We use the NHS Livewell scheme to keep up to date with good practice, particularly concentrating on mental health.

Staff undertake training every Friday afternoon, a CPD programme is put together every September for the year ahead. However, if training is identified during the year then the programme can be adjusted to incorporate that need. We aim to ensure that staff can "be the best they can" – we give them the tools to enable this by ensuring that training is relevant to all.

The school subscribes to the Plymouth City Council Workplace Assistance Programme. This allows employees to access around the clock, free confidential assistance – helping to reduce stress and anxiety and improving wellbeing.

Where possible we support staff in time off to deal with family emergencies and celebrations. Staff appreciate this. Where possible the time off is paid – and staff make the time up either by assisting with our holiday club or when school require staff to work extra hours.

These initiatives help staff feel valued and confident in their role at Mount Tamar.

Shout out Board – staff can congratulate and thank each other by writing a post it note with the name of staff and why and put on the board – all staff can see this for the week and on Friday 4 staff are selected by members of staff to receive a small reward (bar of chocolate) for a "job well done"

Evidence of impact

Staff survey – February 2017

Reduction of staff absence from 1st Sept 2015 – 31st March 2016 and 1st September 2016 and 31st March 2017 of 105 days

Support Staff – reduced by 71

Teaching Staff – reduced by 13

Leadership – reduced by 11

Other reductions were in Admin, care and site staff

Analysis

This year we will be able to look at staff evaluation of training in order to effect the programme for next academic year.

The schedule of data deadlines will be used again this year – staff have found this invaluable in their time management.

Next Steps

Smarter planning – use of staff training survey again this year to identify which training staff feel they need.

Safeguarding and Child Protection

Head of School and Head of Learning Centre attended all relevant training in relation to safeguarding. Pastoral board monitors and ensures that all actions and timelines relating to children in need

As a result of increased community use of facilities the school has changed its lanyard. This allows staff and pupils to quickly identify adults who may require closer supervision.

Staff are now required to also wear their ID.

Hays online training and assessment – the school once more bought into this safeguarding course to back up the in school training that is completed regularly.



Environment



Building and learning Environment developments

The environment that our pupils and staff learn in is extremely important. We do not have a state of the art new build however a lot of work has been put into this over the last two years. The pupils have been involved in many of the projects:

- a. Trampoline set into primary playground – Lady Taverners funded. Very popular and many pupils using successfully to calm
- b. New National Lottery funded forest classroom will increase the time forest is open
- c. New library in place at the heart of the school and being used regularly for pupil reading and AR assessment
- d. Anomaly outdoor screen improves communication and links to school website to give parents and students up to date information
- e. 16 smart screens installed in classrooms half funded by North Yard Trust – weekly training sessions and increased use of Tech seen in recent lesson obs.
- f. All pupils now have their own chrome books which are increasing the pace of lessons as research is available through the internet to all pupils
- g. Two new school minibuses leased with smart logos, improving the impression of MT across Plymouth and helping our pupils become proud to be here. Recent email from pupil ‘ I am enjoying school and am now happy here’
- h. School library and primary building graphics have improved learning environment and promote the Mayflower history of Plymouth and its community
- i. Resources added to KS1 play area such as sand and water trays.
- j. Educational play equipment added to Primary outdoor area; times tables signs, science experiments, exercise stations, alphabet snakes.
- k. External seating and benches – paid for by local Councillors funding have added to the calming areas available for the pupils and are used well.
- l. Sensory garden is now a quiet space for calming
- m. Catering kitchen upgraded to top specification ready to teach BTEC this September
- n. Fencing completed, one section had become irreparable so was replaced
- o. School hall created by knocking down wall and changing two rooms into one. This is now a good space that has many uses.
- p. Visitors reception moved to be near the coffee shop and new visitor carpark
- q. Therapy suite – this team now has its own calm and discrete suite of rooms



Working with families



Developing the impact parents/carers have in school

A key area in this year's school development plan was to improve the work that we do with parents/carers and involve them more in the decisions made in school and in the school life in general.

What has been done?

Drake's Coffee Shop and conference room were completed at Easter 2017 as part of our vision to improve the experience for parents/carers and visitors to the school. The aim is that they have a pleasant neutral environment that they feel they can visit at any time. Key supportive staff are at hand in that area such as the safeguarding team, therapists and parent support adviser. A key part of this is the development of 'The Friends of Mount Tamar', a parent led group who are leading on gaining parent views and feeding this back to the school. Some of our Pupil Parliament have been trained as Baristas to use our coffee machine to serve visitors as part of their work related learning

Impact for young people

80% of families who completed our family survey stated that they either agreed or strongly agreed that Mount Tamar teaches well and 80% that the school responds to concerns well.

As a response to this parent view we launched a new programme for the promotion of home learning at Easter 2017. We now give out homework at the start of each half term both on Google classroom and also posted home so that parents can see what has been set. This has shown an increase of double. Rewards and also the privilege of taking home their chrome book will hopefully improve the results even further

We have this year offered an increased variety of parent and open days including a careers fair that was very well attended.

Feedback from our students

We gain regular feedback from our pupils and respond to any concerns. We have recently surveyed them to ask what outdoor equipment they would like.

Over 90% of our pupils for example feel that:

- This is a good school
- They have friends here
- They understand what their teachers want from them
- Their teachers help them work hard
- They know what they are good at
- They are happy here

Parent impact

- The PSA keeps a database that tracks parent/carer involvement. This is then used to target any that have not engaged
- There has been good impact with parent involvement e.g. they are developing a Lego Therapy group

Drake's View House

The most dramatic change at Mount Tamar has been the renovation of the old Hostel building in the last 12 months. The tired old environment

has been transformed into a modern suite of offices, parent support hub and the new Drake's View House.

We now have 10 en-suite bedrooms, two

independent cooking kitchen-dining areas and a great new lounge with amazing views over the Plymouth Sound.

We are now working in partnership with social care, family support and parent partnership to improve further

the impact for those pupils who stay in the House.



Improved educational outcomes

Drake's View is working closely with Social Care, family support, youth service, therapy services, the educational psychology service, and CAMHS to improve the child's home and school outcomes. Placements are assessed on a set criteria and based on a one term period. Depending on the impact seen these can be extended to a second term. Work in partnership with the agencies sees them visiting our site to work closely with the pupils and their parents.

Evaluation

We evaluate the Leadership and Management of the school to be outstanding due to the high expectations and impact we have on the children's lives.

Aspire Buildings

Our Aspire centres are flexible in their approach so that we can meet the needs of our pupils. The move to offering these offsite centres to those pupils at risk and also to KS4 has given excellent results. Some are where a very small number of pupils are educated in a quiet environment with no distractions. Others offer a class based environment for those pupils with Autism or other similar needs and others offer a drop in centre to complete functional skills courses and pastoral support. Our Southway centre was closed at Easter due to the new Beacon Centre allowing us to better meet pupil needs. We are working closely with the Local Authority to look at expanding our vocational offer for KS4. We have many pupils from year 9 upwards whose needs will be better met through a partnership centre with the local City College. A business case is being made at present to gain funding for this.

Beacon Centre Partnership with Marine Academy Plymouth

March 2017 saw the opening of this exciting new partnership with Marine Academy so that we could meet the specific needs of a small number of pupils. The curriculum is varied and promotes independent skills, organisation and self confidence. Each pupil's individual interest is promoted. From September 2017 we will start to work closer with Marine Academy staff and pupils to support their pupils with SEND



Wolsely and Diggin IT Vocational Centres

The Wolsely Centre has been used to cater for a small number of pupils at risk of permanent exclusion until the recent opening of the new Beacon Centre. We have now made this our own vocational courses doing brick work and mechanics. Diggin IT allows those pupils who have a very vocational curriculum to touch base and gain support with their functional skills. Horticulture and Forest School can be accessed here

Beckly Centre

This centre has excellent results for pupil progress this year and supports those pupils who are highly anxious and or Autistic. Many pupils go from this centre to mainstream or work related learning placements each week



Downham Centre

The Downham Centre opened in Summer 2016 as a response to some pupils who were having real difficulty on the main site. We share the centre with Loncause School for Autism and are working closely with them. The pupils we moved there were at serious risk of exclusion as our individual curriculum, staffing and supportive approach was not keeping them safe

Pupil Outcome – Holds reduced by 77% in six months and down to zero holds in 2017

Granary School Farm

Our farm school opened in September 2016 and has been a real success. This was as a response to a regular number of pupils who showed an interest in Land Based Studies but did not have the confidence to access Duchy College courses. Key Stage 4 pupils are taught up to Level 2 BTEC courses. We also have pupils from Marine Academy accessing our farm. This has given the pupils the confidence to move on to Duchy and continue their studies at post 16.

Vocational Learning

Our Curriculum offer to the pupils as they get older is outstanding. The new partnership with Blue Screen IT has allowed us this year to offer high level training in a work environment to pupils as young as Year 7.

Other placements that we work with are shown below. All placements are regularly tracked and monitored with our staff supporting students on site.

Bike space

**North Prospect
Garage**



**Construction Training
Duchy College**



Granary Farm

Duchy College



Blue Screen IT