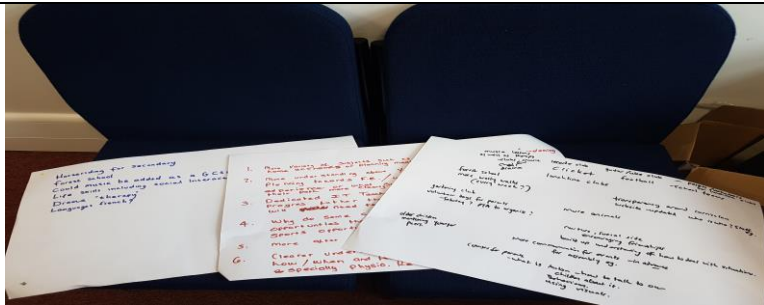



The Mendip School: Our curriculum review March 2019- October 2019

Action	Action notes	Date	Notes	Impact/actions
1. Have a curriculum review meeting with stakeholders including parents, governors and local authority	Invite parents to curriculum review meeting.	29.3.19 at 2pm	Email sent to all parents and governors. EC invited LA representative.	See below
Stakeholder review summary:				
				
<p>What is going well:</p> <ul style="list-style-type: none"> • Children are happy • Therapies • Thrive • Outdoor activities • Horse riding • Children all making progress • Mental health support • Positivity • Trips and events • Emphasis on mental well being • Self-esteem work • Curriculum to match needs of children 		<p>What could we do more of:</p> <ul style="list-style-type: none"> • More variety of subjects e.g. woodwork/gardening • IT discreet lessons • More opportunities for work experience – e.g. working in the café • Cricket • Guitar/Ukulele lesson • School sports teams • Drama • Drama therapy • Younger and older children mentoring • More animals in school – animal care • More courses for parents • Languages 		

<u>Actions/next steps (2.4.19):</u>				
1. Have a curriculum review meeting with all staff.	Staff curriculum review meeting	Term 5 & 6. 7/5/19 18/6/19	Meeting held 7.5.19	
<u>Staff review Summary 7.5.19:</u>				
				
<u>What is going well?</u>		<u>What could we do better/improve?</u>		<u>Is there anything new we should include?</u>
<ul style="list-style-type: none"> • Individualised curriculum • High level of specialist support • Good mix of teachers with different specialities • Varied curriculum • Extracurricular activities • DOE • Wettest classroom • Life skills trips • Animal care • Range of opportunities • Pupils are happy and feel safe • Café • Small steps in b levels • A massive variety of activities and curriculum • Pupils feel they have choices • Food tech • Social skills • Differentiation • Flexible • Positive reinforcement • Accessible to all 		<ul style="list-style-type: none"> • Work experience • KS4 qualifications • Sensory messy play opportunities for all classes • Music in Ks3 and 4 • More animal care • More life skills • Issue = jump from p levels to b levels • More talk for writing • Need to look at B levels, break down further and add more targets in some subjects • Outdoor play equipment for secondary • More E safety • Use specialist rooms more, specialist teaching in secondary • Recycling • EFL – journeys are great evidence of progress, could it be tweaked for assessment? • Offsite learning opportunities • Mental health support and training • More counselling 		<ul style="list-style-type: none"> • Secondary independent projects/qualifications • Sharing planning/different topics • Occupational therapist • Forest school • Practical life skills for the more able – e.g. tax returns, forms, bank accounts, CVs, hygiene, cleaning self-care • More access to sensory resources and therapies • EYFS access to therapies such as music therapy • Careers advice • More soft play equipment, equipment for support sensory needs such as trampolines • More GCSE subjects or equivalent

<ul style="list-style-type: none"> • Good use of wider community • Individualised opportunities • Horse-riding • Swimming • Sports DOE • Ethos and culture • Kids come first 	<ul style="list-style-type: none"> • More So Safe • Improve objectives in B levels • MORE THRIVE – a full time practitioner • New PE scheme • Revisit marking scheme to show consistency and next steps • Strengthening secondary areas and approaches 	
<u>Actions following stakeholder and staff review 8.5.19</u>		
<u>Actions now</u>	<u>Actions short term</u>	<u>Actions long term</u>
<ul style="list-style-type: none"> • Change and adapt B levels to suit needs of students in primary • Adapt B levels to ensure progression to qualifications, add skills necessary • Review qualification offer to secondary pupils • Specialist teaching in secondary • Look at P levels – adapt and change 	<ul style="list-style-type: none"> • Investigate possibility of increasing therapies across the school • Increase sensory activities across the school, including all secondary classes • More THRIVE/Counselling/mental health • Look at EFL – can we tweak? • PE curriculum/resources • Life skills for KS3 and 4 • Life skills and independence skills for more able Ks4 	<ul style="list-style-type: none"> • More animal care • Forest School • Can we buy in OT • Further careers advice • Playground equipment for the older students