

Dorset Studio School, School Improvement Plan 2024-2025



Dorset Studio School Brand Strategy

Our mission	Why we exist – our big why	Our school curriculum is designed to serve and meet the unique needs of the families of this rural and coastal area of Dorset. Our curriculum prepares young people for transition into further education, training or employment.
Our values	What we believe in and how we will behave	We help our school community to flourish through a culture of personalised support and challenge. We give equal status to academic and technical skill development.
Our vision	What we want and hope to be	The centre of excellence for environmental sciences
Our strategy objectives	How we will get there and how we will measure success	We provide children with an academic, vocational and skills-based education which will allow them to thrive in both related and unrelated industries. There are strong links with the animal, environmental and agricultural industries, which enhance learning opportunities, increase skills and raise aspirations for students. We will remain oversubscribed. We partner with employers and stakeholders to maintain a strong focus on positive student destinations.
Our tagline	Our brand promise – where we win over the competition	Environmental education, Inclusive education, Achievement education

The Development Plan reflects our commitment to Diversity, Equity and Inclusion

Dorset Studio School proactively cultivates an inclusive climate by questioning our assumptions and enhancing our adaptability. Reflection and critical thinking provide us with the skills to hold respectful dialogue that helps us to understand the unique role that everyone holds in our community. We seek to create a physical and emotionally safe learning environment, recognising that our experiences shape the way we view the world.

We are committed to providing a diverse and inclusive curriculum and questioning the authenticity of its content. We recognise that everyone has different learning strengths and endeavour to meet their needs, enrich their learning and maximise their potential.

Through our words and actions, we will value each other and respect our differences.

		Priority	Expected Outcomes	Action
PROGRESS AND ATTAINMENT	1	To reduce in-school subject variation. To achieve progress and attainment scores in English, Maths, Science and Geography commensurate with the third quintile within two years	Progress cores should be within 0.5 for each subject. Attainment scores should be within expected tolerances	Monthly analysis with specific subject and student intervention plans tightly monitored Ensure staff adherence to homework and assessment policies
	2	To achieve greater parity with English and Maths crossover throughout both Key Stages.	English and Mathematics crossover gap at GCSE should be within 7% within BY 2025, moving to within 10% BY 2024. Literacy and Numeracy intervention programmes at Key Stage 3 will be able to demonstrate a greater than chronological age impact.	Identify at risk student group and create intervention plan for each
QUALITY OF EDUCATION	3	The assessment policy drives learning	Teachers check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching	Share new KS3 assessment policy with all stakeholders based on target %age range. Implement new model and whole class feedback and DIRT policy to reduce teacher workload. Staff to adapt all assessments to reflect the new policy and create assessment booklets for all year groups ready for 2025/ 26
	4	Staff receive highly focussed and effective CPD	CPD is carefully matched to staff needs. Staff feel that leaders consider their workload and wellbeing proactively. They speak highly of the changes that leaders make to support them in their roles.	Conduct audit and QA to identify staff needs. Calendar CPD programme for the year and share with staff Provide drop in training on Steplab for all staff and set expectation of staff drop ins. Implement instructional coaching with key staff (KM to coach) Design 25/26 Instructional Coaching model.

				Recruit coaching team and train coaches ready for 2025 26 roll out.
	5	Teaching is adaptive and responsive	Leaders have developed a quality assurance programme which is well understood both by teachers and the wider leadership group. It is also sensitive towards staff workload and wellbeing, having been planned as part of a wider school calendar.	<p>Standardise QA evaluations against new T+L policy/ fundamentals through series of joint learning walks with all leaders and evaluate lessons against</p> <p>Develop common language and understanding of best T+L practice across staff body</p> <p>Analyse Steplab drop in data</p>
BEHAVIOUR FOR LEARNING	6	To improve attendance figures in line with national averages, notwithstanding our cohort	Attendance to reach national averages by July 2025	<p>Attendance letter 1 sent to parents /carers on first day of term.</p> <p>School Attendance Policy updated in line with local and national changes to roles and responsibilities for key stakeholders</p> <p>Attendance expectations for all staff set during September INSET in line with updated Attendance Policy</p> <p>Forensic daily attendance monitoring, with individual actions and outcomes for any absent pupil recorded by PC / NH</p> <p>Attendance data shared with tutors on daily basis</p> <p>Peer mentoring programme in place for new Year 7 and Year 10 pupils</p> <p>Attendance toolkit and Local Authority strategy implemented from day 1 of Autumn Term</p> <p>Attendance Improvement Summary Procedure written and followed by PC and NH during weekly attendance meetings (Wednesday p5)</p> <p>LA Inclusion Lead meetings with Oliver Greenaway</p>

	7	Students demonstrate highly positive attitudes and make a highly positive contribution	Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.	<p>To integrate the CHARACTER education as a theme into tutor periods in Years 7 to 9 from September 2024</p> <p>To introduce and trial a student Character Passport in Years 8 and 9 and celebrate the success of those students achieving it</p> <p>To work alongside each HoS to integrate the key characteristics of respect, tolerance and diversity into Schemes of Work</p>
	8	There is a consistent staff approach towards the implementation of the behaviour policy	Pupil surveys, in concert with observations from the QA policy demonstrate that there is a consistent approach.	<p>Steplab /CC analysis are used to monitor those staff that are not implementing policy correctly.</p> <p>Behaviour Improvement Plan for the duration of one term or 13 weeks at least to be put into place for those in need of additional informal support.</p> <p>Consider pathway for those failing to demonstrate consistent relational practice, including escalation to formal capability procedures.</p>
PERSONAL DEVELOPMENT	9	Opportunities for pupils to develop their talents and interests are of exceptional quality. The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.	A calendar of events is published, demonstrating that students from all years have an equitable access to opportunity. Registers of events are kept.	<ul style="list-style-type: none"> • Compile a list of existing opportunities which will continue this year. • Identify any gaps across the department areas and year groups and create an up to date list to cover each department and year group. • Advertise a comprehensive selection of available opportunities which covers all department areas and year groups to students and staff. • Accurate registers to be kept of all opportunities attended to track accessibility and range of coverage.

	10	The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.	The school is able to demonstrate a planned and coordinated approach towards character development.	<ul style="list-style-type: none"> • Involve our students in a range of community projects during work experience sessions in year 10. Discussion with DH. • Advertise more fully our student involvement in the community via social media and in our newsletters. For example, Dorset County Show and with the Diocese. • Advertise the range of charitable fundraising events taking part on social media. • Embed character education throughout the tutor programme. Students will be recognised for RESPECT- Respect, enthusiasm, supportive, perseverance, empathetic, community spirit, trustworthiness with a range of tutor activities. • Add a RESPECT button on to class charts to recognise positive character traits throughout the school.
LEADERSHIP	11	To continue to develop the Leadership Group (middle and senior leaders) as autonomous leaders, demonstrating strong capacity for the pre-emptive identification of strategic requirements	It is agreed that the Tuckman criteria for high performing teams are being satisfied by end 2024.	<p>Redefine meetings structure</p> <p>A reviewed QA programme for Leadership group will enable closer understanding of standards required.</p>
BUSINESS DEVELOPMENT	12	Engaging existing and prospective parents and stakeholders to support the school ethos more actively	<p>An increase (to 90%) of parents recommending us (in the first year of strategy) and a written communications plan and calendar is produced</p> <p>An increase in social media traffic in relation to business and employers. – 2.5 K followers on Facebook</p>	Monthly business development meetings with TR and JM will ensure that the school maintains a strong and consistent business message.

	13	Improving upon already positive staff recruitment and retention metrics	<p>Maintain low staff turnover and remain fully staffed with specialists. Develop a succession planning strategy as part of our CPD offer.</p> <p>Reduce teacher absence Develop a costed recruitment strategy</p>	
	14	Recruiting and retain a higher number of students whose interests lie within our specialism, and improving student numbers in the face of falling rolls county-wide	<p>Maintain and increase the student roll to 360 at Autumn Census (full recruitment into year 7 24-25 increases roll to 346 – 14 students required across 3 other year groups (approx. 5 into each of 8,9,10) Endeavour, through marketing, to be more attractive to students who have a passion for our specialism. Monitor through destination traffic</p> <p>Reduce mobility, principally through an improved transport offer</p>	<p>Curriculum Review</p> <p>Social media presence</p> <p>Consistent messaging</p> <p>Branding review</p> <p>Working with the new CEO of the new entity</p>
	15	Secure additional facilities and strategic support for the school through the continuation of the DFE build and RSD MAT projects	<p>An effective and timely response to the accommodation and capacity issues being experienced by staff and students</p>	<p>Continue to work with the MAT , Governors, other stakeholders and DFE to navigate a successful path towards our sustainability as a business model</p>