

Quality of Education

Priority 1 Continue to effectively utilise appropriate curriculum consultants to further develop and quality assure curriculum pathway provision.

Success Criteria Liaison with professional educational consultants plus coaching and mentoring support for key staff from whole school curriculum lead ensures leadership skill development and successful achievement of Quality of Education SIP priorities 1, 2, 3 & 4 & 5. Sharing with key stakeholders is effectively facilitated via website and meetings with governors, parents/carers, SLT and staff.

Priority 2 Continue to develop the role of the formal subject co-ordinator in preparation for 'deep dives' into each subject, ensuring the curriculum is coherent, sequenced and ambitious.

Success Criteria Subject specific curricula have a clear sequence. Subject coordinators are confident discussing their curriculum area with leaders. The MHS curriculum drivers have informed curriculum decisions. Assessment of curriculum goals is clear and consistent. All stakeholders are informed on the intent, implementation and impact of the formal curriculum. Subject coordinators have a clear vision for their subject and have evaluated their subject to inform what actions they need to undertake.

Priority 3 Embed the revised 6th Form curriculum ensuring that it effectively reflects careers and preparation for adulthood.

Success Criteria Challenging and aspirational Sixth Form curriculum is well embedded for students within each curriculum pathway. Preparation for adulthood and careers is at the core of the curriculum and is appropriately challenging within each pathway. Meaningful accreditation and assessment is in place that supports future aspirations.

Priority 4 Further develop and embed the Pre-Formal and informal curriculum pathways.

Success Criteria In partnership with the EQUALS national pilot, The MHS Pre-Formal and informal curriculum and assessment processes are embedded into MHS curriculum pathways. Evidenced by QA cycle, including learning walks, lesson observations, moderation, staff, student, parent/carer, and multi-agency feedback.

Priority 5 Deliver a consistent, systematic, synthetic approach to phonics to improve reading outcomes at KS3 & KS4.

Success Criteria A DFE approved phonics programme is well embedded for students within the formal pathway in KS3 & KS4 leading to improved student outcomes in phonics and reading.

Behaviour and Attitudes

Priority 6 Continue the whole school 'monitoring, evaluation & impact' focus on attendance for all students, with specific reference to appropriate individual, whole school and multi-agency interventions individual, whole school and multi-agency interventions post COVID.

Success Criteria Attendance across KS3, KS4 and KS5 continues to improve post COVID. Specific interventions including multi agency approaches and improved data analysis have a positive impact -improving attendance in line with the national average

Priority 7 Ensure appropriate behavioural interventions and approaches for all students accurately inform holistic curriculum delivery and resource provision and the impact is effectively and meaningfully evaluated

Success Criteria The delivery of bespoke provision and infrastructure is meeting the needs of students including the needs of students with significantly complex needs which incorporates appropriate behaviour interventions and relevant personalised approaches.

Priority 8 Further develop inclusive practice within and across the curriculum, ensuring relevant, aspirational and fully evaluated opportunities for students experiencing profound and complex needs.

Success Criteria Relevant, aspirational inclusive practice is further developed within and across the curriculum for students experiencing profound and complex needs and its' impact meaningfully evaluated.

Personal Development

Priority 9 Further enhance the physical and mental wellbeing of students through a holistic and personalised approach for all. To support all students and families via a range of opportunities which enable recognition and celebration of individual achievements.

Success Criteria Personalised and holistic interventions have successfully impacted students' physical and mental health and wellbeing. The impact of this has been identified via quantitative and qualitative measures eg Impact Ed, My School Wellbeing, case studies and student/family feedback.

Priority 10 Embed the whole school focus on belonging - strengthening the effective relationships between all members of the school community via the strategic and comprehensive provision of opportunities for diversity and inclusion across the school.

Success Criteria Existing and new quantitative and qualitative measures to identify the presence and impact of effective relationships which have been strengthened through the range of inclusive opportunities in school.

Priority 11 Extend the "Skills for Life" programme within and across each key stage.

Success Criteria "Skills for Life" is extended and evidenced across all key Stages with staff delivering effectively across the curriculum pathways. Evidenced by learning walks, moderation, feedback and Kloodle.

Leadership and Management

Priority 12 Further develop and quality assure the MHS curriculum ensuring it is coherent, sequenced and ambitious and effectively shared with all stakeholders.

Success Criteria Liaison with professional educational consultants plus coaching and mentoring support for key staff from whole school curriculum lead ensures leadership skill development and successful achievement of Quality of Education SIP priorities 1, 2, 3, 4 & 5. MHS QA Cycle evidences that the curriculum is coherent, sequenced and ambitious for all students. Sharing with key stakeholders is effectively facilitated via website and meetings with governors, parents/carers, SLT and staff.

Priority 13 Continue to research, disseminate & embed new local/national safeguarding initiatives & statutory guidance, training & accountability with specific emphasis on the impact of domestic abuse on individual students and their families.

Success Criteria Latest local/national safeguarding initiatives and statutory guidance has been researched, disseminated and embedded and the relevant training delivered has ensured that staff continue to identify and report when students may be at risk.

Priority 14 Provide a relevant & beneficial CPD programme for all staff-ECF/revised NPQs to support middle leader development/TA development with impact on teaching & learning evaluated as part of existing monitoring cycle.

Success Criteria Relevant and impactful CPD programme for all staff is well planned, embedded and the impact is evaluated via MHS QA cycle and CPD evaluation process.

Priority 15 Ensure successful impact on SEND outcomes across Bright Futures academies via the expanded EPSO team.

Success Criteria The newly expanded EPSO Team adds increased capacity within BF schools and maintains quality of provision. The EPSO Team makes identifiable contributions to the education functional plan (e.g targeted support for pupils with SEND). Strategic work leads to improved SEND provision and pupil outcomes evidenced by analysis of school data.

Priority 16 Continue effective and on-going communication, organisation & planning with all relevant stakeholders including contractors, BF & LA to ensure completion of a school expansion which is fit for purpose.

Success Criteria Completed & fit for purpose building. Fully & appropriately resourced teaching spaces. Agreed student cohorts with appropriate staff ratios in place.