



No of students on roll: 185
Capacity pupil number: 185

Ofsted Rating: Outstanding
Date of Last Ofsted: January 2018

SDP PRIORITY		Term 1	Term 2	Term 3
Quality of Education - Intent, Implementation, Impact				
1.	Continue to effectively utilise appropriate curriculum consultants to further develop and quality assure curriculum pathway provision.			
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			
3.	Embed the revised 6th Form curriculum ensuring that it effectively reflects careers and preparation for adulthood.			
4.	Further develop and embed the Pre-Formal and informal curriculum pathways.			
5.	Deliver a consistent, systematic, synthetic approach to phonics to improve reading outcomes at KS3 & KS4.			
Behaviour & Attitudes				
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.			
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.			
8.	Further develop inclusive practice within and across the curriculum, ensuring relevant, aspirational and fully evaluated opportunities for students experiencing profound and complex needs.			
Personal Development				
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.			
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.			
11.	Extend the "Skills for Life "programme within and across each key stage.			
Leadership & Management				
12.	Further develop and quality assure the MHS curriculum ensuring it is coherent, sequenced & ambitious and effectively shared with all stakeholders.			
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.			
14.	Provide a relevant & beneficial CPD programme for all staff including ECF, revised NPQs & TA development, with its' impact evaluated as part of the existing monitoring cycle			
15.	Ensure successful impact on SEND outcomes across BF & LA linked schools via the expanded MHS outreach offer within the context of the BF EPSO team.			
16.	Continue effective and on-going communication, organisation & planning with all relevant stakeholders including contractors, BF & LA to ensure completion of an expansion which is fit for purpose.			



Quality of Education - Intent, Implementation, Impact

1. Positive and informative QA visit by local authority SSQA with really useful feedback, as a result we have a successful model for working with subject leads on subject deep dives. Curriculum team met with Chris Q further developing Formal curriculum pathway and assessment. Follow up CPD for staff to be planned for summer term. Formal Curriculum noted as ambitious, coherent and well sequenced. Feedback used to adapt and improve planning. Useful and informative QA visit and training from Mike Sissons. As a result, specialist pathways lead has done follow up work with staff on curriculum planning and assessment and developed 'Strengths Provision Analysis' to better inform meaningful personal learning intentions (PLIs). School analysis meetings taken place for autumn and spring term with Bright Futures Executive team, shows accurate reporting of positive EHCP outcomes. **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.**
2. Subject coordinator meetings with a focus on planning have taken place with feedback to SLT. Next steps to make planning more cohesive and sequenced for each subject have been identified and shared with coordinators. General feedback on subject overviews and medium-term planning took place, highlighting best practice. T&L learning walk took place in spring 2 by SLT, feedback shared with middle leaders and then whole staff. Follow-up CPD planned. Curriculum drivers slides made and shared for all staff to use in any internal CPD delivery. Meetings with Chris Quigley took place; 1. curriculum drivers 2. DT coordinator to discuss DT curriculum. 3. Assessment and progress. CPD webinar attended – QA and the curriculum. Research conducted into different criteria and methodology of self-evaluation and appropriate foci for subject coordinators. QA and the curriculum webinar will inform aspects of the coordinator subject evaluation. **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.**
3. New curriculum content has been introduced and is now successfully being delivered in all subject areas across the formal pathway. Semi-formal learners are following their adapted timetable. Evaluation work is ongoing with individual teachers as each new topic is introduced, adaptations are being made as necessary to the content, sequencing and long-term planning where this is needed. Reflection of the revised curriculum and its impact is on-going with adjustments made as more new content is introduced. Each formal subject area further mapped, and content used to create 'Curriculum Overviews' for each subject area. Accreditation successfully introduced including Duke of Edinburgh Bronze Award, Food Hygiene Level 1 and Young Leaders Award. Research into appropriate accreditation is ongoing. Assessment system using Manchester's 'Skills for Life' and 'Skills Builder' Frameworks has been developed and a trial is planned with Sixth Form staff in the Summer Term. Further work to develop meaningful assessment is continuing. **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.**
4. Successful coordination and representation at the EQUALS National Conference to collaborate and share good practice regarding the implementation of the Pre-Formal and Informal Curricula. Resulting in sharing of outstanding practice with other providers and building working links with other schools.
 Successful EQUALS quality assurance (QA) consultation visit completed to Pre-Formal and Informal groups. As a result, all classes were provided with feedback and next steps to further improve curriculum delivery.
 Development of the Personal Learning Intention target setting strategy and supporting documents, Strengths and Provision Analysis (SPA), alongside EQUALS consultation on identified specialist pathway target setting. Resulting in meaningful pupil centred target setting alongside the review and setting of EHCP outcomes.
 Successful staff training conducted on the effective use of PLI target setting, using the SPA proforma, to support SPA feedback and analysis during QA moderation. This supports consistency of pupil centred target setting for all students.
 Phonics audit and student screening completed with Informal Teaching team, alongside the English coordinator. Supported by additional multi agency and behaviour strategy guidance to identify pupils to access regular Phonics intervention groups, within the Formal pathway.
 Implementation of daily identified reading focused time for all Pre-Formal and Informal groups. Delivering reading schemes, encounters and enriching opportunities that includes supported reading, reading for pleasure, phonetic awareness and sensory stories as developmentally appropriate for identified students. As a result, all students are accessing rich and meaningful access to reading. Multi agency collaboration to monitor effective use of assessment for Pre-Formal and Informal groups. Utilising communication and Sensory guidance to ensure ipsative progress is being captured alongside effective curriculum delivery. As a result, provision is appropriate to the varied needs of all students and supports further learning in all areas of PLI's.
 Staff training for the Pre-Formal and Informal staff teams on the effective use of MAPP to baseline PLI progress. As a result, all staff are proficient in the constant monitoring of ipsative progress within PLI's.
 Successful re-design of the Pre-Formal and Informal Parent/Carer curriculum guides. This resulted in parents/carers being informed of the curriculum breadth and delivery within the specialist pathway. **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/carers, and multi-agency feedback.**



5. Successfully launched the learning and teaching of phonics. GJA & CB have liaised with other schools, read and researched about the SSP available. Selected Essential Letters and Sounds (ELS) programme as it is suitable for older learners and it is a programme approved by the DfE. Continuation of the reading focus. <https://melland.bright-futures.co.uk/curriculum/reading-focus/>
An audit of reading materials has been completed and books have been distributed across the school to enhance the student's reading experiences. Ordered new reading resources and trial of using Oxford Reading Buddy and ELS ebooks. CB applied for a grant and was awarded £9000 from Accelerator fund, to establish a SSP programme. Students have engaged well with the Oxford Reading Buddy and the ELS ebooks. Formal pathway timetable is adapted to allow for daily phonics lessons. Students are grouped in ability groups and have 30 minutes phonics lessons. All students have adapted to this change in timetable and engage well in lessons. Staff training is carried out, GJA/CB guide staff and model the delivery of SSP. Colleagues who teach phonics are now confident to deliver the lessons. Parent/Carers are informed by meetings and feedback has been positive. GJA/CB have reported to Governors and keep SLT informed about progress. Some students have since moved groups and monitoring of progress is ongoing. **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 & Attitudes

6. Rigorous and relentless focus on improving attendance continues via a range of focussed multi-disciplinary interventions including meetings with parents/carers, home visits, personalised solutions such as timetabling & H2S transport. Named SLT member attending a variety of relevant attendance networks to share good practice. We have implemented a comprehensive and multi-faceted approach to improving attendance across KS3, KS4, and KS5. The school has recognized the importance of regular attendance on student learning and has taken significant steps to improve attendance rates, which has resulted in an improvement in attendance levels in line with national averages. The updating and sharing of the attendance policy in line with the DfE 'Working together to improve school attendance' guidance has strengthened a whole school approach by instilling a culture of 'attendance is everyone's business.' Also, by utilising new and existing data systems, the school can analyse, track, and compare attendance rates with other schools via FFT, which helps to inform attendance management strategies. Behaviour Consultant has been commissioned to support and develop behavioural interventions and approaches for individual students with complex and challenging needs who may also struggle with regular attendance. **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**
7. Research and development of new policy is ongoing including working with an EP on Restorative Justice and Behaviour Consultant. Staff audit undertaken to identify key themes – 'what is going well and even better if' and this has been evaluated and shared with all staff. Beh consultant to explore further 18.4.23. Parent audit via Ofsted Review 75% of parents strongly agree and 25% parents agree that pupils are well behaved at MHS. Logging of behaviours – now utilising a variety of personalised and relevant methods of reporting - further work required on the analysis of data for pupils on the formal pathway. 'Strength provision analysis' supports discussions around behaviours for appropriate pupils. Parental visits taken place and future coffee mornings timetabled and transition to take place summer term. Expansion due to be completed July 23 with appropriate accommodation to meet future cohort needs. Training ongoing and the use of a behaviour consultant has had a fantastic impact e.g., one pupil angry most of the week – now 95% of week calm. New TAs starting in June 23 for September 23 to ensure relevant training has taken place. Multi – agency work is a key feature and the development of excellent relationships with professionals is actively fostered. The impact of this is that behaviour remains outstanding at MHS and we are continually adapting procedures and policies to reflect the needs of our students and we are also planning ahead for future cohorts. **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**
8. Meaningful inclusive practice explored & defined by SLT/SMT & shared with staff within the context of individual learning & personal development needs. Review of relevant proformas to effectively ensure meaningful, up to date information are available and shared. Appropriate PLIs in place for relevant students ensuring appropriate provision is in place and facilitating communication/interaction. Successful facilitation of Student Leader Specialist Pathway inclusion program, alongside the Personal Development lead, Student Leaders and Pre-Formal and Informal groups. As a result, the understanding of different students' needs was shared, and inclusive practice was supported to create a greater school sense of community for all. Student Leaders presented to BF Principals & LGB. Carefully planned opportunities for inclusion in place with evaluation of impact/outcomes to follow in the summer term eg mixed ability tutor group sessions/KS5 students joining 6th form for specific activities. **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

9. Individual interventions are in place and monitored, tracked and evaluated by relevant staff. Whole school wellbeing online survey successfully launched for all parties and results analysed with subsequent actions shared. Effective working relationships have been created with range of professionals to support interventions for targeted students who are identified by staff/families and students. These are discussed and link with individual needs and outcomes referenced in EHCP review where celebrations can be recognised and shared. Lunchtime clubs have been restructured with input from staff and student to ensure increased enrichment opportunities. Support staff on LZ1 trained to support with interventions from a range of professionals to develop in house skills for maximum impact. **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.**
10. Diverse Educators CPD ongoing and shared with SLT. School website updated with additional information on Personal Development for all stakeholders (especially parents/carers) to access. Student leaders have taken part in inclusion programme with specialist pathways and presented confidently and clearly to governors and the BF Principals, all of whom gave excellent feedback. Ongoing work is being undertaken to ensure behaviour policy reflects the MHS school focus on belonging -consultations taken place with staff and student leaders for next steps. Successful and well attended coffee/information mornings are a regular event and to be followed by a whole school cultural festival in summer term. Resources purchased and shared with both students and staff to enhance and support understanding of diversity and inclusion. **Existing and new quantitative and qualitative measures to identify the presence and impact of effective relationships which have been strengthened though the range of inclusive opportunities in school.**
11. Training session and troubleshooting session with Klooodle representative held with staff which enabled effective baselining of skills. All new students recorded by form tutors and actions added. Meaningful alternative to Klooodle found with specialist pathway teams how to incorporate the Skills for Life with Evidence for Learning and rolled out so skills can be appropriately linked via key words. All zones display clearly Skills for Life which are referenced in lessons and as a result recognized by students. Skills for Life heavily featured during Careers week with representative from MCC on board plus meetings held with HODS to discuss further challenges. Curriculum overviews all have clear links to SFL and students in the Formal Pathway have been using computing lessons to develop skills of independent logging on platform. **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 Klooodle.**

Leadership & Management

12. Work towards achievement of all Quality of Education SIP Priorities is on track. (See evaluations for priorities 1,2,3, 4 & 5). Curriculum lead JB has worked alongside MHS SLT, and educational consultants Mike Sissons and Chris Quigley with strategic leads for 6th Form, pre-formal, semi-formal and formal curriculum pathways. As a result middle leaders have further developed leadership skills and knowledge and skills around curriculum design. RAG school improvement document autumn and spring term evaluations completed with key staff demonstrating that all priorities are on track. With support from MHS Curriculum team CJ, GR, RS planned, organised and evaluated Autumn and Spring QA visits from educational consultants and Local Authority SSQA. Very positive and informative QA reports received and disseminated. Curriculum team planned, organised and evaluated curriculum consultants visits from Mike Sissons Equals, and Chris Quigley. Very positive and informative feedback and follow up QA reports demonstrate that the curriculum is coherent, sequenced and ambitious. CJ Head of 6th Form, GR and RS Curriculum Pathway leads have given informative presentations to staff, parents & carers, Governing Body Autumn 2022 and Spring 2023 SIP IMPACT meetings. Presentation feedback demonstrates an improvement in confidence and in the clarity of their reporting. Website curriculum area needs further development during summer term. A revised Quality Assurance programme reflecting all relevant quality assurance monitoring and evaluation activities is now established. The qualitative and quantitative evidence gathered via the QA cycle Autumn and Spring term activities has been effectively analysed to inform self-evaluation SEF, school improvement priorities and future QA actions throughout the school year. QA activities show an improvement in classroom practice and outcomes for students. Planning documents for formal curriculum pathway need further development via planned subject co-ordinator meetings to improve consistency. **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.**
13. DSL and DDSL and all staff trained to an appropriate level. CPD log is maintained and SCR is compliant with regulations (made more difficult due to expansion contractors). There are still a few governors who need to complete the training. DSL and DDSL's training is currently up to date and additional training has taken place in all current relevant areas. We are a member of Central Manchester Safeguarding Fora and this is an excellent way of working in a multi-agency capacity to look at current initiatives; concerns and good practice in Central Manchester District. Excellent multi-agency work ensures that we meet the best possible outcomes for our pupils and families. All staff are trained to the equivalent of Level 1 and have completed Prevent training – staff have also received training on areas of interest e.g. online abuse; sexual abuse as relevant. CPoms is now being used to maintain pupil files and all staff are trained to use and have access to input concerns. Safeguarding policy is updated as appropriate and on the school website. All staff have signed to say that they have read and understood KCSIE 2022. Safeguarding remains outstanding at MHS and parents report on Ofsted Survey that their child feels safe at school – 75% strongly agree and 25% agree. **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.**



14. A comprehensive CPD programme has been identified which recognises and supports the professional development needs of all staff. Inhouse CPD for teachers and TLAs has included Skills for Life – Kloodle, Talentino careers, safeguarding CPOMS training, EP processes and systems, Strengths Provision analysis, Sensory circuits & phonics. Impact judged via MHS QA cycle. TA training has focused on safeguarding, Prevent Duty, FGM, Understanding Domestic Violence, sensory circuits, Food Hygiene, first Aid, AAC and manual handling as a result TAs report increased confidence skills and knowledge. Assistant Principals have enrolled on the NPQH via Teach First. VP attended very informative termly BF CPD leads meetings where useful good practice was shared particularly re adaptive teaching. 5. On track: Evaluations for external CPD all collated to inform future training and now have system for 6 monthly impact evaluation. Evidence shows that information from QA cycle activities eg learning walks, planning and consultant visits, have informed the SEF update and improved classroom practice and leadership development. The safeguarding training has been particularly well received and as a result there is improved use of the online reporting management system CPOMS. Annual medical needs training update for TAs for summer term 2023.
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.
15. Newly expanded team of EPs including 2 X TEP3 1 X TEP 2 impacting very positively on capacity of team to meet needs of increased SEND population across BF. Clear roles & responsibilities identified for TEPs who are working effectively with link schools eg in CPD delivery (HE/AF) / facilitating planning meetings (RS) etc. Flexibility of Time Allocation – worked well during period of absence (AR) Benefits of UoM link in terms of research projects involving individual/groups of BF academies. Appointment & training of SEND SLEs via the Development Institute has improved capacity of SO in meeting SEND need. Review of MHS SO capacity & future provision agreed with BF. Extremely positive feedback received from PB (Ofsted Inspector) re SO team's involvement in BF School Reviews. Joint working with BF DofE continues & provides platform for effectively sharing impact of EPSO Team. Collaborative work begun to formalise an 'impact document' to evidence/analyse outcome data utilising the wealth of information received via planning/evaluation meetings/SEND Network/school specific data & outcomes/impact of CPD and specific evidence of impact from individual SENDCo's & Inclusion Leads. 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. **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.**
16. Weekly/monthly meetings with all expansion stakeholders from Sept 22 – July 23 & on-going co-ordination as necessary. BF Business Cases submitted & approved for resources & (early appointment) staffing for September 2023 opening Over 150 consult responses submitted & final student needs & numbers agreed with LA Work begun to explore student groupings, resources, staffing & curriculum provision Transition for Y7 students on-going – parent/carer tours/visits/feeder school visits/student visits to MHS planned for summer term/SLT support for HKS3 Recruitment planning & considerations spring/summer terms - advertising campaign/numbers required/budget considerations/interview process/additional admin./multi-agency issues/H2S transport applications. **Completed & fit for purpose building. Fully & appropriately resourced teaching spaces. Agreed student cohorts with appropriate staff ratios in place.**