

2016/17 MHS School Improvement Priorities & Evaluations

Effectiveness of Leadership & Management		Quality of Teaching, Learning & Assessment	
1	Formalise the review & evaluation process to ensure continued effectiveness of the governing body (Lead - JB)	4	Establish an appropriate early cognition & communication assessment, which is fully embedded & effectively informs a relevant & meaningful curriculum provision (Lead - MJ)
	The review and evaluation process for the effectiveness of governors is reviewed, evaluated and further developed to ensure continued governor scrutiny and support. Analysis from results of governor skills audit, questionnaire for school leaders, governor self-evaluation and governor training record has been utilised to further improve governance		An early cognition and communication curriculum and assessment tool has been developed which enabled staff to effectively demonstrate progress of the target group
2	Further develop the senior & middle leadership teams with specific reference to their areas of strategic responsibility (Lead - SW)	5	To monitor & improve the quality of teaching, learning & assessment via a revised & refined APPRE process (Lead – SW)
	Senior and middle leaders have an increased and demonstrable awareness and understanding of their individual and collective managerial roles and strategic responsibilities		A co-ordinated, collaborative & consistent whole school approach to APPRE resulting in assessment systems which are fit for purpose, is firmly embedded & effectively informs progress & achievement.
3	To collect & record evidence to make secure judgements under current Ofsted common inspection framework (Lead – JB)	6	To devise & deliver & evaluate a bespoke programme for precision teaching (Lead - JC)
	SLT and SMT are confident in making secure judgements under the current common inspection framework and judgements are confirmed by Challenge Partners Ofsted lead reviewer and BFET specialist reviewers.		A bespoke programme for precision teaching has been developed and successfully delivered to relevant staff, evidenced via formal lesson observations and progress data analysis

Parents & Community	
7	Audit & evaluate parents'/carers views & 'Parent View' promotion (Lead – JB)
	Parent/carer views were sought, analysed and used systematically to inform future SIP priorities. Response rate of parents/carers sharing their views via 'Parent View' has increased from under 10 to 57 for academic year 2016/17.

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Personal Development, Behaviour & Welfare	
8	Continue to promote new local/national safeguarding initiatives & statutory guidance & training (Lead – JC)
	Latest local/national safeguarding initiatives and statutory guidance is promoted as a high priority and the relevant training delivered has ensured that staff continue to identify and report when students may be at risk of harm.
9	Further develop a range of interventions including multiagency approaches in order to impact on personal development, behaviour & welfare (Lead – JC)
	A range of successful interventions, including multiagency approaches, have been developed which have impacted on pupils' personal development, behaviour & welfare.
10	Further improve pupil well-being & skills for lifelong learning (Lead - RB/NH/KM)
	All teachers deliver an enriched curriculum promoting pupils' well-being & skills for lifelong learning, validated by formal/ informal observations, accurately moderated pupil outcomes & a range of creative evidence.

Outcomes for Pupils	
11	Formally recognise, measure & celebrate a wider range of achievement (Lead - SW)
	A range of broad, balanced, relevant and differentiated measures which accurately reflect pupils' knowledge, skills and understanding within and beyond the wider curriculum are in place.
12	Effectively integrate the range of pupil outcomes identified in EHCPs, PEPs & LAC reviews into the schools existing evaluative systems & processes (Lead – ZE)
	The range of pupil outcomes identified in EHCPs, PEPs & LAC reviews are beginning to be effectively integrated into schools existing evaluative systems & processes
13	Raise standards in mathematics through cross-curricular termly focus (Lead – RB/NH/KM)
	Staff knowledge, skills & confidence in teaching cross-curricular numeracy has improved as evidenced by lesson observations & research project outcomes. The focus has led to improved rates of progress in number.