

Targets and Evaluations

Pupil Achievement	
1	To further refine the outcomes and provision for pupils with ASD and complex needs
	An effective system is in place which tracks, monitors, supports and evaluates learning and provision for the diverse and individual needs of pupils with ASD/complex needs. As a result 100% of pupils are making at least good progress toward their EKS targets and further staff training needs have been identified and prioritised.
2	To track, monitor, evaluate and report provision for and progress and achievement of pupils in receipt of pupil premium
	2015 achievement data analysis demonstrates that 100% of pupils in receipt of pupil premium make equal or better progress in comparison to pupils who are not in receipt of pupil premium in English, maths and science
3	To refine and develop English and maths moderation processes in MHS and across partner schools and academies to ensure accurate assessment and target setting
	Quality assured internal and external moderation processes validate the accuracy of 2015 pupil performance data in English and maths

Teaching	
4	To develop an ICT strategy ensuring the continuation of outstanding provision and practice
	Levels of progress for end of KS 4 cohort 2015 have increased by more than 50% in ICT and science for pupils achieving level 1 and above. ICT Leadership structures are aware & professionally equipped to embrace the benefits offered by educational technologies & know how they could bring about further enhancement of ICT & media provision at MHS.
5	To review the provision and delivery of a healthy lifestyle curriculum including sex and relationship education (SRE)
	Following the delivery of Sex and Relationship Education 100% of students involved have increased their knowledge and understanding of SRE, successfully monitored via teacher assessment, pupil self-assessment at the end of the 2 term pilot
6	To embed functional skills and work related learning including the provision of independent careers advice
	20 6 th form students have achieved Entry Level 1 or Entry level 2 OCR functional skills- literacy and numeracy.
	50 students across KS4 & KS5 have accessed meaningful and appropriate fully evaluated WRL placements. 3 students at KS5 have accessed a year's work experience placement at Manchester Metropolitan University and achieved Asdan Entry Level1 or 2 Employability qualification
7	To devise and deliver a bespoke programme for precision teaching
	A bespoke programme has been developed & the impact of the training demonstrates a 98% improvement in knowledge, both theory & practice, of behavioural methods of teaching

Behaviour , Attendance and Pupil Safety

8	To improve emotional health and well-being of staff through the provision of ‘mindfulness’ training
	Following Mindfulness training, staff confidence & self-esteem has been raised contributing to an improvement of 85% staff attendance for those involved. Feedback includes that it facilitated reflection & helped with anxiety
9	To further improve behaviour outcomes for pupils by refining data analysis systems and processes
	Data analysis systems and processes have been refined and now inform interventions. Data informs multiagency work which has benefitted many students and has improved outcomes for pupils in school and at home. Data is also used to help secure additional funding for pupils with complex exceptional needs

Leadership and Management including Governance

10	To lead on a programme of challenge and support for BFET schools to ensure the successful implementation of SEND reforms in line with the required timescales
	Through effective dissemination and training via MHS Outreach Team and SENCo Network, all BFET academies have the necessary elements of the SEN Reforms in place in line with local and national directives including a demonstrable understanding of the revised Code of Practice; links to the Local Offer and a readiness to hold EHC plan transfer reviews within recommended timescales
11	Further develop roles, responsibilities, capacity and accountability of the: Outreach Team, ASD and complex needs staff, Associate Staff, SLT
	All groups identified have expressed and demonstrated a clear understanding of their roles and responsibilities at the appropriate level. The impact of increased accountability via the appraisal process underpinned by a strong programme of coaching and professional development has created a highly effective distributed leadership model which has impacted positively on raising standards.
12	Subject co-ordinators to undertake a full curriculum audit and review
	All curriculum co-ordinators are aware progress and achievement over time within their subject and they can demonstrate impact of interventions. All curriculum subject policies reflect changes to the New National, Curriculum which informs teaching and learning and provision, policies are up to date and ready to go on the new website
13	To develop an autism training programme in conjunction with the TASS team to be delivered across BFET
	Comprehensive training and development programme and extended within an agreed Autism strategy for 2015/16
14	To further improve effective communication with parents/carers through the development of the school website and new prospectus. Reviewed, monitored & evaluated by student leaders
	90% of the student leaders and parents/carers audited judged the new school website, as outstanding, informative and user-friendly. Website data analysis of ‘main audience statistics’ shows an upward trend