

Strengths 2016-2017

Effectiveness of Leadership & Management: Outstanding

- Clear framework of rigorous & robust quality assurance, which develops teaching & learning, builds expertise & capacity & delivers positive outcomes for all pupils.
- BFET, QAC & Challenge Partners ensure MHS sustains its improvement through rigorous external QA & quality CPD for all staff.
- Partnership working has high impact & value for the partner schools & academies.
- Systems for school improvement planning are innovative, involving the whole school community.
- Governors have high levels of experience & expertise. As a result, they rigorously challenge, monitor & evaluate all aspects of school life. The review and evaluation process for the effectiveness of governors is reviewed, evaluated and further developed to ensure continued governor scrutiny and support.
- Safeguarding is effective; leaders have created a culture of vigilance where pupils' welfare & safety is actively promoted.
- All school staff, parents/carers & partners are provided with a robust programme of CPD, the impact of which is rigorously monitored & evaluated. As a result, staff confidence & expertise has been increased. re;
- The school is harmonious, where people get on well together, care for one another & respect differences – BFET staff questionnaire.
- Middle leaders are well supported in their roles, which are further developed through the QA cycle.

Quality of Teaching, Learning & Assessment Outstanding

- Evidence from evaluation of teaching over 2016/17 indicates that 100% has good or better impact on student learning.
- Strong teamwork & the very effective deployment of TAs ensures targeted support, that students are appropriately challenged & feel safe to take risks
- Assessment is robust, undertaken by strong multi-disciplinary teams & is validated by very effective processes for moderation. 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.
- An early cognition and communication curriculum and assessment tool has been developed which enabled staff to effectively demonstrate progress of the target group
- EHCP review feedback – parents/carers reported feeling supported & involved in identifying the aspirational outcomes for their son/daughters.
- A whole school cross-curricular focus in writing & numeracy has enhanced skills & embedded practice in literacy & numeracy across the school.
- All staff have high expectations for students & Assessment for Learning is of a consistently high quality. Lesson observations demonstrate that students are challenged to act on feedback, manage their own learning & to take risks Students are active participants in their learning benefiting from self & peer assessment opportunities which help to shape their next steps.
- Spiritual, moral, social & cultural education (SMSC) & British Values are extremely well promoted in lessons as consistently evidenced through formal lesson observations & tutor group activities.

Personal Development, Behaviour & Welfare: Outstanding

- A further increase in student attendance has been achieved above the national average for special schools – 93.6% 2016. Highly effective individual support packages are put in place to support any student whose attendance is a cause for concern.
- A range of successful interventions, including multiagency approaches, have been developed which have impacted on pupils' personal development, behaviour & welfare.
- 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.
- Evidence from lesson observations & EHCP reviews show that pupils are confident, feel safe & have high aspirations for their future life & career.
- 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.
- A strong behaviour support team ensures a consistent approach & supports students to manage their own behaviour. Staff training on personal development behaviour & welfare is regularly updated to ensure new initiatives & statutory requirements are implemented. e.g. Team Teach, promotion of students' SMSC development & the teaching of British Values, Safeguarding including Prevent, CSE, FGM & forced marriage.
- The development of Student Leaders has resulted in confident & responsible individuals who successfully encourage their peers to express their views which impact on the schools' future development.

Outcomes for Pupils: Outstanding

- Rigorous evidenced self-evaluation validated by Ofsted & QAC, evaluates students' achievements to be securely outstanding/good
- Systems for the tracking, monitoring & evaluation of pupil achievement effectively enable teachers & leaders to address trends & to monitor the outcomes of specific interventions & disadvantaged groups. High priority is placed on effective & rigorous data analysis to evaluate impact & to shape plans & provision. The school has made an impressive response to the challenge of life without levels ensuring the rigour & robustness of outstanding processes are maintained. (QAC Report Spring 2017)
- 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.
- At EKS4 2017, 97% of targets were achieved in English with 13% exceeded; 98% of targets were achieved in maths with 34% exceeded
- Standards in numeracy have been raised through the cross-curricular number focus resulting in a significant increase in the % of pupils achieving their number target at EKS 4 2017 (100%) in comparison to EKS 3 2015 (94%).
- Pupil Premium 2016/17 has been used effectively to close any gaps between rates of achievement of those in receipt of the funding and those not. Overall pupils achieved 94% of their targets and data suggests there is no difference between the two groups.
- Case studies demonstrate the outstanding progress achieved by individual students. They identify starting points on entry, relevant interventions, progress across a range of subjects & where appropriate parent & student views.
- Students make outstanding progress in the Sixth Form achieving a range of nationally accredited qualifications eg; OCR functional skills literacy & numeracy - Entry 1,2 & 3
- All Year 14 2017 students successfully secured aspirational post school provision underpinned by CEIAG

SIP Priorities 2017-2018

Effectiveness of Leadership & Management

- Continue to refine governing body working practices, skills and expertise to ensure continued effectiveness (Lead JB)
- Further develop the middle leadership team with specific reference to their areas of strategic responsibility (Lead ZE)
- To review and refine the appraisal process for Teaching Assistants (Lead SW)
- Evaluate and refine the TaSS Team Service Development Plan to support strategic development of the team and improve outcomes for BFET academies (Lead SW)

Quality of Teaching, Learning & Assessment

- To fully embed an appropriate early cognition and communication assessment, which effectively informs a relevant and meaningful curriculum provision (Lead MJ)
- To further develop and refine the 6th form curriculum (Lead NH)
- Continue to raise the profile of careers education by working in collaboration with a range of careers professionals to develop, monitor and improve provision across KS3, KS4 & 6th Form (Lead JB)

Personal Development, Behaviour & Welfare

- Continue to promote new local/national safeguarding initiatives and statutory guidance, training and accountability (Lead JC)
- Further develop a range of interventions including multiagency approaches in order to impact on personal development, social emotional and mental health for pupils with complex needs (Lead MJ)
- To develop, monitor and evaluate an enrichment programme for 6th form pupils to impact on personal development, social emotional and mental health (Lead NH)

Outcomes for Pupils

- Curriculum co-ordinators to utilise the MHS Assessment Toolkit to review and analyse the impact of teaching on learning and pupil outcomes across subject departments (Lead JB)
- Continue to integrate the range of pupil outcomes identified in EHCPs, PEPs & LAC reviews into the schools existing evaluative systems & processes (Lead ZE)
- Raise standards in reading and ICT through cross-curricular termly focus on reading ICT and home learning (Lead RB/KM)

Parents & Community

- To plan, deliver and evaluate a Safeguarding programme of training for parents/carers (Lead JC)