

Manchester Communications Academy



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The world is our oyster to give our students that offer and I think that helps them to be those well prepared students and with looking after their physical their mental their social aspects of their life and giving them a future."

Key tags

Secondary school; North West England; ▲ above average number of students speaking EAL; ▲ above average number of students eligible for FSM; ▼ below average number of students registered with SEND.

Intent

The school undertakes research to continuously improve their practices and share them with other schools. They were especially motivated by the opportunity to share their ideas and learn from others via the Well Schools community and forum.

Implementation

Well Led:

- **Planning Time:** The current curriculum change considers staff wellbeing by changing current assessments and marking to ensure staff have time to plan before the summer break and are able to have a restful summer.
- **Flexi Day:** All staff members get one 'flexi day' in the year to use at their discretion - birthday, child's school production, etc.
- **Health Assured:** A programme to support staff during difficulty such as financial hardship, bereavement and other health assessments such as eyecare, dental and physiotherapy etc.

Well Prepared students

Several members of the senior leadership team have been PE teachers so physical activity to promote mental wellbeing has always been an ethos followed by the school. Staff have a responsibility to recognise pupils who may be struggling with mental health and identify suitable interventions for them.

How do the School put this into practice:

- Facilities for activities such as orienteering, swimming, cycling.
- Trips for climbing, bouldering, sailing.
- Nearly 40-50 extended school activities every day after school and pupils are expected to attend at least 2 a week.
- Interventions for pupils struggling with mental health.

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I think one of the things that sticks with me is the ideas of how staff can look after each other."

The school designed a bespoke PSHE curriculum called 'Aspire' which focuses on giving the pupils a sense of belonging and instils values in the pupils, encourages problem solving, and ties in with the careers aspect of education to succeed in life beyond school, so "it's giving them the opportunity to be a human and learn about resilience and co-operation and team work".

How do the School put this into practice:

- Bespoke PSHE curriculum to build resilience and sense of belonging - Aspire.
- Large multidisciplinary Special Educational Needs team.
- Transition support for new starters and leavers.

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They [pupils] are never disconnected from this school so we have a set up with them where we have leaver emails so they can always keep in contact with us from a social and emotional point of view so they've never left they've never left this school, if they're at college and they're struggling they can come back to us and we will put an arm round them and their families and still support them."

Impact

Pupil wellbeing has at the forefront in the school, and Well Schools have helped to re-focus their mindset on staff wellbeing which has resulted in greater staff satisfaction, and "when we're looking at being a Well School it's something we keep at the forefront all the time". To maintain and build on this they want to encourage greater parental engagement through better communication with them.

The school have found it rewarding to share their practices with other schools while also learning from other schools through the Well Schools online forum.

This has in turn enhanced pupil learning and outcomes as is evident from the improvement in the OFSTED report.

OFSTED report (2019) recognised impact across all leadership and pupil's personal development provision.

- Dynamic Senior Leadership Team keen for improvement.
- Personalised professional development is used well to support staff at all stages of their careers.
- Leaders are sensitive to the staff workload.
- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders promote the need to eat healthily and keep safe through the health and wellbeing curriculum.
- Leaders provide a comprehensive PSHE curriculum to help pupils understand these dangers and how to keep themselves safe.
- The school is a vibrant multicultural community, and pupils learn to value diversity as a result. Leaders ensure that pupils are being prepared to be well-rounded citizens.
- Leaders have built strong relationships with pupils and their families.

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If we want the best out of our kids we need to look after our staff."