



Harpurhey Alternative Provision School

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Proprietor: Mr Colin Bell
Headteacher: Mr Michael Hill

Operated by Manchester Collegiate
Education Trust



Hardwork • Aspire • Progress • Success

Welcome to Harpurhey Alternative Provision School

This compact prospectus will give you an insight into the provision and provide you with details of our curriculum, goals and support available to students at HAPS.

The school has been operational in the current facilities since 2011 in various guises, before registering as an Alternative Provision School with the Department for Education from September 2015. HAPS is part of the Manchester Collegiate Education Trust.

HAPS caters for students of secondary education age who may be finding the routines of a mainstream secondary environment a little too challenging. Thus, we are commissioned predominantly by North Manchester Secondary Schools and the Manchester Secondary Pupil Referral Unit to offer something different to these types of students.

Students that are referred to us by invested schools can benefit from a range of advantages to support their behaviour and learning at HAPS, such as smaller class sizes, a more compact day, positive working relationships both with us and rebuilding those with their invested school. Staff at the provision are determined in providing an opportunity for every student to achieve and progress in both their personal development and academic targets; with a clear focus on enhancing each student's life chances.

HAPS offers a curriculum that are wide ranging and accessible to attain a number of GCSEs at the end of Key Stage 4. This is the vehicle for students to go onto college, apprenticeships, further training or to compete ambitiously in the employment market. We strive to improve aspirations of the students by matching, to a point, the GCSE outcomes similar to that of a mainstream school.

Central to the hard work we put in is the relationships we aim to build with families; we see ourselves as partners in making the young people we work closely with a success of varying degrees. Our experience has been that there is little that cannot be achieved when the school, the family, the invested school and student work together towards common goals.

OFSTED and our aims

HAPS underwent its first full inspection in December 2016 and subsequently received two additional monitoring inspections in September 2017 and March 2018. Below is a context of the aims we are striving to achieve to benefit the students.

Whilst our first inspection was a challenging one, there are plenty of positives that can be lifted from the report, which is a fair recognition of some of the good work we do at HAPS.

Staff have worked relentlessly against the Independent School Standards so that we managed to satisfy all our outstanding standards by our last monitoring visit in March 2018; a huge achievement for the team and the students too. Whilst all fronts are important, we are particularly focussed on having a stable and visionary leadership moving forward, which can lead on strengthening the application of our behaviour policy with a focus on restorative practices, maintaining the safeguarding policy and building on the ethos we identified with last year, to create a positive culture within the school.

We work with our invested schools to deploy the best strategies we can to cater for each individual student, therefore the placement length, the goals, outcomes and achievements can vary greatly across the student body. Sometimes it is beneficial for students to stay with us for a prolonged period of time, others just require a short placement, or respite from the mainstream environment. There are a number of challenges and caveats with each placement, but we always aim for the best outcomes for each student in their academic and personal development. Each student is respected as an individual and whilst we recognise their needs which are communicated from their invested school, each student starts with us on fresh terms and with a renewed optimism of what can be achieved.

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Uniform

HAPS adopts a uniform that is a more casual approach than our mainstream counterparts. The students must see differences in our approach, so we employ a more relaxed uniform policy. We expect all students to adhere to the acceptable wear below:

Black polo t-shirt ♦ Black trousers/jogging bottoms ♦ Black leggings ♦ Black shorts ♦ Black blouse top ♦ Crew neck black jumper ♦ Half zip black fleece ♦ No jeans

The Team

All our staff are DBS checked and go through safeguarding training and professional development to maintain the high standards we expect at HAPs. All staff play a major role in the development of the students. Meet the team:

Mr Colin Bell •Proprietor

Mr Michael Hill •Headteacher

Mrs Lesley Leach •School Administrative Officer

Ms Amanda Buckley •Designated Safeguarding Lead | School Liaison Officer

Mr Paul Barber •Associate Head | Art Subject Lead

Mr Colin Bell •Mathematics Subject Lead | Teacher

Mr Michael Hill •Science Subject Lead | Teacher

Mr Adam Randall •English Subject Lead | Teacher

Miss Afton Mathews •Pastoral Officer | Learning Advocate

Mrs Lisa Craven •Teaching Assistant | Learning Advocate

Mrs Jill Tarpey •Teaching Assistant | Learning Advocate

Mr Joe Till •Teaching Assistant | Learning Advocate

Ms Nichola Welsh •Buildings Operative

“Impressive personal commitment from staff, strong teamwork and dedication ensure that the school continues to grow and the opportunities for pupils are improved”

OFSTED 2016

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Ethos

Harpurhey Alternative Provision School is established on key objectives that underpin the work of the Manchester Collegiate Education Trust. The objectives include:

To advance and enhance the development and education of young people without distinction

To enhance the health and welfare of students and their families

To promote safety, inclusivity and community cohesion

Develop a long-term sustainable relationship for the benefit of children and their families

Create an environment where all learners of any age or background will have access to and support for a wide range of learning opportunities, raise standards and achievement and improve aspirations in the students and their families.

The school promotes the respect of the following four elements in both staff and students:

Hardwork

Students will try hard at all times

Staff will work hard to provide the best learning experience for students

Aspire

Students will have high expectations of themselves

Staff will have high expectations of the students in their learning and behaviour

Progress

Students will strive for progress in their academic and personal development

Staff will support students in and around school to stretch their development

Success

Students will be a success at HAPs, by respecting the ethos, each other, the building and the staff

Staff will model success in respecting the ethos and the students of HAPs.

The day

In March 2021, on the return to full time education post COVID lockdown we restructured our timetable to maximise our support to the students. The structure of a typical school day is outlined below and is predicated on delivery of a minimum of 23 hours per week student/teacher contact time for all students:

08.45	Student arrival and breakfast club	
09.00	Lesson 1	
09.45	Lesson 2	
10.30	Lesson 3	
11.15	BREAK	13.30 to 15.30 -
11.30	Lesson 4	-Dedicated Student focussed
12.15	Lesson 5	time
13.00	LUNCH	
13.20	Pastoral	
13.30	Student Exit	

Behaviour Support

To support the student in their personal development, we focus on working with the students in modifying their behaviour and celebrating positive behaviour around the school and in class.

HAPs implement a behaviour policy that celebrates student achievement of varying degrees, whom may have felt many successes in their previous education experiences.

We adopt a system whereby students gain certificates, positive phone calls home, voucher and the opportunity to attend reward trips (when possible).

Students will be given the chance to talk to staff members and have a voice through their student council, or one to one pastoral support is also available to express and address more sensitive and severe aspects of a student's behaviour and or well-being.

Negative behaviours are always addressed, but we try to work through issues with students and deploy restorative practices, so that students take ownership of their behaviour. Our aim is to develop well-rounded individuals that can be a success in today's society.

Hardwork • Aspire • Progress • Success

Subjects

We currently offer up to 9 GCSE's as part of our curriculum at key Stage 4. Other level 2 qualifications are also attainable. The Key Stage 3 curriculum support the skills needed for KS4 and builds confidence and aspirations.

English language

English Literature

Mathematics

Science

Art

History

Sport

Statistics

Citizenship & PHSE

"Books show that pupils are beginning to concentrate for longer periods, take pride in presentation of their work and make rapid progress from their often low starting points"

OFSTED 2016

Alternative

To support the students in their personal development, communication, life skills, relationships and confidence, we offer a variety of alternative subjects and activities woven into the timetable.

Cooking

Construction

Craft

Football

Gardening

Sports

Reading

Hair and Beauty

"Staff work extremely hard to develop positive relationships with pupils. When this is most effective, it enables pupils to feel comfortable.... As a result, pupils begin to develop self-esteem"

OFSTED 2016

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