



## Quality Assurance Consultant Visit

### Autumn Term 2015

**School:** Melland High School

**Tel No:** 0161 223 9915

**Principal:** Mrs Sue Warner

**URN:** 138532

**Chair of Governors:** Peter Tite

**QA Consultant:** Judith Jones

**Personnel Involved:** Sue Warner (Principal); Zoe Edgar (Assistant Principal); Pupil and Carer; Heather Jones (HTLA); Rob Stephens/Rick Gleeson (Citizenship Lead Teachers); Andrews Marchant (Computing Lead Teacher); Maree Jordan (Assistant Principal); 3 pupils.

**Date:** 25<sup>th</sup> November 2015

**Copies to:**  
The Headteacher  
The Governing Body

## AGREED FOCUS

1. Update and Overview – School Improvement Evaluation 2015; School Improvement Priorities 2015/2016
2. LAC/PEP Outcomes – Pupil and Carer Voice
3. Review of Pupil Outcomes 2014/2015
4. Impact of progress meetings
5. Citizenship
6. EHC Plan Transfer Reviews and Outcomes
7. Computing
8. Arts Award Achievement 2014/2015
9. Future Priorities

## OUTCOMES

1. **Update and Overview – School Improvement Evaluation 2015; School Improvement Priorities 2015/2016**
  - At the beginning of November, the Principal made a presentation to the Bright Futures Board of Directors (as did other Principals in the Trust), sharing with them the school's strategic plan and annual school improvement plan. In doing so, she aimed to "bring the school to life" in order to support their understanding of the school's context. She highlighted the school's unique approach to self-evaluation and improvement planning, and that through a carefully considered process, all members of the school community are involved. Self-evaluation outcomes genuinely inform future priorities that in turn inform action plans for each priority area. There is total synergy between whole school improvement planning, appraisal and continuing professional development for staff at all levels. The Principal described the role of the IMPACT group that is a significant element of the school's self-evaluation cycle. It provides an innovative forum for holding the school to account to its stakeholders, at the same time enabling key members of the school community to contribute their own evidence and views. The representation on the IMPACT group has recently been extended to members of Bright Futures TASS Team.
  - The priorities in the new school improvement plan 2015/2016 were informed by the judgements on last years' performance gathered through the rigorous self-evaluation systems, and were also drawn from the three year strategic plan and local and national issues. They focus on outcomes for pupils or actions that will lead to improvement in outcomes, providing school leaders and governors and the wider school community benchmarks against which to evaluate the progress being made to secure improvements and raise standards. Evidence of impact will be gained from a judicious blend of hard (statistically based) performance measures such as attainment levels, attendance data and soft performance measures such as pupil, parent/carer voice and staff confidence surveys.
  - The 2015-2016 school improvement priorities are appropriately based on the four areas of the revised Ofsted inspection handbook, September 2015 and demonstrate the school's unrelenting focus on how to achieve the best possible outcomes for pupils. A recent innovation identifies named members of the governing body who will monitor specific areas of the plan in addition to the IMPACT group.

*The comprehensive evidence presented during the visit indicates the school's conspicuously successful systems for assessing the school's strengths and areas for development, providing accurate and detailed information which enables them to plan further improvements.*

## 2. LAC/PEP Outcomes – Pupil and Carer Voice

- All the PEP's that have been submitted to the local authority have been judged as outstanding, that is a testimony to the quality of the work of the assistant principal responsible for this area of the school's work. The local authority have changed and improved practice in terms of PEP reviews; all information is stored electronically thereby increasing the levels of accountability of all involved as the process is now transparent enabling the local authority to identify if a part of the plan has not been updated. The school is required to provide a breakdown of how the additional funding has been spent as part of a very detailed action plan.
- Discussions with the carer during the visit indicated how helpful she finds the revised format of the PEP. She is acutely aware of all elements of the support package for the young man in her care and appreciates the opportunities to have open and honest conversations with staff. The young man values the opportunities to say what he likes about school and what helps him to feel safe, secure and confident. Changes to the PEP have enabled carers to put forward their ideas about all aspects of their child's well being and has improved communication between all agencies involved.

*The school has worked diligently to maximise the opportunities for young people in their care that the PEP provides, in actively promoting all aspects of pupils' welfare and education.*

## 3. Review of Pupil Outcomes 2014/2015

- The school's systems of tracking and targeting pupil progress are robust and rigorous, using P Levels and national curriculum attainment levels as a guide it tracks progress in minute detail. With the demise of the Durham P Level project the school is currently exploring other means of benchmarking with similar schools nationally that could take into account CASPA, a national data base, and the introduction of B Squared as a further assessment tool. The school is very clear with regard to what constitutes outstanding progress for each child and this is detailed in its assessment policy and guidelines and takes into account teachers' exceptionally thorough knowledge of pupils' potential and learning needs, drawing upon data from similar schools locally and nationally, as well as considering National Progression Guidance. On an annual basis the school rigorously analyses attainment data considering the progress and attainment of different groups and subjects summarised in a comprehensive report. The impact of intervention strategies and the use of targeted pupil premium funding is rightly considered, further detailed by hyperlinks to the school website.

- **Pupil Outcomes - Key Stages 3 and 4 2015**

**End of Key Stage 3 (EKS3) 2015** (16 Pupils - ability range P2(ii)– NCL4)

**English** 90% of targets were achieved (15% were exceeded)

- 88% (14) of pupils achieved their EKS3 target in **Reading**
- 81% (13) of pupils achieved their EKS3 target in **Writing**
- 100% (16) of pupils achieved their EKS3 target in **Speaking & Listening**

**Maths** 88% of targets were achieved (9% were exceeded)

- 88% (14) of pupils achieved their EKS3 target in **Using & Applying**
- 88% (14) of pupils achieved their EKS3 target in **Number**
- 88% (14) of pupils achieved their EKS3 target in **Shape, Space & Measure**

**Science** 100% of targets were achieved (6% were exceeded)

**ICT** 94% (15) of pupils achieved their targets (19% exceeded)

**End of Key Stage 4 (EKS4) 2015** (18 pupils - ability range P2ii – NCL5)

**English** 92% of targets were achieved (26% were exceeded)

- 94% (17) of pupils achieved their EKS4 target in **Reading**
- 89% (16) of pupils achieved their EKS4 target in **Writing**
- 94% (17) of pupils achieved their EKS4 target in **Speaking & Listening**
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**Maths** 94% of targets were achieved (18% were exceeded)

- 94% (17) of pupils achieved their EKS4 target in **Using & Applying**
- 94% (17) of pupils achieved their EKS4 target in **Number**
- 94% (17) of pupils achieved their EKS4 target in **Shape, Space & Measure**

**Science** 94% (17) of targets were achieved (22% were exceeded)

**ICT** 94% (17) of pupils achieved their targets (28% exceeded)

• **Analysis of Outcomes**

- The school detailed a range of interventions that have impacted positively on pupil progress, for example:
  - Extended use of the “Rapid Readers” interactive reading scheme
  - Efficient and accurate use of MHS P Scale/NC level breakdown
  - Successful involvement of pupils in personal target setting and identifying the next step to learning (AfL)
  - SaLT’s delivery of social communication skills “Talkabout” programme to identified students
  - Impact of Media & Technology including;
    - The creative use of Apple TV, iPad Apps and X-Box controllers, enabling students to access a virtual environment that promotes purposeful learning.
    - Further development of the student-led “Media Crew” who regularly film and edit projects across the curriculum (and beyond!) and have created a media library available via the school’s website.
    - The effective use of Augmented Reality to create interactive learning displays and enhance learning opportunities across the curriculum.
- The Year 11 cohort have made increased progress in ICT compared to their progress in maths year on year from Year 7. The school attributes this to a number of factors:
  - Discrete ICT lessons
  - The ongoing creative use of ICT across the curriculum that has enhanced learning for all students.
  - The further development of the interactive hydrotherapy pool, sensory and science studies.
  - More accurate formative assessment including the quantitative breakdown of levels
  - Additional resources to support curriculum delivery.

• **Whole school interventions 2015-2016**

As a result of the analysis of outcomes 2014/2015 in order to raise achievement in subject specific strands a number of targeted interventions will be implemented

- A cross curricular focus on Writing - Autumn Term 2015
- A cross curricular focus on Number - Summer Term 2016

Leading to the further embedding of literacy and numeracy within core subjects

• **EKS4 2015 Outcomes**

The process of monitoring & evaluating outcomes in **English and maths** combined using the MHS Definition of Outstanding/Good progress has provided both clarification and validation. Due to the spread of ability within each cohort analysis must be interpreted with care and comparisons between cohorts remain problematic. For similar reasons it will always be necessary to reflect on the element of challenge year on year, both for individuals and within identified achievement groups.

Achievement level	EKS4 2013			EKS4 2014			EKS4 2015		
	Outstanding	Good	Consolidated	Outstanding	Good	Consolidated	Outstanding	Good	Consolidated
NC Level 1 and above	90%	10%	0%	82%	13%	5%	92%	0%	8%
Levels P4 - P8	69%	29%	2%	77%	19%	4%	100%	0%	0%
Levels P1(i) - P3(ii)	89%	11%	0%	64%	36%	0%	93%	7%	0%
All	83%	17%	1%	74%	23%	3%	95%	2%	3%

Following careful consideration and analysis and as a result of a number of key and emerging developments, the strategic decision has been taken to continue to monitor and evaluate the 2015 pupil outcomes against the current definition. Issues include;

- Changes to National Curriculum
- Introduction of "Assessment Without Levels"
- Anticipated increase in students with complex learning needs likely to be achieving at P4/5 or below
- Increase in the delivery of relevant National Accreditation at Key Stage 4.

- **Comparisons of progress of different groups**

**Effective comparisons within and between cohorts** remains problematic, due to their size (average 18 pupils) and the wide spread of ability within them (often between P1ii and NCL4).

**Ability within each Key Stage cohort** continues to impact on comparative outcomes.

For example; In 2014 Durham feedback reported that MHS year group averages remained in or above the interquartile range for pupils identified as either SLD or PMLD in English, maths and ICT. When grouped as a whole however the Year 9 average dropped slightly as a result of 39% of pupils within the cohort having PMLD. This issue may also impact on our future judgments regarding outstanding/good pupil progress.

**Analysis of EKS 2015 data also demonstrates there is no difference in progress between LAC and non LAC** pupils of similar age, ability and starting points.

For example; One LAC pupil achieving P8 in English and maths at Year 7 has made more progress across Key Stages 3 and 4 than two of the three non-LAC pupils of a similar age, ability and starting point.

**Meaningful comparisons of ethnic groups** are also affected by small numbers and breadth of ability within each cohort. The EKS4 2015 data suggests that White British pupils made more progress in all strands of maths and English. However White British pupils within the cohorts are achieving at NCL1 and above whereas the majority of pupils of other ethnicities within the same cohort are achieving in the lower P Levels.

**Comparisons by gender** outcomes are equally inconclusive as currently of the 154 students on role, 73% are male, 27% female. There are pupils with a wide range of ability within both groups. Analysis of the EKS4 2015 cohort demonstrates that the average level achieved across all subjects is .4 higher for girls; the EKS3 2015 cohort average level is .5 higher for boys.

Pupil Premium 2014/2015 has been used effectively to close any gaps between rates of achievement of those in receipt of the funding and those not. For example; Reading levels for the EKS4 2015 cohort are slightly higher for disadvantaged pupils. The school has improved its reporting on Pupil Premium making it more specific and measureable with clearly defined outcomes for each individual strand. It is important that interim evaluations are undertaken during the year.

- **Comparisons of subjects**

**Subject strand comparison** remains inconclusive, however analysis of the EKS4 2015 data using the MHS definition of outstanding/good progress confirms the following:

- In maths 94% of the cohort made outstanding progress in Shape, Space & Measure and 89% of the cohort made outstanding progress in Using & Applying and Number.
- In English 94% of the same cohort made outstanding progress in Speaking & Listening, Reading and Writing.

**Previous analysis identified lower achievement in Science** than in English and maths and as a result a range of interventions were put in place for example;

- Development of a new science schemes of work for key stages 3 and 4
- Rigorous moderation of assessment
- The identification of increasingly challenging EKS targets

As a result EKS4 2015 outcomes demonstrate a sustained increase in progress in Science, with 94% of students achieving in the upper quartile of Progression Guidance compared to 44% of the same cohort at the EKS3 2013

- **National Benchmarking**

- National benchmarking remains crucial in providing a meaningful comparative analysis of progress and an effective system is currently being explored via CASPA and BSq Connecting Steps, replacing the Durham P Scale Project.

Benchmarking against data provided by Progression Guidance

Progress made in Key Stage 3 by pupils with a <b>P7</b> starting point (measured using Progression Guidance Quartile tables)							
	No pupils	Lower quartile		Median		Upper quartile	
Reading	16	3	19%	9	56%	4	25%
Writing	10	0	0	6	60%	4	40%
Speaking & Listening	6	1	17%	2	33%	3	50%
<b>ENGLISH</b>			<b>12%</b>		<b>50%</b>		<b>38%</b>
Using & Applying	7	2	29%	4	57%	1	14%
Number	12		0	6	50%	6	50%
Shape, Space & Meas	7		0	3	43%	4	57%
<b>MATHS</b>			<b>10%</b>		<b>50%</b>		<b>40%</b>

- Progression Guidance Quartile Tables indicate similar achievement in English and maths compared to other pupils nationally of the same age, ability and starting point.
- In English 38% of the cohort achieve in the top 25% nationally as do 40% of pupils in Maths.

- **Sixth Form**

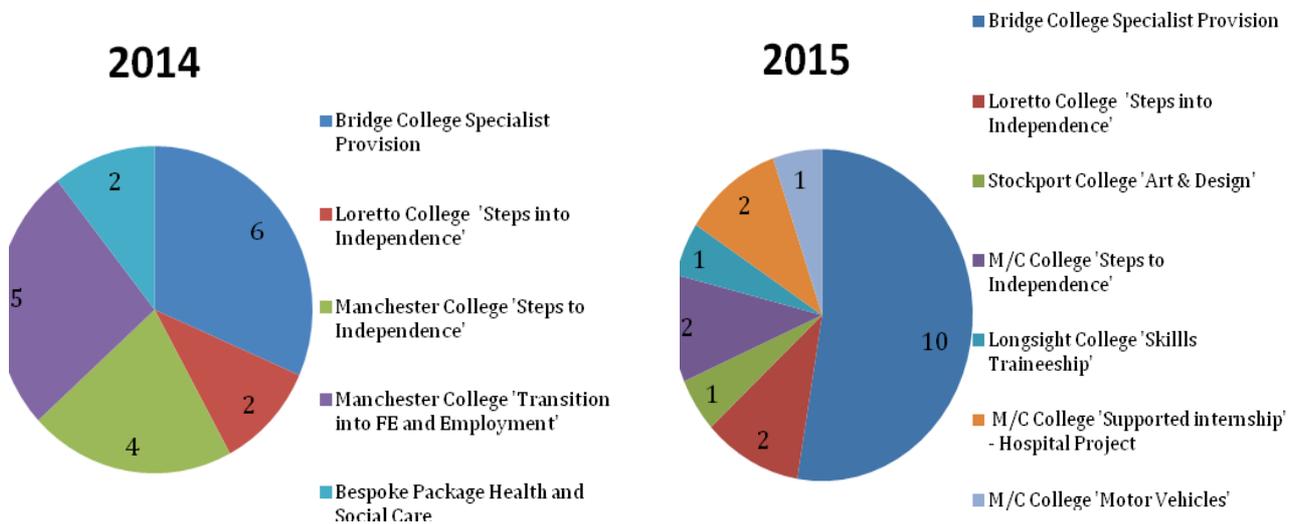
- Post 16 pathways are delivered as an integral part of the 6th Form Curriculum and continue to:-
  - Enable students to build on existing skills, knowledge and understanding, supporting progression from assessed starting points and identifying appropriate national accreditation;
  - Provide appropriate rigour and challenge to support students to progress to their intended outcomes;
  - Provide a framework for on-going and rigorous review and evaluation which effectively informs future development;
  - Include relevant aspects of English, maths and work related learning to support employability skills and create potential employment options.

- **End of Key Stage 5 (EKS5) 2015 (17 Students)**

- 100% of Year 14 students achieved their predicted targets, having followed a personalised learning pathway linked to national accreditation
- 18% (3) of students achieved a Diploma in Personal Progress Entry Level 1
- 6% (1) of students achieved an Award in Personal Progress Entry Level 1
- 59% (10) of students achieved a Certificate in Personal Progress Entry Level 1
- 12% (2) of students achieved OCR accreditation – Introductory Awards and Awards at Entry Level 2 and Entry Level 3
- 18 % (3) of students from the Year 14 cohort exceeded expected progress, graduating from the 'Bridging the Gap' workplace learning project at Manchester Metropolitan University. 2 students achieved AQA "Certificate in Employability" Entry Level 3 and 1 student AQA "Award in Employability" at Entry Level 2
- All Year 14 students successfully secured post school provision as increasingly aspirational expectations for all students were underpinned by:-
  - Appropriate national accreditation leading to improved pathways into post school provision
  - Improved Work Related Learning opportunities
  - Focused Independent Careers Education & Guidance
  - Appointment of Jobs Coach

- There is a significant increase in students accessing specialist college provision who might previously have been solely in receipt of social care support
- The school attributes a number of factors to the successful outcomes at the end of key stage 5:
  - High quality work related learning and the drive to secure aspirational placements post 16.
  - Clearer, more ambitious learning pathways for accreditation.

- **Leavers Destinations**



The pie charts highlight the increased breadth of opportunities offered as increasingly a significant percentage of students opt not to access SEN supported courses.

*The school would be advised to track students for at least a year in order to ascertain if the school has helped students to develop resilience in order for them to sustain their placements.*

*The evidence presented to demonstrate the outstanding pupil outcomes reflect the school's culture of high expectations in which the highest achievement in academic and vocational work is recognised as vitally important.*

#### 4. Impact of progress meetings

- Pupil progress meetings take place twice a year and are now well embedded as part of the school's QA cycle. They have evolved to become more formal and Principal driven. During the recent round of meetings a decision was made to meet with teachers on an individual basis and was found to be beneficial in providing an opportunity to explore the progress of specific pupils within subject teaching sets, stimulating professional discussion and dialogue.
- Guidance was given to teachers prior to the meetings advising that discussions should include the research being undertaken in subjects regarding the implications of any National Curriculum changes, assessment without levels and national benchmarking. In preparation for the meeting teachers were requested to identify one pupil from each group they teach and to be prepared to demonstrate and discuss their current achievement, short term assessment, progress towards their end of key stage targets/national accreditation and any specific interventions in place to enhance their learning. Reference to any relevant short/long term outcomes in the EHC Plan were to be discussed if in place for a pupil.

- An evaluation was undertaken of the Pupil Progress meeting outcomes in November 2015:
  - What Went Well – www:
    - Evidence prepared and presented was of a consistently high standard and prompted professional debate and dialogue around progress and achievement in the context of curriculum changes and assessment without levels
    - Interventions were accurately identified and their impact on pupil progress effectively evaluated
    - Teachers demonstrated knowledge and confident use of a system for the effective monitoring, tracking and evaluating pupil progress and achievement (SIMS Assessment Manager)
    - BSq was acknowledged across subjects as a welcome resource for accurate formative assessment and support with NC changes
    - Excellent knowledge of pupils was evident and identified as key to effective formative assessment
    - Excellent practice identified for sharing - RS/RG; AM; RB - "levels board" & pupil involvement in assessment week; KM - work scrutiny; CJ/JP - aspirational pathways leading to post school provision
    - Emerging clarity of focus re national accreditation @ KS4
  - Even Better If: ebi
    - An effective way of sharing and accounting for progress towards the EHC Plan outcomes is identified, trialled and evaluated
    - Opportunities are explored for more frequent subject and class team meetings
    - The nationally recognised Duke of Edinburgh Scheme delivery continues to be delivered post 16 and possibly extended to KS4
    - A whole school eSafety week is held in the spring term
    - The current Progress Report is reviewed and revised with a Progress Evening for parents/carers held at the end of the summer term
    - Training is provided for teachers & TLAs the successful implementation of BSq with a caveat that it is not a curriculum and needs to be age appropriate
    - The focus around provision for pupils and students with complex needs is maintained, particularly with regards to assessment and curriculum provision
    - The school continues to explore how learning and progress within a lesson is consistently, accurately and meaningfully recorded
- **Progress Meeting outcomes inform and their impact is monitored via:**
  - Relevant Annual School Improvement Priorities & 3 Year Strategic Plan (2015/16 – 2017/18)
  - Appraisal Cycle
  - QA Cycle

*Pupil Progress meetings evidence how well leaders provide and promote opportunities for staff to develop as reflective practitioners deeply involved in their own professional development.*

## 5. Citizenship

- The teacher leading on citizenship liaised closely with the previous postholder prior to her retirement in July to ensure a smooth transition and continuation of assessment procedures and curriculum content she was developing. They clarified the distinction between PSHE and citizenship agreeing that the latter should be aspirational and focus on active participation in order to prepare pupils for the opportunities, responsibilities and challenges of life and work.
- The two teachers now leading on citizenship have developed assessment further by producing records for each pupil that clearly identify the citizenship outcomes and learning objectives for each topic. A baseline assessment for each student is undertaken at the beginning of a topic based on the skills their learning is to focus on; progress will be recorded and tracked throughout the duration of the topic. ECHP outcomes are included on the individual pupil records where appropriate. Self-assessment record sheets for each pupil are written in "pupil speak" and include their citizenship topic targets, a section for teacher comment and pupils' own comments. A recording sheet for a pupil working at P7 demonstrates the progress he has made towards his objectives on the topic of democracy and the world. He is able to remember 8 key words from the topic and uses them with understanding on a regular basis. Feedback from teachers report that pupils love citizenship, they enjoy talking about the world and the opportunity to discuss current events such as the leadership election in the Labour Party, in which they demonstrate their knowledge and understanding.
- The key features of a successful learner, confident individual and responsible citizen have been captured diagrammatically, providing a visual representation of the key skills that will be developed through citizenship and SMSC.

- Individual citizenship profiles provide additional evidence of pupils' progress, include photographic evidence and teacher comments describing the activities a pupil has been involved in.

*The individual pupil profiles could be improved further by ensuring that comments written by staff are evaluative (drawing out impact and effectiveness) and less narrative (ie telling the story of what has been done). However, the school is developing a strong evidence base of pupils' progress, knowledge and understanding of a range of topics in citizenship.*

## **6. EHC Plan Transfer Reviews and Outcomes**

- The school welcomes the changes the Local Authority (LA) has made to the EHC plans and procedures that have led to more meaningful and relevant reviews. Pupils value the opportunity to contribute their views and ideas; the process enables pupils to reflect on their own learning and their feedback helpfully informs the planning of tutor group sessions and lessons.
- The new format of the EHC plans facilitates information to be stored electronically and is a means of recording progress towards agreed outcomes.
- The school will continue to work closely with the LA in highlighting existing student needs in terms of provision which will in turn inform post 19 placements. Previous feedback to the LA has been valued and has impacted on the strengthening of the process.

## **7. Computing**

- The curriculum lead for computing is working closely with a local primary school to inform the development of the new computing curriculum. He has broken down each project into a number of objectives that identify the learning outcomes a pupil will achieve over a period of time. For example, in terms of algorithms the development of logic gates and sequencing skills will be delivered in problem solving project scenarios. To support the development of debugging skills pupils will be involved in looking for mistakes with coding problems and following simple mazes. Control technology was largely covered in the previous ICT curriculum and is now re-branded under new headings.
- The computing lead has developed a number of graphs that effectively demonstrate pupils' progress; through analysis he is able to identify pupils who require further support or those who need to be challenged to achieve higher levels. He is confident that the revised curriculum promotes independent learning and life long learning and lends itself well to cross curricular links.

## **8. Arts Award Achievement 2014/2015**

- The three students interviewed demonstrated their high levels of success in achieving external awards and accreditation. Two have achieved the Silver Arts Award and the other student the Bronze Award.
- They each described eloquently the differing aspects of art their award had focussed on that included drama, music and photography. They articulated clearly, confidently and with humour their pride in their achievements and their high ambitions for the future. They indicated a secure knowledge of the world or work with great maturity, overall conveying a sense of being exceptionally well prepared for the next stage of their education, training or employment. They illustrated powerfully the school's outstanding work in promoting the wider achievement of its pupils.

## **9. Future Priorities**

- The principal highlighted the main considerations and challenges facing the school over the next academic year:
  - i) **Assessment without levels and changes to the national curriculum**
    - So far the school is exploring the potential offered by CASPA and B Squared Connecting Steps. The consultant signposted the Principal to North Ridge High School where both these commercial packages are used.

### **ii) The increasing population of pupils with complex needs**

- As the number of pupils with complex needs increases the school is mindful of the need to review appropriate assessment and curriculum content to ensure effective provision. In light of this the school is to be involved in a project with Fountaindale School and Richard Hirtswood that will focus on “the Pre-Formal Curriculum”.

**iii) Expansion of national accreditations at Key Stage 4 to include:**

- OCR
- Life and Living Skills
- Cambridge Progression – English and maths
- Entry Level Science
- Functional Skills – ICT
- Entry Level – PE

**iv) Education Health and Care Plans**

- The school will continue to share outcomes and monitor progress towards short and long term objectives to ensure the process is valuable to all involved.

## **SUMMARY**

Discussions and evidence presented during the visit powerfully illustrates a real shared ownership of the school's aims and values; this culture has been established by the Executive Principal and Principal through consultation and involvement of all stakeholders in decision making and creating opportunities for shared ownership.

The school was shortlisted for the TES Schools Award 2015 as Alternative Provision School of the Year gaining national recognition for its truly outstanding work.