



Quality Assurance Consultant Visit

Summer Term 2015

School: Melland High School

Tel No: 0161 223 9915

Principal: Mrs Sue Warner

URN: 138532

Chair of Governors: Sarah Fuller

QA Consultant: Judith Jones

Personnel Involved: Mrs Sue Warner (Principal);
Mrs J O'Kane OBE (Executive Principal);
Kate Milburn, Rob Barlow/Nicola Hammond (Heads of Department KS3/4/5);
Heather Jones (HTLA);
Maree Jordan (Vice Principal);
Pupils;
Julie Barnett (Vice Principal);
Zoe Edgar (Assistant Principal);
Rob Stephens (ASD/Complex Needs Coordinator).

Date: 6th July 2015

Copies to:
The Executive Principal
The Principal
The Governing Body

AGREED FOCUS

1. Update and planning for September 2015
2. Newly appointed heads of department (KS3/4/5)
3. Progress and achievement updated
4. School Improvement Priority 10: "To lead on a programme of challenge and support for BFET schools to ensure successful implementation of SEND reforms in line with required timescales"
5. School Improvement Priority 5: "To further refine the outcomes and provision for pupils with autism and complex needs"
6. School Improvement Priority 2: "To track, monitor, evaluate and report provision for and progress and achievement of pupils in receipt of Pupil Premium"

OUTCOMES

1. Update and planning for September 2015

- The projected numbers on roll for September 2015 are 155 which represents an increase from the current academic year of 147. The number of pupils with autism and complex needs is growing and projections for future years indicate this will continue. In order to accommodate this growth the school has undertaken some internal refurbishments including Safe Spaces in three areas; an additional classroom has been created in the sixth form. Leaders are considering the impact of the changing pupil population that includes more with low levels of cognition and communication difficulties. They have wisely recognised that an increased number of staff will be involved with these pupils necessitating the delivery of high quality professional development so that staff have an extended "toolkit" of strategies to use in supporting pupils' learning.
- The BFET SEND network is developing very successfully, with high levels of attendance of inclusion leads and SENCO's at network meetings. There is an encouraging development of a self-supporting network of schools across the academy chain.
- The school has amended the SEF in light of the comments made in the Challenge Partners Quality Assurance Review Report. It is aware of the need to undertake further work to reflect the newly defined areas of the revised Ofsted Framework and Handbook.

In writing both the SEF and School Development Plan, the school would be advised to use the language of the descriptors and criteria in the Ofsted handbook and to ensure that success criteria link explicitly to the impact on improved pupil outcomes.

2. Newly appointed heads of department (KS3/4/5)

- The newly appointed heads of department shared in turn their vision for their own department; all demonstrated ambition, high aspirations and pursuit of excellence in all aspects of their work. They wisely recognised the importance of some of the key aspects of the current and draft Ofsted handbook including the promotion of British Values, preparing pupils positively for life in modern Britain and the need to embed reading, writing, communication and where appropriate, mathematics exceptionally well across the curriculum.
- The key stage 3 head of department spoke of her vision to make the department fully inclusive and described ways in which she aimed to achieve this. She identified the need to adapt to the changing needs of pupils and the impact that will have on the curriculum and assessment. She rightly acknowledged the importance of securing effective transition procedures both into and out of key stage 3 and of the value of engaging with parents and carers in their child's education early in their school career so that good practice would continue through the school.
- At key stage 4, the head of department described his ambition to create a teaching and learning group of teachers, TA's and TLA's who would be encouraged to experiment and evaluate the development of different strategies, including a range of teaching and learning styles and AfL. He proposed an innovative idea to raise TA and TLA morale by regularly highlighting positive aspects of their work rewarding with a monthly award. He also suggested holding a reading day or reading week once every half term. In teaching compulsory subjects he indicated his awareness of preparing pupils for their transition into the sixth form by linking to work related experiences, utilising the resources and expertise in the key stage 5 department.
- The sixth form head of department also recognised the need to reflect in the curriculum and structures the increasing number of students with complex needs and the importance of providing continuity for them from previous key stages. She spoke of the importance of providing high quality professional development for all staff in areas such as moving and handling to ensure students were treated with respect and dignity. She shared many innovative ideas regarding the further development of work placements in the community with the aim of securing permanent employment for students when they left school. She discussed other ways she hoped to prepare students for their adult life such as inviting ex-pupils and business partners into the sixth form, making links with housing associations and local art and leisure groups and raising parents and carers' awareness of the local offer.

All three heads of department presented as enthusiastic, articulate, confident and highly skilled educators. They indicated that they are prepared to take carefully calculated risks in order to develop innovative practice that is right for their pupils. Melland has a long and successful history of "growing its own staff"; the middle leaders' contribution to the current visit was a prime example, demonstrating the highly effective development of future leaders.

3. Progress and achievement updated

- The school has developed a highly effective system for managing information about pupils' achievements. Tracking systems are highly sophisticated; personalised targets are adjusted when appropriate in order to maintain at least good progress. The school has developed its own definitions of good and outstanding progress measured in three ability bands, following the schools' assessment and target setting guidance. Judgements take into account a number of sources including the DfE 2010/2011 National Progression Guidance quartile tables, and the Durham P Scales project and the school's own knowledge of its pupils. Given the demise of the Durham P Scales project, the school is exploring other possibilities for a benchmarking tool such as CASPA. Moderation is undertaken with other similar schools in Manchester.

The school is cognisant that it might be necessary to revisit its own rationale for judgements regarding pupils' progress as the schools' pupil population is changing. The principal might wish to research the progress measures used in other similar schools nationally in order to demonstrate that its own progress measures are robust and challenging.

- An interim analysis of pupils' progress towards end of key stage targets 2015 demonstrates that:

End of Key Stage 3 2015 - 16 pupils

English

75% (12) of pupils are on track to achieve or exceed their EKS target

25% (4) of pupils are not currently on track to achieve their EKS target and suitable interventions are in place if appropriate

Maths

81% (13) of pupils are on track to achieve or exceed their EKS target

19% (3) of pupils are not currently on track to achieve their EKS target and suitable interventions are in place if appropriate

Science

100% (16) of pupils are on track to achieve or exceed their EKS target

Computing

81% (13) of pupils are on track to achieve or exceed their EKS target

19% (3) of pupils are not currently on track to achieve their EKS target and suitable interventions are in place if appropriate

End of Key Stage 4 2015 - 18 pupils

English

89% (16) of pupils are on track to achieve or exceed their EKS target

11% (2) of pupils are not currently on track to achieve their EKS target and suitable interventions are in place if appropriate

Maths

83% (15) of pupils are on track to achieve or exceed their EKS target
17% (3) of pupils are not currently on track to achieve their EKS target and suitable interventions are in place if appropriate

Science

89% (16) of pupils are on track to achieve or exceed their EKS target
11% (2) of pupils are not currently on track to achieve their EKS target and suitable interventions are in place if appropriate

Computing

83% (15) of pupils are on track to achieve or exceed their EKS target
17% (3) of pupils are not currently on track to achieve their EKS target and suitable interventions are in place if appropriate

End of Key Stage 5 2015

2 (12%) Award PSD ASDAN

1 (6%) Award or certificate PSD ASDAN

1 (6%) Certificate PSD ASDAN

13 (76%) Certificate or diploma in Personal Progress ASDAN

2 (12%) Functional skills Literacy/Numeracy OCR

3 (18%) Asdan Certificate in Employability

2 (12%) Award 'Life and Living skills' OCR.

1 (6%) Duke of Edinburgh Bronze Award

3 (18%) ADSDAN Certificate in Employability Entry Level 3 (via the Bridging the Gap Project)

All students are currently on track to achieve their accreditation

- The school attributes the outstanding progress and achievement at the end of the key stage 4 in **science** to a range of factors including:
 - An able cohort with the majority beginning Year 7 at P6 and above.
 - Greatly improved, accurate assessment, tracking and evaluation.
 - A range of appropriate individual cross curricular interventions rigorously monitored and shared.
 - The impact of the recent raising attainment focus in science as part of the principals' NPQH project.
- End of key stage 4 attainments in maths demonstrated less progress over time than in both English and science that prompted debate and discussion as to why. Several factors were considered including possibly a degree of complacency in terms of expectations and the likelihood of pupils experiencing a plateau in their ability to learn new skills but continuing to generalise those existing in new and creative contexts. Also, with increased moderation within and between similar schools, accuracy of both formative and summative assessment has improved.

- As school leaders consistently focus on improving outcomes for pupils the following areas for further refinement of systems include:
 - Highlighting specific subject strands for cross-curricular foci enabling coordinators to scrutinise their subject and refocus on specific areas where students might be progressing less well
 - Extend the assessment and target setting document to include case studies and intervention strategies proformas as appendices
 - Review the annual assessment summary to include other relevant impact measures such as national accreditation at key stage 4, attendance, behaviour, SMSC and pupil and parent/carer voice.

- Details of the three key stage 5 students who were involved in the “Bridging the Gap “ Project 2014 illustrated how effectively this has enabled them to develop their personal, social, employability and independent learning skills, achieving high levels of punctuality, attendance and conduct through a range of work experience placements in a variety of settings. Each of the students undertook duties in different locations including Manchester Metropolitan University, New Bridge School, Oldham and Manor High School in Trafford. One student, having completed his placement at MMU, began a creative internship at the Lowry Art Gallery, Salford and subsequently enrolled on an Art Course at Stockport College. Another student has enrolled on a Life Skills Course at Loreto College whilst the third will start an internship at the Manchester Royal Infirmary. They have all achieved an ASDAN Employability Certificate, increased their literacy and numeracy skills, self-esteem and confidence, enabling them to make well-informed decisions about their future plans.

4. School Improvement Priority 10: “To lead on a programme of challenge and support for BFET schools to ensure successful implementation of SEND reforms in line with required timescales”

- Three students, one from Year 9 and two from Year 11 powerfully demonstrated the effectiveness of the school’s implementation of the EHCP reviews. They described the way in which they had worked with their tutors to write their one page individual profiles and highlighted the positive aspects of their review meetings. Comments included: *“It was good to be listened to”*; *“It gave us a chance to talk about things we were good at”*; *“We could take about what we needed help with and about jobs and work experience”*; *“It gave us a chance to think and talk about our futures and to talk about things we might not have discussed without the meetings”*. The pupils were highly articulate and extremely polite; they were able to discuss their reviews in a mature and considered way showing considerable self-awareness.
- Feedback from parents and carers of the EHCP transfer reviews have been extremely positive stating that they were a big improvement on the Annual SEN Review, in providing a forum for parents and their child to express their hopes and aspirations. One of the pupils said that his step dad thought the review meeting was amazing!
- The school successfully completed all Year 14, 11 and 9 transfer review meetings in line with national and local directives. Additionally two transfer reviews will be completed by the end of the term for Year 12 and 13 students who are accessing vocational courses at college. The school liaised closely with the Manchester statutory transfer team who were available for direct contact, advice and support; they attended most of the reviews. A meeting was held to introduce the reforms to parents and targeted meetings were organised for each identified year group to support parents in the completion of the parent view form. Students were well supported through year groups and individual meetings with the careers adviser. The whole process has been evaluated by seeking the view of parents, students and the transfer team.
- The process has been shared with other BFET schools through the SEND network and targeted work with individual academies and school to school support.

5. School Improvement Priority 5: “To further refine the outcomes and provision for pupils with autism and complex needs”

- All members of staff working with the Year 7 pupils who have autism and complex needs, spent the first term gaining an understanding of pupils and their needs, crucially developing positive relationships; in the view of the coordinator this paid dividends as highlighted by the progress of pupils, some described in examples below.
- One young man has made significant progress in his ability to engage in lessons for the vast majority of his time, he moves around the school for lessons and tutor time. In his primary school he spent all his time in his own space. His behaviour has been transformed through consistency of approach, reinforcement of boundaries and helping him to understand the expectations of staff. He has been supported to self-regulate his behaviour that has also impacted on his behaviour at home, to the delight of his parents.
- The interaction of the Year 7 twin boys with each other and their peers has greatly improved through repetition of routines. Regular visits to the Donkey Sanctuary have had a significant impact on their improved communication and have led staff to consider building into the curriculum further opportunities to facilitate communication and turn taking.
- Termly meetings with teachers, TA’s and TLA’s have emphasised the importance of consistency of approach, providing opportunities for them to evaluate what has worked well. Communication between all staff across the school has improved, enabling a shared understanding and common language.
- Future priorities include:
 - Consideration of the provision from a students` point of view, providing opportunities for them to problem solve and communicate;
 - Consider the environment around the student;
 - Work with the speech and language therapist on social communication for the more able students;
 - Continue to provide professional development opportunities for staff such as autism awareness, sensory integration, SCERTF, social communication and emotional regulation.
- The coordinator feels that his role has become more defined as the year has progressed he has a clear and ambitious vision for the development of the provision over the next five years recognising the importance of rigorous and accurate self-evaluation to secure continual improvement.

6. School Improvement Priority 2: “To track, monitor, evaluate and report provision for and progress and achievement of pupils in receipt of pupil premium”

- The school received £68,375.00 pupil premium funding for the current year. The funding enabled targeted support to be given for pupils in receipt of this funding via the activities and provision detailed below:
 - After school music club
 - Whole school access to ipads and Apps technology
 - Rise and fall interactive whiteboard and associated technology
 - Increased TA support for teaching and learning
- Overall 61% of pupils in receipt of Pupil Premium have improved their overall attendance by 4% on average, achieving an average attendance of 93% compared to the attendance of non-pupil premium pupils of 92.9%. In terms of attainment there is no discernable gap between the attainment of pupil premium pupils and non-pupil premium pupils.
- The school has evidenced in detail the positive impact of each of the activities and provision. For example, the music club promoted pupils' independence, confidence and creativity evidenced by an outstanding musical performance at the end of year celebrations 2014.
- The assistant principal with specific responsibility for LAC pupils in receipt of pupil premium funding provided a comprehensive overview of her work in this regard. There are currently 6 pupils on roll at Melland who are LAC from two local authorities, 5 of these are in receipt of pupil premium funding, LAC post 16 students do not qualify for a pupil premium grant but most have a PEP and LAC review. Over the course of a year there will be 3 PEP reviews ie one each term and 2 LAC reviews at 6 monthly intervals.
- In each local authority, there is a virtual school headteacher, who determines the release of pupil premium monies on receipt of a high quality PEP, unlike normal pupil premium grants that are paid directly to the schools. The assistant head has been praised for the outstanding quality of her PEP's by the virtual headteachers of the two local authorities (Manchester and Salford). A testimony to the quality of her work is the fact that she was invited to be a member of Manchester's Operational Board that includes representatives of services from across the city.
- Schools are required to provide details of the level of pupil premium funding they receive in the current and previous academic years. Inspectors will require evidence of how the school has spent the funding and why it decided to spend in the way it has. Additionally they should provide evidence of any differences made to the learning and progress of disadvantaged pupils (ie pupil premium pupils) as shown by outcome data and inspection evidence. Whilst the school presented clear evidence of the impact of each element of pupil premium funding it would be advised to detail the expected outcomes for each and evidence also termly or mid-year evaluations. The consultant provided an example of how this might be achieved and also an example of questions that might be posed to the governor/governors responsible for disadvantaged pupils.

SUMMARY

Discussions with staff and evidence presented during the visit highlighted the highly effective teamwork in which varied skills combine to ensure the best possible outcomes for pupils. Senior leaders act as excellent role models and promote a strong vision and purpose as well as energising staff to innovate and take responsibility, thus making a significant contribution to the effectiveness of their work. The school is driven by very high expectations of staff and pupils thereby ensuring that the school retains its status as an outstanding school at the edge of pioneering initiatives.