



## Quality Assurance Consultant Visit

### Autumn Term 2013

**School:** Melland High School      **Tel No:** 01612239915

**Principal:** Mrs Sue Warner      **URN:** 138532

**Chair of Governors:** Gary Copitch

**Personnel Involved:** Mrs Sue Warner (Principal); Mrs Judith O'Kane, OBE (Executive Principal); Zoe Edgar (Assistant Principal); John Gallagher (Assistant Principal); Heather Jones (HTLA); 1 Year 10 Pupil; Judith Jones (QA Consultant).

**Quality Assurance Consultant:** Judith Jones

**Date:** 12<sup>th</sup> November 2013

**Copies to:**  
The Principal  
The Executive Principal  
The Governing Body

## AGREED FOCUS

- Pupil Progress and Achievement 2012-2013
- The impact of attendance on achievement
- Sixth Form Achievement
- SIP and SEF update
- Update on other school issues including the use of Pupil Premium

## OUTCOMES/JUDGEMENTS:

### a) Pupil Progress and Achievement 2012-2013

The school has produced a clearly written set of guidelines summarising the central purpose of assessment and progress tracking, defining some of the key terms and vocabulary of assessment and outlining the main components of the school's assessment cycle. The assessment cycle is effectively summarised in a diagrammatic format, providing an easily accessible overview. There is a particularly clear rationale underpinning the school's definitions of outstanding, good and less than good progress, from clearly identified starting points to end points, linking to the P levels a pupil is achieving and the finely tuned sub-level progress. The definitions are closely linked to the National Progression Guidance 2010-2011, the Durham P Scale Project, analysis of school-based data over time and knowledge of individual pupils. The excellent arrangements that are in place for assessment are exceptionally well used to promote outstanding progress and highly effective learning and teaching. Analysis of pupil progress data is rigorous and robust and is used most effectively to inform intervention strategies on an individual, group or whole school basis. As always at Melland it continues to refine its models, for example, after two years of monitoring the school is questioning its rationale for judgements for some achievement bands. The school also acknowledges that judgements on progress may need to be refined dependant on the changing needs and abilities of specific cohorts.

#### End of Key Stage 3 2013

##### Ability Range P2i) – NC Level 4 (17 pupils)

96% of pupils achieved their targets in English and 100% in writing.

##### Ability Range NCL1+ (8 pupils)

89% of pupils progressed 2 sub-levels or more in English across the key stage.

86% of pupils achieved their maths targets and 27% were exceeded.

#### End of Key Stage 4 2013

##### Ability Range P2i) – L4 (16 pupils)

94% of pupils achieved their English targets. In maths 98% of targets were achieved.

A summary of pupils' achievements in **English and maths** at the end of Key Stage 4, 2014, using the school's agreed definitions of progress indicates that **most** pupils performing at NC Level 1 and above made **outstanding** progress. The **majority** of pupils performing at P level 4-8 made

**outstanding progress.** *Most* pupils performing at P level 1i) to P3ii) made **outstanding progress.**

#### **Even Better If - ebi**

- The school's summary is in a consistent format for both key stages. For example, in Key Stage 3, the reporting of achievement for pupils at different attainment bands varied between the percentage of targets achieved and the number of sub-levels progress. At the end of Key Stage 4, in maths, the percentage of targets achieved overall was reported upon and that in one sub-strand but not in other strands. The school might wish to consider comparing the rates of individual pupils' progress year on year. It should ensure that judgements of pupil's good or outstanding progress are triangulated with judgements of teaching and evidence in pupils' work (if appropriate).

#### **End of Key Stage 5 2013 (14 pupils)**

- 100% of students achieved ASDAN national accreditation
- 8 students gained the Duke of Edinburgh Bronze Award
- 3 students graduated from the Manchester Metropolitan University "Bridging the Gap" project being awarded an AQA Certificate in Employability, Entry Level 3.
- 1 student achieved a GCSE Grade B in Art
- 10 students gained a First Aid Certificate

#### **Even Better If – ebi**

- The school compares the outcomes at the end of Key Stage 5 to previous cohorts and also indicates a measure of students' progress over time from their starting points in school and across the Key Stage.

#### **Progress over time**

- At the end of Key Stage 3 in 2011 of the P2i) – NCL3 cohort, 86% achieved their target in reading, at the end of Key Stage 4 in 2011, 100% of the same cohort achieved their reading targets. The school attributes this to a whole school focus on reading in 2013.
- The average percentage of pupils making 2 or more levels/sub levels progress, across a key stage in English has risen steadily from 2011 (30%) and 2013 (58%).
- National Benchmarking confirms that in maths 75% of the End of Key Stage 3 cohort achieved in the National Progression Guidance upper quartile compared to 50% in 2011.

#### **Comparisons of progress between groups:**

- Analysis of end of Key Stage data 2013 demonstrated that there was no difference in progress between **LAC** and **Non-LAC pupils**.
- Comparisons of **ethnic groups**. National Benchmarking remains inconclusive, given the individual achievements of each pupil within the cohorts regardless of their ethnicity. Meaningful comparisons of ethnic groups are not reliable given the cohort sizes. However, end of Key Stage 3 2011 and 2012 data suggests that White British pupils made 7% more progress in English and 8% more progress in maths than other ethnicities.

**Pupil Premium** has been used effectively to "close the gap" in achievements. For example, the average English points score increase in 2013 was slightly higher for pupils in receipt of Pupil Premium.

### **Comparisons of Subjects:**

- In English pupils made more progress in reading, than in writing and speaking and listening. Reading was a whole school focus in 2013.
- In maths, pupils made more progress in using and applying than in number and in shape, space and measure.
- The school intends to implement cross- curricular foci in the current academic year on the delivery of shape, space and measure and aspects of communication.

### **Presentation, by a Year 10 pupil (EP).**

The young lady gave an impressive PowerPoint presentation that she had developed herself, detailing the wide-ranging activities she has participated in as an Air Cadet. She spoke clearly and with confidence, evidently proud of her achievements such as gaining the Duke of Edinburgh Bronze Award in 2013; successfully completing an 8 hour First Aid Course and playing tenor drum in the Air Cadets band. The school produced a case study in a diagrammatic format that demonstrated the impact of the range of key strategies and support that have been provided for her. Academically she made outstanding progress in English and maths at the end of Key Stage 3 in 2013 and exceeded her predicted levels in those two subjects. She is Student Leader, an active member of the Media Crew and is developing an understanding of the impact of her behaviour on others. Her physical appearance and self-esteem have improved and she has demonstrated more resilience and ability to manage her emotions. Her self-confidence has improved measurably.

## **b) The impact of attendance on achievement**

Case studies presented by the assistant principal (ZE) illustrated the impact of personalised interventions on pupils' attendance, well-being and attainment. They were well drawn together and captured comprehensively but concisely the range of evidence that the school has available to arrive at a rounded picture of any one pupil's achievements over time.

Pupils with wide ranging medical, social, emotional and learning needs have all benefitted from the highly individualised support packages the school has co-ordinated working closely with families and other professionals:

Pupil A: Attendance Year 7: 5.3%. Year 9: 97.8%

Pupil B: Attendance 2012/2013: 61%. September 2013 to date: 91.1%.

Pupil C: Attendance 2012/2013 39.2%. September 2013 to date: 73.3%

Pupil D: Attendance September 2011 – July 2012:48.75%. September 2013 to date: 87%

## **c) Sixth Form Achievement**

The assistant principal (JG) described the impressive range of opportunities offered to students that have enabled them to gain external accreditations and awards tailored to their individual needs and abilities.

### **i) Work related learning**

- During the last academic year three Year 14 students from the more able learning group attended the "Bridging the Gap" project at

Manchester Metropolitan University. The pre-requisites were that students were aged 18 years of over and could travel independently as they would have to move around the campus. A choice of 10 placements within the university were on offer, students were given a “taster” of each and then assessed as to those most appropriate to their needs. All students completed the year and gained qualifications at Entry Level 2 and 3 in Employability; this is the highest level award any student has achieved in the school. Other students from the sixth form visited the project during the year and it has set a new and challenging benchmark for students. During the current academic year, 4 students are participating in the project, for one student it is already proving a great success and her attendance has improved significantly

- An individual intervention programme has been developed for one young man whose attendance was very poor. He had hoped to leave school and enrol on a building course at Manchester College, but did not have the required qualifications. A work experience placement was agreed with the school’s building manager; the student works with him concurrently whilst studying two Entry Level 3 Employability Units that will provide sufficient credits to gain an Award in Employability. To date this has been a great success; the young man is really enjoying the work and has attended school every day since he started. Additionally he will study for his Duke of Edinburgh Silver Award.

**ii) Duke of Edinburgh Award**

This was introduced for the first time last year for students in learning groups one and two, they performed extremely well during the year and eight achieved a Duke of Edinburgh Bronze Award. This was another new and challenging addition to the Sixth Form curriculum. The project is continuing in the current academic year with a number of students hoping to achieve a Silver Award.

**iii) ASDAN**

The two most able groups are studying for a Certificate in PSD at Entry Level 1 and 2, the 4 lower ability learning groups are studying for a Diploma in Personal Progress at Entry Level 1, with the aim of gaining sufficient credits over the three year period in the sixth form. ASDAN provides the opportunity to select units along an achievement continuum that are most appropriate to the needs of the students. For the lower ability groups, many of the units are delivered through a sensory curriculum and therapy such as Rebound. The school aims to enable students to apply the skills they have learnt in various real life situations such as managing money to buy an outfit for a party.

**iv) REMPLOY**

A collaborative project with Remploy was agreed over the summer term to commence in September. Melland is one of 19 schools that are involved in the Inspired to Work project, being delivered by Remploy and funded by the Department of Education. The school has a Remploy employee based full time in the school for the next two years to seek out work placements for Key Stage 4 and 5 students. It is hoped that the project will offer 22 students a full week placements during the academic year. The aim of the project is to help students get skills they will need to work in the future, to support them during their placements and to help students to decide what they want to do next.

All the projects described above demonstrate *“the well designed and carefully planned approaches to curriculum in the sixth form that have ensured that the needs of different groups of students have been particularly well met. Advance planning is taking account of the rising achievement and higher qualifications as they leave key Stage 4, with clear progression and continuity built into the sixth form accreditation”*. (Chris Beswick Report: “Pushing the Boundaries” report, January 2012).

Year on year the school has sought to raise the bar through careful consideration of appropriate opportunities as they arise. Individual case studies and students’ written statements highlight their increased confidence, knowledge and skills and greater understanding of the world of work, preparing them exceptionally well for the next stage of their education or training. They are constantly challenged to stretch themselves that bit further, thereby enhancing their life chances and quality of life.

#### **d) SIP and SEF update**

- i) **The school has a new 3 year strategic plan and an annual school improvement plan** which runs for a calendar year. The school is in the final stages of bringing together all the evidence for the evaluation of the 2013 plan whilst also agreeing key priorities for the new strategic plan 2014-2016 and the new school improvement plan 2014. Membership of the IMPACT group reflects a breadth of representation including parents, staff, pupils, headteachers and community partners. They monitor and evaluate the improvement plan over the year, presenting a good balance of collaboration and challenge. Each target has an action plan backed by evidence collected over the year. New improvement priorities represent the outcomes of wide ranging consultation with the whole school community. These priorities are carefully considered through rigorous self-evaluation processes that provide in-depth and highly accurate judgements on key aspects of the schools’ performance. Appraisal objectives for the senior leadership team are directly linked to whole school priorities and are reflected in targets for teachers also, thereby ensuring synergy between all systems in the school.
- ii) **The Self-Evaluation Form (SEF)** too has recently been updated to reflect changes in the academy and draws upon the most up-to-date data. The school would be advised to ensure that all statements triangulate with evidence and most importantly the impact on pupil outcomes. It might wish to consider identifying priority areas for improvement at the end of each section in order to make a direct link to the school improvement plan. The SEF is a succinct and evaluative document based upon evidence from the IMPACT group and whole school self-review systems.

#### **e) Update on other school issues including the use of Pupil Premium**

- i) The school is actively promoting the development of the new assistant principals providing opportunities for them to take responsibility for whole school issues in order for them to gain an understanding of “the big picture”. This coaching model was exemplified during the current visit when both presented high quality evidence, with confidence, in relation to their area of responsibility.

- ii) The BEFT CPD day for all schools in the Trust was very successful. Each school planned workshops in their own school and staff were able to attend workshops in other schools. Feedback from staff was very positive; they felt that it had enabled them to see first hand the benefits of being part of a Trust in that all had good practice that could be shared.
- iii) The Challenge Review is to take place on 3<sup>rd</sup> and 4<sup>th</sup> December 2013.
- iv) The Principal, as part of her NPQH programme is on placement at Altrincham Girls Grammar School looking at EAL and in Melland is focussing on developing the role of new leaders, assistant principals.
- v) Pupil Premium  
In 2012/2013, Pupil Premium funding continued to support a teaching and learning assistant and a creative practitioner to sustain and develop focussed support and resources to raise standards in literacy and communication. Ofsted reported in March 2013, that student's eligible for Pupil Premium funding had *"accelerated their progress as a result of the well considered use of the resource, and that gaps between respective rates of achievement had been closed"*.

#### **School Improvement Consultant's Judgement:**

The excellent preparation and exceptional quality of evidence presented during the visit exemplifies some of the key elements of why the school continues to maintain its outstanding status. It is never complacent, always seizing opportunities for innovation; an ethos of high expectations pervades throughout the school at all levels. Staff, pupils and their parents/carers alike share high aspirations. Pupils' highly personalised learning pathways are based on finely tuned assessments that inform challenging targets and stimulating learning activities to ensure their progress.

#### **AGREED FOCUS AND DATE OF THE NEXT VISIT**

22<sup>nd</sup> November 2013: Principal's Appraisal Planning and Executive Principal's Appraisal Review.