

For external verification of judgements see Quality Assurance, School Improvement and National Specialist SEN College reports in: 'About Our School': [www.melland.manchester.sch.uk](http://www.melland.manchester.sch.uk)

## 1. The key characteristics of our learners and our school

- Melland High School (MHS) has been operating as an Academy and a member of Bright Futures Educational Trust (BFET) since August 2012. MHS is a positive and successful specialist support school which is a thriving, challenging and happy environment located with Cedar Mount Academy in the state of the art Gorton Education Village (GEV). The Executive Principal is a NLE and Director of Secondary Education across BFET and the school is an NSS. Melland has a remit to lead SEND across BFET, the sponsored academies of which have substantial areas of concern.
- All students and staff are aspirational and aim to achieve their personal best. Parental/carer partnership is recognised as key to supporting the learning process.
- Highly effective relationships with community and Trust partners are essential to the continuing improvement process.
- Achievement on entry is low in relation to students' chronological age. All students have statements. Students range from PL1 to L 2+ of the NC. Distribution varies over time; typically around 25% are PL1-3; 50% PL4-7; 25% P8-level 2+.
- Key characteristics of the learners – 33% have extremely complex and/or profound and multiple learning difficulties. A significant number of students have additional and exceptional emotional and behavioural, physical, ASD and sensory needs. 21% of students have high dependency health care needs.
- The majority of the school population is entitled to pupil premium, either through FSM (63%) or LAC (9). 53% of students come from family backgrounds other than white British. 20% of pupils have EAL. The catchment area is central and east of the city, areas of high deprivation.
- As a Manchester SEN specialist support school the impact is high on improvement in our partner schools.

## 2. Pupil achievement is outstanding

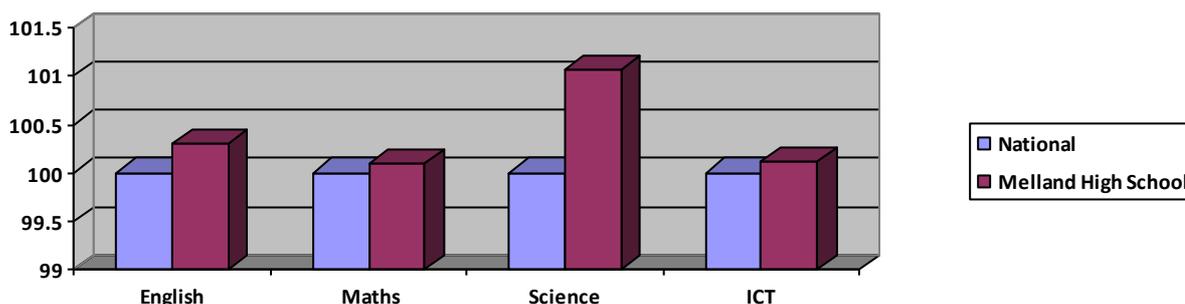
Grade: 1 (Outstanding)

- Rigorous evidenced self-evaluation validated by Ofsted and a QAC evaluates pupils' achievements to be mostly outstanding (Ofsted 2013; QAC Report November 2013). All personal development outcomes, including students' spiritual, moral, social and cultural development, is outstanding due to the schools inspirational provision (Ofsted Feb 2013).

EKS 4 – 2013 Achievement measured using MHS definition of Outstanding / Good Progress		
	Outstanding	Good
Reading	94%	6%
Writing	69%	31%
Number	81%	19%
ICT	75%	25%

- Outstanding progress is sustained into the Sixth Form. Of the 2013 leavers 100% of students who have had portfolios submitted for external moderation for ASDAN have achieved nationally recognised qualifications over 2012/13. In addition 25% of these students have achieved AQA Certificate in Employability Entry Level 3. In the Sixth Form 8 students enrolled on the Duke of Edinburgh Award Scheme and achieved Bronze Award and 1 student achieved GCSE B grade in Art & Design;
- MHS benchmarks itself against similar schools nationally (CEM Durham P Scale Project ).

This graph compares the average value added of MHS in 2013 to that of the whole sample



Student achievement for the end of KS3 and 4 in English and maths is outstanding (see SIMs assessment manager). Targets are validated by QAC as highly challenging.

The average percentage of students making 2 or more levels/sub-levels of progress, across a Key Stage in English has risen from 30% in 2011 to 58% in 2013. National benchmarking in maths indicates that 75% of KS3 cohort 2013 achieved in the upper quartile compared to 50% in 2011 (QAC November 2013)

Evidence demonstrates that outstanding progress in their personal development including resilience, confidence and self-esteem is a result of outstanding extended provision for example; students successfully participate in a range of sporting activities and achieve exceptionally well both in school and in prestigious events across the city. Students are well prepared for the world of work through appropriate accreditation, effective work-related learning and placements facilitated by Remploy and Manchester Metropolitan University – “Bridging the Gap”.

### **2014 School Improvement Targets**

- Raise Achievement in Science through replicating secure systems as applied in English and maths
- Further develop the use of medium term assessment to inform planning and progress
- Develop the strategy to implement the Education, Health and Care Plan as outlined in the Children and Families Bill 2013
- Further develop the systems and structures that enable robust accurate assessment of students' achievement from entry to exit at Key Stage 5

### 3. How effective is our teaching?

Grade: 1 (Outstanding)

- Teaching is outstanding impacting on good / outstanding progress over time (Ofsted Feb 2013)
- Teaching continues to be improved through regular training for all staff in their teams enabling them to reflect and evaluate on their practice accurately.
- Evidence from focussed, strategically planned observation and evaluation of lessons over this year indicate that 90% are outstanding with 10% good with outstanding features. The impact of a two term cross curricular reading focus shows a 14% increase in students achieving their end of KS4 reading targets in 2013
- The school is highly successful in developing students as confident and competent learners who engage in creative learning opportunities. The school commissions a creative agent and professional creative practitioners who share in developing and delivering projects. Evaluations of each project shows progress made by all students, some of which are linked to external accreditation such as City & Guilds in Media and Arts Award. For additional evidence see [www.melland.manchester.sch.uk](http://www.melland.manchester.sch.uk).
- Scrutiny of planning, evaluation and pupil targets together with discussion with teachers demonstrates that staff have confidence in adapting teaching styles and strategies which are well matched to the specific needs and abilities of individual and groups of students. Assessment systems in the school continue to enable teachers to effectively track progress and achievement and address issues that impact on raising standards.
- Assessment, both formative and summative, is robust undertaken by strong multi-disciplinary teams and is validated by very effective processes for moderation. Lesson observations show that assessment for learning is of a consistently high quality. Students are challenged to manage their own learning and to take risks. (Ofsted 2013)
- Students are active participants in their learning with self and peer assessment opportunities and they often act as advocates for their peers. This informs the next steps in their learning as evidenced through formal lesson observations.
- Individual curriculum content is shared with parents / carers and other relevant partners through termly planners. Annual school reviews report progress and identify learning objectives for the future. Parents and carers report that they feel their children are taught well (Survey of Parents 2012 – 13)

#### **2014 School Improvement Targets**

- Securely consolidate 85% outstanding teaching with 100% good or better
- Review and amend the KS3 & KS4 curriculum in the light of the New National Curriculum requirements
- Develop staff and students' skills to use up-to-date application based (App) technology to enhance students' learning to be reviewed, monitored and evaluated by student leaders.
- Further embed and extend rigorous, challenging and appropriate accreditation across KS4.

### 4. How good are standards of pupil behaviour, attendance and pupil safety? Grade: 1 (Outstanding)

- Safeguarding meets all statutory requirements
- Students behave very well in lessons. They are confident and have high self-esteem and report that they feel safe and have confidence in staff to address any incidents should they occur (Student Voice/Survey 2013). Advocates support some students to ensure everyone's voice is heard.
- Students learn how behaviour affects social situations, as well as the moral implications around making the right choices and being sensitive to feelings and views of others. Students are helped to develop the social skills necessary for working and living together in the school and wider community. This is achieved through the contribution of spiritual, moral, social and cultural education (SMSC) which is carefully measured and evaluated, as part of the systematic process of observation. Analysis of data recorded in the SIMS Behaviour Module indicates the number of negative incidents

recorded is reducing and the number of merits issued to students is markedly on the rise. (Ofsted 2013)

- A strong behaviour support team ensures a consistent approach and supports students to manage their own behaviour resulting in students now having good and improved conduct records. A strong emphasis on individual support plans and intervention strategies are managed and guided by staff with student self-evaluation being central to the process.
- Incidents of bullying and discrimination are extremely rare and students are aware of how to remain safe as a result of the excellent pastoral system. Students with different backgrounds get on extremely well and there have been no racist incidents reported over the last six years.
- A 'Chill Out' room is available for all students to use, by referral or choice. This encourages students to take responsibility for managing their own behaviour. Teachers use and share with pupils the behaviour manager (SIMS), as a result pupils recognise that all staff are consistent in their expectations and management. The house system and awarding of house points promotes positive behaviour and celebrates success.
- Students and Student Leaders have significant involvement in further improving behaviour and discipline in line with school priority targets.
- School rules via the behaviour and discipline policy are regularly updated and pupils have adapted these to a 'student friendly' version that promotes ownership and understanding. See 'Pupils' – 'School Rules' (for full policy Parents and Carers: Policies and Downloads) [www.melland.manchester.sch.uk](http://www.melland.manchester.sch.uk)
- Students say they feel safe and parents agree. There are robust systems to ensure students' safety, including safe recruitment of staff. Students are taught well how to keep as safe as possible. Students consistently apply these good levels of understanding to their choices of actions.
- Students are informed about safe internet/mobile phone usage. (E-safety leaflet).
- Staff training and development on behaviour and safety is regularly updated to ensure new initiatives and statutory requirements are implemented.
- Attendance is above national special school average - 91% 2012- 2013. This reflects the school's firm attention to ensuring students attend as much as they can. Some students' attendance is adversely affected by their medical conditions. (Student Case Studies) Highly effective individual support packages are put in place to support any student whose attendance is a cause for concern.

#### **2014 School Improvement Targets**

- Devise a Behaviour Diagnostic Review for implementation in academies across BFET
- Trial strategies to reduce stress and increase well-being and confidence, building resilience and removing barriers to learning.
- Continue to implement and report the requirements of Safety, Health and Environment (SHE)
- Continue to improve student attendance to be in line with, or better than, national average for special schools

#### **5. How effective are leadership and management, including governance? Grade: 1 (Outstanding)**

- School self- review and evaluation demonstrates ambitious and aspirational practices for continual improvement. (Ofsted Feb 2013). Bright Futures Educational Trust and National Challenge Partners ensure MHS sustains its improvement through rigorous external quality assurance and quality CPD of all staff. All staff and leaders in MHS are engaged in personalised CPD provided by internal and external facilitators focused on improving staff effectiveness in their roles and improving student outcomes.
- The school benefits from and contributes to the Alliance for Learning Teaching School
- The contribution made by senior leaders exemplifies their shared, strong vision, ambition and purpose to ensure continued and sustained improvement embracing new initiatives.
- Systems for school improvement planning are innovative, involving staff, students, parents/carers, governors and partners. As a result the school community has an excellent understanding and

ownership of priorities and targets.

- The Improving and Monitoring Performance, Analysing and Challenging Targets (IMPACT) group that has representatives from the whole school community, holds senior leaders and all staff rigorously to account for the developments identified in the school improvement plan, drawing on a variety of evidence. This has established a whole school culture of self-evaluation.
- High priority is placed on effective and rigorous data analysis and its use to shape plans and provision.
- The inclusion of teachers in self- evaluation of lessons has led to a more thorough and robust evaluation of teaching and learning. Outcomes are used to support the continual development of personalised learning and structures to ensure teaching makes the best possible impact on pupils' achievement and personal development.
- Pupil, parent/carer and school partners' voice play a significant role in evaluation processes. We encourage external perspectives and expertise as part of school self-evaluation.
- Evaluation of the leadership and management of teaching and learning is outstanding based on student outcomes. School has the capacity and systems to ensure personalised areas for improvement through CPD including training, coaching and mentoring. Robust appraisal and CPD seamlessly engages all staff in school improvement
- Appraisal procedures are well established and linked to professional standards and the annual school improvement targets.
- Subject co-ordinators have a clear understanding of their defined role in influencing and improving the quality of provision throughout school. Regular 'health checks' on priorities and areas for development ensures that the school continues to improve.
- A regular review of the curriculum ensures that it reflects the varied needs of individual and groups of learners and the provision is sensitively organised, aspirational and challenging to maximise opportunities, engagement and achievement.
- All pupils access an appropriately customised National Curriculum, which is complemented by the eclectic and tailored/adapted use of other assessment and teaching schemes, to create a bespoke assessment system, along with meaningful and stretching accreditation through eg AQA, ASDAN, Duke of Edinburgh and Arts Award.
- Student Leaders encourage their peers to express their views on the curriculum their feedback on school provision impacts on future development. Parents also have the opportunity to express their views via questionnaires, meetings, focus groups, working parties and the annual review process.
- Parent / carers are well informed of their child's progress across all areas of the curriculum. Our new annual school report format provides a detailed review of pupil achievement and it clearly signposts objectives and future priorities. This is complemented by parent / carer termly lesson plan summaries.
- The school culture celebrates achievement, challenge, commitment, punctuality and good attendance throughout the school year. This contributes to the school's shared ethos, vision and aspirations
- Our partnership working has high impact and value for the partner schools. Our impact has not been confined to SEND provision; Melland has successfully fulfilled a local specialist support school role, with the LA brokering and commissioning support for a range of schools. All BFET academies are supported in their provision through a high quality SEND Diagnostic Review and follow up action plans, monitoring and evaluation
- Governance is outstanding, Ofsted 2013. Governors have high levels of experience and expertise which are well-grounded in their knowledge of the life and work of the school. They robustly monitor and evaluate aspects of school life, such as achievement, finance, safeguarding, standards and curriculum. They are confident to challenge with knowledge and authority; issues are very well addressed and statutory responsibilities are expertly fulfilled with a built in culture of suitably reflecting upon their own effectiveness,
- Safeguarding is clearly woven into all aspects of school life and is quality assured in relation to child protection. See 'Parents and Carers' – 'Policies and Downloads [www.melland.manchester.sch.uk](http://www.melland.manchester.sch.uk) . SLT and a named governor have successfully completed the online Safer Recruitment in Education Training. The school's Single Central Record reflects that full checks on all members of staff currently employed in the school are in place. Governors have a good understanding of all issues relating to the safety of students and staff and keep the effectiveness of safeguarding under review.

### **2014 School Improvement Targets**

- Develop and implement a robust, quality assured, time limited cycle of monitoring, evaluation and review that informs the SIP and SEF

- Lead and support the implementation of the SEND strategy across Bright Futures Educational Trust
- Further develop the skills and understanding of SLT and Governors to effectively impact on school improvement
- Provide an appropriate programme of CPD to support the implementation of the SIP priorities and support parent / carers training needs via audit and consultation

**6. How effective is the school overall, taking account of our earlier judgements? Grade: 1(Outstanding)**

All aspects of the school's performance has been evaluated as outstanding, Ofsted 2013; this points to outstanding overall effectiveness. The school is particularly successful in promoting equally good outcomes for different groups of students; removing any barriers to learning, as a result student achievement is outstanding.

**Impact of leadership and management**

Inspirational leadership and high quality management ensures that Melland continues to improve provision for all students. There is not a trace of complacency. (Ofsted 2013) As earlier judgements and evidence have demonstrated, leaders and managers have been relentless in driving forward improvements and sustaining excellence in achievement, quality of teaching, quality of the curriculum, behaviour and attendance. Melland always seizes opportunities for innovation; an ethos of high expectations pervades throughout the school at all levels. (QA Report Nov 2013). Within leadership and management, evolving structures and innovative practice have strengthened the school's capacity to improve. The work of MHS leadership team in supporting other Academies in the Trust and Schools across the LA makes a very positive difference to students experience in partner schools (Ofsted 2013) We believe the school provides outstanding value for money

**Evidence Sources for SEF Evaluation**

**Achievement:** School Assessment Data, National Similar Schools Assessment Data including Durham, AQA, City and Guilds, GCSE, Ofsted Inspection Report 2013, QA Review Reports 2012-13

**Teaching:** SLT Monitoring Files, Assistant Principal and Subject Leader Monitoring Files, Appraisal Files, Teaching and Learning Review Reports, Reports to Governors

**Behaviour and Safety:** SIMs Behaviour Logs, Attendance, Exclusion and Racist incident Logs

**Leadership and Management:** QA Practitioner Reports, Staff and Student Voice activities, Ofsted Feb 2013 Inspection Report

**7. The key priorities and the steps to be taken in order to sustain excellence or move the school's effectiveness up to the next grade.**

Linked to the 3 year strategic plan current priorities and the steps taken to tackle them are set out in the school's self-evaluation document and annual school improvement plan:

