Melland High School Self Evaluation Summary and Improvement Priorities

For further information see 'About Our School':
www.melland.manchester.sch.uk

Strengths 2014

Pupil Achievement: Grade 1

- Student achievement for the end of KS3 & KS4 in English & 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 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 EKS3 cohort 2013 achieved in the upper quartile compared to 50% in 2011 (QAC November 2013).
- Students make outstanding progress in the Sixth Form achieving a range of nationally recognised qualifications, including Duke of Edinburgh Bronze & Silver awards.
- Outstanding achievement extends beyond core subjects for example students progress exceptionally well in PE & external work related learning.

Teaching: Grade 1

- Teaching is outstanding impacting on good / outstanding progress over time (Ofsted Feb 2013)
- Evidence from observation & evaluation of lessons over time indicate that 90% are outstanding with 10% good with outstanding features
- The school is highly successful in developing students as confident & competent learners who engage in creative learning opportunities
- Lesson observations show that assessment for learning is of a consistently high quality. Students are challenged to manage their own learning & to take risks. (Ofsted 2013)
- Individual curriculum content is shared with parents / carers through termly planners. Annual school reviews report progress & identify learning objectives for the future. Parents/ carers report that they feel their children are taught well

(Survey Parents 2012 – 13)

Behaviour & Safety: Grade 1

- Attendance is above national special school average – 91% 2012 – 2013.
- 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).
- Students and Student Leaders have significant involvement in further improving behaviour & safety
- Students behave very well in lessons. They are confident & have high self-esteem & report that they feel safe.
- A strong behaviour support team ensures a consistent approach & supports students to manage their own behaviour. Staff training & development on behaviour & safety is regularly updated to ensure new initiatives & statutory requirements are implemented.

Leadership & Management: Grade 1

- School self- review & evaluation demonstrates ambitious & aspirational practices for continual improvement. (Ofsted Feb 2013).
- BFET & National Challenge Partners ensure MHS sustains its improvement through rigorous external quality assurance & quality CPD of all staff. Partnership working has high impact & value for the partner schools & academies.
- Systems for school improvement planning are innovative, involving staff, students, parents/carers, governors & partners. The IMPACT group holds MHS to account for performance in key aspects of the SIP.
- Evaluation of the leadership & management of teaching & learning is outstanding based on student outcomes. Robust appraisal & CPD seamlessly engages all staff in school improvement
- Governors have high levels of experience & expertise. They robustly monitor & evaluate aspects of school life

SIP Priorities 2014

Pupil Achievement:

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

Teaching:

- Securely consolidate 85% outstanding teaching with 100% good or better
- Review & amend the key stage 3 & key stage 4 curriculum in light of the new National Curriculum requirements
- Develop staff & students' skills to use up-to-date application based (App) technology & Augmented Reality to enhance students' learning, to be reviewed, monitored & evaluated by student leaders
- Further embed & extend rigorous, challenging & appropriate accreditation across key stage 4

Behaviour & Safety:

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

Leadership & Management:

- Develop & implement a robust & time limited quality assurance cycle of monitoring, evaluation & review that informs the School Improvement Plan & Self-Evaluation Form
- Lead & support implementation of the SEND strategy across Bright Futures Educational Trust
- Further develop the skills & understanding of SLT & governors to enable them to effectively impact on school improvement
- Provide an appropriate programme of CPD to support the implementation of the School Improvement Plan priorities & support parents / carers training needs via audit & consultation.

Accountabilities

Pupil Achievement

Monitored by IMPACT Group/Governors

Strategic lead: Principal

Implemented by: All staff

Teaching

Monitored by IMPACT Group/Governors

Strategic lead: Vice Principal

Implemented by: All staff

Behaviour & Safety:

Monitored by IMPACT Group / Governors

Strategic lead: Vice Principal

Implemented by: All staff

Leadership & Management:

Monitored by IMPACT Group / Governors

Strategic lead: Executive Principal & Principal

Implemented by: All staff