MELLAND HIGH SCHOOL
SELF-EVALUATION FORM

For external verification of judgements see the Our School: Quality Assurance section of our website
www.melland.manchester.sch.uk

The context for our school and the key characteristics of our learners

- Melland High School (MHS) has been operating as an Academy and a member of Bright Futures Educational Trust (BFET) since August 2012, actively promoting the values of passion, integrity and community. MHS is a positive and successful specialist support school which is a high achieving, challenging and happy environment co-located with Cedar Mount Academy in Gorton Education Village (GEV). The Executive Principal is a National Leader of Education and the school is a National Support School.
- As a BFET SEND Lead and a Manchester SEN specialist support high school the impact is high on improvement in our partner schools in central and east Manchester. This is evidenced through a range of indicators such as HMI, Ofsted, Challenge Partners and other external QA feedback, all of which confirm leadership development for SEND, improved teaching & learning and progress & achievement for the pupils in the schools we support.
- Achievement on entry to MHS is low in relation to pupils' chronological age. All pupils have statements or Education, Health & Care Plans (EHCP). Pupil achievement ranges from P Level1 to National Curriculum Level 2+. Distribution varies over time, with currently approximately 25% of pupils achieving P1-3; 50% P4-7; 25% P8-Level 2+.
- In terms of key characteristics of learners; 33% of pupils experience complex and/or profound and multiple learning difficulties. A significant number of pupils have additional and exceptional emotional and behavioural, physical, ASD and sensory needs. 21% of pupils experience high dependency health care needs. Predictions indicate a significant increase of pupils experiencing such complex needs, as well as an overall increase in pupil numbers.
- 49.3% of the Key Stage 3 and 4 school population is entitled to pupil premium either through FSM or LAC.
- 62% of pupils come from family backgrounds other than White British. 40% of pupils have EAL. The school's catchment area is central and east of the city, identified as areas of high deprivation.

Effectiveness of Leadership and Management — Outstanding

- **School self- review and evaluation** demonstrates ambitious and aspirational practices for continual improvement. A clear framework of rigorous and robust quality assurance (QA Cycle)
which supports teaching and learning, builds expertise and capacity and delivers positive outcomes for all pupils is now in place. MHS is held rigorously to account by BFET and a range of external quality assurance consultants, including National Challenge Partners, who ensure that we sustain our improvement and capacity to continue to move the school forward. Pupils, pupil leaders, staff, parent/carers and school partners' voice play a significant role in evaluation processes.
- **Appraisal / Performance Management** systems and procedures for all staff are well embedded and underpinned by national professional standards, driven to a large extent the annual school improvement targets. Staff teams at a range of levels have expressed and demonstrated a clear understanding of their roles and responsibilities. The impact of increased accountability via the appraisal process which is well supported by a strong programme of coaching and professional development has created a highly effective distributed leadership model which has impacted positively on raising standards.
- **Systems for school improvement** planning are innovative, involving staff, pupils, parents/carers, governors and partners. In effectively achieving all priorities within the plan, SLT and Governors demonstrate impressive skills, knowledge and understanding of the school improvement process. This has been validated by a range of external quality assurance (QA) procedures. As a result the school community has an excellent understanding and ownership of priorities and targets. This is confirmed as an area of excellent practice by Challenge Partners (2014).
- **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 and planning for further development. Governors have access to a training and development programme and have extended their awareness of the frameworks that the schools performance is evaluated against, within BFET and by external agencies eg Ofsted
- **Safeguarding is effective**; leaders have created a culture of vigilance where pupils' welfare and safety is actively promoted The school's safeguarding policies and procedures remain securely in place and are audited and evaluated regularly by staff, governors, BFET and the LA. The school's Single Central Record reflects that full checks on all members of staff currently employed in the school are stringently applied.
- Leaders and staff work extremely effectively with external partners to support pupils who are at risk or subject to **multi-agency** involvement.

- **Governors** have a good understanding of all issues relating to the safety of pupils and staff and keep the effectiveness of safeguarding systematically under review as part of their meetings cycle; "Governors play an excellent role in promoting and ensuring an outstanding **safeguarding** culture throughout the school….there is a high level and extensive expertise on the governing body" ECM Education; Safeguarding Review May 2016
- **Systems for the tracking, monitoring and evaluation** of pupil achievement effectively enable school leaders to address issues or trends and to monitor the outcomes of specific interventions; "the school has made an impressive response to the challenge of "life without levels"….ensuring the rigour and robustness of outstanding processes are maintained" QAC Report / BFET Teaching & Learning Review July 2016
- **Pupil Premium** has been used consistently and effectively to close any gaps between rates of achievement of those in receipt of the funding and those not.
- **Staff wellbeing** is given a high priority with the result that "the school is harmonious, where people get on well together, care for one another and respect differences." Extract from BFET staff questionnaire.
- **Evaluation of the leadership and management of teaching and learning and personal development, behaviour and welfare,** is outstanding which is reflected in pupil outcomes This is supported by whole school and personalised **CPD** focused on improving staff effectiveness in their roles and improving pupil outcomes.
- **CPD** is effectively monitored and evaluated to ensure maximum impact on pupil learning. School has the capacity and systems to ensure personalised areas for improvement through CPD including training, coaching and mentoring. Robust appraisal and CPD seamlessly engage all staff in school development. All school staff, parents/carers & partners are provided with an appropriate programme of CPD, the impact of which is rigorously monitored & evaluated.
- **Subject co-ordinators** have a clear understanding of their defined role in influencing and improving the quality of provision throughout school. Regular subject audits and self-evaluation inform areas for development. All curriculum co-ordinators have a clear overview of progress and achievement over time within their subject and they can demonstrate impact of interventions. All curriculum subject policies reflect changes to the New National Curriculum which inform teaching and learning.
- **Student Leaders** successfully encourage their peers to express their views on the curriculum and their feedback on school provision impacts on future development. Parents and carers also have an exceptionally wide range of opportunities to express their views via questionnaires, meetings, focus groups, working parties and the annual review process
- **The school culture celebrates achievement** in terms of progress, challenge, commitment, personal development, punctuality and pupil and staff attendance throughout the school year. This culture is well illustrated in the school's many celebrations of school improvement and achievement. These contribute to the school's shared ethos, vision and aspirations. The school was shortlisted for the prestigious 2015 TES Award – Alternative Provision of the Year
- **Our partnership working** has high impact and value for the partner schools as evidenced by well thought-out action plans and insightful impact reports. Two senior leaders have responsibility for co-ordinating outreach support. 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 annual BFET SEND Diagnostic Review, and follow up action plans, monitoring and evaluation.
- **Middle leaders - HoDs** have demonstrated a clear understanding of their roles and responsibilities. The impact of increased accountability via the appraisal process underpinned by a strong programme of coaching and professional development has created a highly effective distributed leadership model which continues to impact positively on raising standards.

2016-2017 School Improvement Priorities – Effectiveness of Leadership and Management

- Formalise the review & evaluation process to ensure continued effectiveness of the governing body
- Further develop the senior & middle leadership teams with specific reference to their areas of strategic responsibility
- To collect & record evidence to make secure judgements under current Ofsted common inspection framework

The Quality of Teaching, Learning and Assessment Outstanding

- The school has great expertise in adapting the national curriculum in order to promote knowledge and understanding and a love of learning in pupils. **The curriculum** covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical well-being, and their spiritual, moral, social and cultural development **(SMSC).**
- Evidence from focussed, strategically planned observation and **evaluation of lessons** over 2016/17 indicates that 91% have outstanding impact on pupil learning with 98% having good or better impact.
- **The quality of teaching and learning** is judged to be outstanding Ofsted 2013, Challenge Partners Review 2014 and Challenge Partners Review 2015, BFET Teaching Learning and Behaviour Review 2016.
- **All the evidence from QA cycle** confirms that teachers have excellent subject knowledge, use correct terminology and employ a range of questioning techniques within lessons which enable the pupils to develop their own skills, knowledge and understanding. All staff have high expectations of pupils which has a positive impact on present and future learning.

- **Lesson observations** evidence that pupils demonstrate a clear understanding of lesson objectives and expected outcomes which are re-visited throughout the lesson. As a result, pupils know and are able to articulate what they can do and what they need to do to make progress.
- The inclusion of teachers in **self- evaluation** of lessons has led to a more thorough, better understood and robust evaluation of teaching and learning.
- As evidenced by the QA cycle, behaviour of pupils and relationships between pupils and staff are excellent which leads to highly successful learning. **Behaviour for learning** is embedded and well promoted in all lessons.
- **Scrutiny of assessment, planning, progress, recording and evaluation** (APPRE) together with regular pupil progress meetings with teachers demonstrate 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 pupils. These termly APPRE meetings continue to ensure teaching, learning and assessment is effectively scrutinised, evaluated, moderated and informs teaching.
- **Interventions** are accurately identified using pupil progress data and their impact on pupil progress is effectively evaluated. The impact of interventions is regularly monitored and evaluated by teachers and SLT through progress and APPRE meetings.
- There has been an increase in the breadth of **national accreditation** to celebrate pupil's achievements; these include bronze and silver Arts Award and City & Guilds in media and technology.
- A range of evidence, including **case studies** and lesson observations, demonstrates success in developing pupils as confident and competent learners who engage in creative learning opportunities.
- **Media and technology** continues to be an area of excellence confirmed by Challenge Partners 2015. MHS is regarded as a centre of excellence across BFET, locally and nationally. 'The innovative use of technology to create interactive learning environments truly is outstanding and provides real meaning for the pupils. It allows teachers and staff teams to be creative in the ways in which they structure learning experiences' Challenge Partners 2015.
- Through the high quality teaching of **Sex and Relationship Education** (SRE), pupils involved have increased their knowledge and understanding of their personal development, safety and welfare and this helps keep them safe and prepare them for adult life.
- **Strong teamwork** and the **very effective deployment of teaching assistants** ensures that support is given where needed, that pupils are appropriately challenged and that they feel safe to take risks. Observations of lessons identify TAs who are skilled in taking pupils' learning forward through highly effective use of questioning and through well-judged, positive and unobtrusive interventions that enable pupils to regulate their own behaviour in ways that do not inhibit the flow of learning for others.
- Pupil progress continues to be rigorously tracked, monitored and evaluated in response to National Curriculum changes using **appropriate formative and summative assessment** including the BSq: "Connecting Steps" & most recently, "Autism Progress" assessments. In successfully establishing Assessment Without Levels the school has effectively utilised "Connecting Steps" to ensure a robust and rigorous analytical approach to the assessment, tracking, monitoring and evaluation of pupil outcomes is maintained.
- Lesson observations show that **assessment**, both **formative and summative**, is robust, undertaken by strong multi-disciplinary teams and is validated by very effective processes for moderation and progress meetings. Pupils are active participants in their learning benefiting from **self- and peer assessment** opportunities, this helps staff and pupils shape the next steps in learning.
- **Assessment for learning** is of a consistently high quality; this has been confirmed through internal and external quality assurance. Lesson observations demonstrate that pupils are challenged to act on feedback, manage their own learning and to take risks (Ofsted 2013). Teachers give pupils specific feedback in line with the schools marking and feedback policy and the pupils use feedback effectively to improve their knowledge and skills.
- The vast majority of **parents and carers** report that they feel their children are taught well. 93% of parents/carers strongly agreed that the school helped their child to develop skills in communication, reading, writing and maths and 100% of those who responded would recommend the school to another parent/carer.
(parent/carer questionnaire 2016).
- The vast majority of pupils report that they "want to come to school every day" and "work hard" and that they "learn a lot in lessons" and "adults explain how to improve our work" - pupil questionnaire July 2016 analysis
- **A whole school cross-curricular termly focus in reading, writing & communication** has enhanced skills & embedded practice in literacy across the school contributing to improved outcomes across all English strands over time.
- Each key stage has carefully planned their curriculum to promote, pupils` spiritual, moral, social and cultural **(SMSC)** development, preparing them well for the responsibilities of adult life. British values of democracy and respect for the rule of law are promoted through well-chosen topics such as the European Referendum and Youth Parliament.
- **Resources and teaching strategies** reflect and value the diversity of our pupil's experiences. Tolerance and respect for others is highly valued and promoted in all lessons and for all pupils.
- The well planned and whole school annual **eSafety week** ensures pupils develop the necessary skills to keep themselves safe online.
- **Teachers provide adequate time for rehearsal of skills**, this enables them to deepen learning and they ensure cross-curricular opportunities are provided to practice key skills in a variety of contexts including educational visits.
- Skills and confidence in meeting the needs of pupils with **complex needs** have been effectively developed. An effective system is in place which tracks, monitors, supports and evaluates learning and provision for the diverse and individual needs of pupils with ASD/complex needs. As a result 100% of pupils are making at least good progress toward their EKS targets and further staff training needs have been identified and prioritised.

- In order to ensure that the school continues to undertake the necessary planning and preparation in terms of staffing, resources, curriculum provision and CPD to meet the needs of pupils with **ASD/ complex needs**, close collaboration with Manchester LA and other specialist support schools has resulted in a strategic and equitable approach to this growing population.

2016-2017 School Improvement Priorities – The Quality of Teaching, Learning and Assessment

- Establish an appropriate early cognition and communication assessment, which is fully embedded and effectively informs a relevant and meaningful curriculum provision
- To monitor & improve the quality of teaching, learning & assessment via a revised & refined APPRE process
- To devise and deliver and evaluate a bespoke programme for precision teaching

Personal Development, Behaviour and Welfare — Outstanding

- **Safeguarding** meets all statutory requirements; "There is excellent attention to the promotion of **positive behaviour, emotional well- being, physical health and anti-discrimination.**" ECM Education; Safeguarding Review May 2016 "All staff are aware and compliant with safeguarding policies & procedures & all appropriate training has been undertaken." (ECM Safeguarding Review June 2016)
- A very extensive and varied programme of **Safety, Health & Environment** has ensured the highest standards of security are achieved with exceptional cost effectiveness for all pupils and staff within GEV. External audits testify consistently to this.
- Evidence from direct observation as well as evidence from **SIMS *Behaviour Manager*** shows that pupils behave very well in lessons. Behaviour around the school is also exceptional. Pupils are confident, have high self-esteem and different groups of pupils get on very well with each other. Analysis of data recorded in the SIMS Behaviour Module indicates the number of negative incidents recorded is reducing, the number of merits issued to pupils is markedly on the rise and that the "For Your Information" (FYI) category is being used successfully to inform strategies for intervention for individual pupils.
- **PDBW data informs multiagency work** which has improved outcomes for pupils in school and at home and is also used to help secure additional funding for pupils with complex exceptional needs. Teachers use and share with pupils' data from SIMS Behaviour Manager and as a result pupils' recognise that all staff are consistent in their expectations and their management of behaviour. The house system and awarding of house points promotes positive behaviour and celebrates success.
- **Pupils' report that they feel safe** and well cared for at school; that school "asks for my ideas and listens to what I have to say". **(Student Leaders survey 2016).** Advocates support some pupils as necessary to ensure everyone's voice is heard.
- All staff have very **high expectations** not only for behaviour but for what they expect the pupils to achieve and the pupils respond positively. "**Strong relationships** between staff and pupils ensure that any incidents of inappropriate behaviour are very skillfully managed and do not distract the learning of other group members." (Challenge Partner Review 2015).
- **A range of strategies and interventions to increase emotional and mental well-being** are utilised appropriately, effectively raising pupils' confidence and self- esteem e.g. Mindfulness and Heartmath.
- As a result of collaboration with the Manchester Healthy Schools Programme delivered via the PSHCE curriculum, pupils are able to explain how to keep themselves healthy and make choices which inform and encourage a healthy lifestyle.
- Following **Mindfulness training**, staff confidence & self-esteem have been raised contributing to an improvement in staff attendance for those involved. Feedback includes positive comments around facilitation of reflection and help with anxiety
- Pupils learn successfully 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.
- Pupils are given responsibility and encouraged to act independently as a result they conduct themselves confidently in performances, community projects and presentations to high-profile groups such as governors.
- Spiritual, moral, social and cultural education **(SMSC)** is extremely well promoted in lessons as result pupils are equipped to be thoughtful, caring and active citizens.
- **A strong behaviour support team** ensures a consistent approach and supports pupils to manage their own behaviour resulting in pupils now having good and improved conduct records. There is a strong emphasis on individual support plans and intervention strategies are managed and guided by staff with pupil self-evaluation being central to the process.
- Incidents of **bullying and discrimination** are extremely rare and pupils are aware of how to remain safe as a result of the excellent pastoral system. Pupils with different backgrounds get on extremely well and there have been no racist incidents reported over the last six years.
- **A 'Chill Out' room and 'Safe Spaces'** are available for all pupils to use, by referral or choice. This successfully encourages pupils to take responsibility for managing their own behaviour.
- **School rules** via the behaviour and discipline policy are regularly updated and pupils have adapted these to a 'pupil friendly' version that promotes ownership and understanding. See School Rules

- Pupils are informed and learn about **safe internet** including the use of social networking sites and mobile technology.
- Pupils are taught how to stay safe from abuse and exploitation via a range of specifically designed individual and group programmes e.g. 'Real Love Rocks'
- **Staff training and development** on safeguarding, behaviour & safety, resilience, emotional health and well-being are regularly updated and evaluated to ensure new initiatives and statutory requirements are implemented. Bespoke CPD training is provided to build staff confidence & expertise re: prevent / radicalisation, promotion of pupils' spiritual, moral, social and cultural (SMSC) development, CSE, FGM, and the teaching of British Values.
- A further increase in **pupil attendance** has been achieved above the national average for special schools – 92.8% 2015; this is a .7% increase on 2014. Highly effective individual support packages are put in place to support any pupil whose attendance is a cause for concern.
- Pupils' behaviour is judged to be outstanding. SLT lead for Personal Development, Behaviour & Welfare has effectively and relentlessly ensured that the school is compliant in all aspects of **policies, procedures and practices** regarding pupil behaviour. The reviewed and revised **Behaviour Policy** was effectively scrutinised as part of the external Safeguarding Review in May 2016/BFET Behaviour, Teaching & Learning Review - June 2016.
- High quality impartial careers advice and guidance helps pupils and their families to make informed choices regarding aspirational post school provision.
- Effective transition at key points helps to equip pupils for the next stage in their education, care, supported employment or training.

2016-2017 School Improvement Priorities - Personal Development, Behaviour and Welfare

- Continue to promote new local/national safeguarding initiatives and statutory guidance and training
- Further develop a range of interventions including multiagency approaches in order to impact on personal development, behaviour and welfare
- Further improve pupil well-being and skills for lifelong learning
- Audit and evaluate parents/carers views and 'Parent View' promotion

5. Outcomes for Children and Learners — Outstanding

- **Outcomes for pupils are securely good and largely outstanding**, additionally "all personal development outcomes, including pupils' spiritual, moral, social and cultural (SMSC) development, are outstanding due to the schools' inspirational provision" Ofsted 2013
- **Parents/carers are well informed of their child's progress** across all areas of the curriculum, personal development, behaviour and welfare. Annual School Reviews and Reports concisely and clearly identify progress and learning objectives. Parents/carers and pupils have been informed and regularly updated regarding the 2014 SEND Reforms. Education, Health and Care Plan (EHCP) transfer reviews continue to be held at key transition points with parents/carers reporting they feel supported & highly involved in identifying the aspirational outcomes for their son/daughter.
- Pupils' **excellent attitudes to learning**, high levels of **attendance** and positive self-esteem equip them to function as highly effective learners, well prepared for the **next stages in their education** and lives.
- Quality assured internal and external **moderation** processes validate the **accuracy of 2015/16 pupil performance data in English and maths**
- Careful analysis and rigorous scrutiny of data including attendance enables the comparison of achievement between pupils from **disadvantaged groups, ensures challenge for more able pupils**, informs individual, group and whole school interventions and enables their impact to be effectively measured and evaluated. An effective system is in place which tracks, monitors, supports and evaluates learning and provision for the diverse and individual needs of pupils.
- The process of monitoring and evaluating outcomes in English and maths uses a clear, well thought-out **MHS definition of Outstanding/Good progress**. The definition which informs the data below takes careful account of National Progression Guidance, local & national benchmarking data including CASPA data sets, analysis of school-based data over time and teacher knowledge of individual pupils.

The table below provides headline data that illustrates outstanding/good pupil achievement in English & maths combined

Achievement level	EKS4 2014			EKS4 2015			KKS4 2016		
	Outstanding	Good	Consolidated	Outstanding	Good	Consolidated	Outstanding	Good	Consolidated
NC Level 1 and above	82%	13%	5%	92%	0%	8%	92%	8%	0%
Levels P4 - P8	77%	19%	4%	100%	0%	0%	71%	20%	9%
Levels P1(i) - P3(ii)	64%	36%	0%	93%	7%	0%			
All	74%	23%	3%	95%	2%	3%	82%	14%	9%

- Due to the spread of ability within each key stage cohort, analysis must be interpreted with care and meaningful comparisons between cohorts remain problematic.
- Outstanding teaching and an exceptional curriculum continue to sustain high percentages of outstanding pupil achievement.
- National and local benchmarking remains crucial in providing a meaningful comparative analysis of progress. Benchmarking against data provided by Progression Guidance gives some value (see below) however a more effective system is currently being explored in collaboration with other local special schools. Initial analysis indicates consistency of attainment.

- The **Assessment and Whole School Target Setting** summary has been amended to reflect the changes the school has made to its assessment systems. Its definition of good/outstanding progress has been revised and will be reviewed following the 2017 achievement data analysis. Definitions of progress have been divided into key stages and have been set taking into consideration other special schools definitions to ensure appropriate levels of challenge. All Year 9 and Year 11 targets have been similarly revised to reflect B-Squared assessment criteria.

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Summary of Achievement 2016

End of Key Stage 4 2016 (21 Pupils)

Where necessary, appropriate interventions were identified to ensure pupils remained on track to achieve their targets. Specific interventions were identified, monitored and evaluated towards the end of the Summer Term.
Where targets were achieved prior to the end of the key stage and as appropriate for the individual pupil, a challenging supplementary target was set.

English
95% of pupils achieved their targets
62% of pupils achieved outstanding progress
100% of pupils entered (9) were accredited with OCR Entry Level 1 Cambridge Progression
Reading;
95% of pupils achieved their target
29% (6) of pupils achieved an initial and supplementary target
Writing;
95% of pupils achieved their target
29% (6) of pupils achieved an initial and supplementary target
(*See also impact of cross-curricular writing focus - autumn/spring 2015/16)*
Speaking & Listening;
95% of pupils achieved their target
33% (7) of pupils achieved an initial and supplementary target

Maths
90% of pupils achieved their targets
79% of pupils achieved outstanding progress
100% of pupils entered (9) were accredited with OCR Entry Level 1 Cambridge Progression
Using & Applying;
90% of pupils achieved their target
24% of pupils (5) achieved an initial and supplementary target
Number;
90% of pupils achieved their target
19% (4) of pupils achieved an initial and supplementary target
Shape, Space & Measure
90% of pupils achieved their target
14% (3) of pupils achieved an initial and supplementary target

Maths

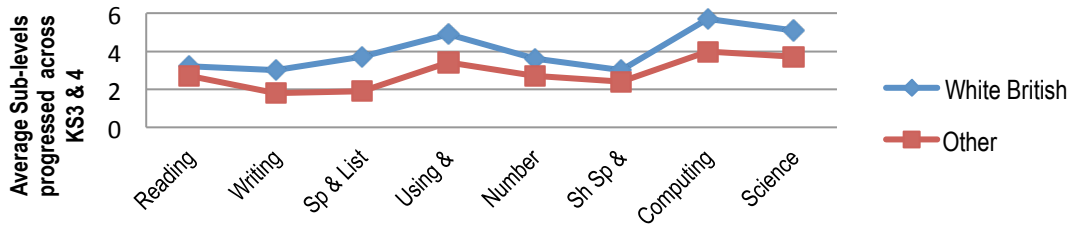
Comparisons of progress of disadvantaged groups

- 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).

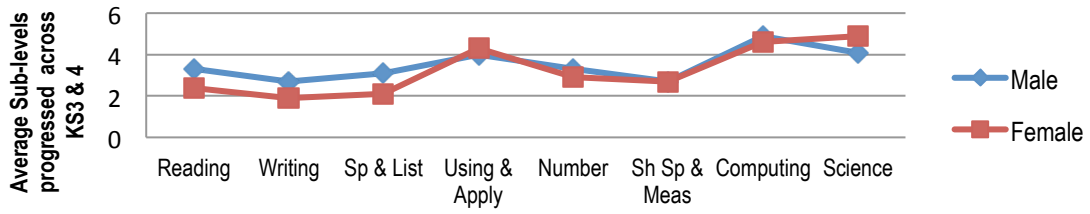
- Analysis of EKS 2016 data demonstrates there is no difference in progress between **LAC** and non LAC pupils of similar age, ability and starting points.
  For example; One LAC pupil achieving P8 in English and maths at Year 7 has made more progress across Key Stages 3 and 4 than two of the three non-LAC 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 2016 data suggests that White British pupils made more progress in all strands of maths and

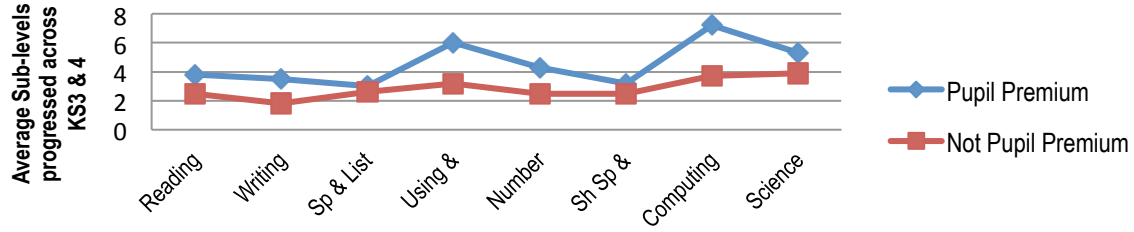
English. However White British pupils within the cohorts are achieving at NCL1 and above whereas the majority of pupils of other ethnicities within the same cohort are achieving in the lower P Levels.



- Comparisons by **gender** outcomes are equally inconclusive as of the 154 pupils on role in 2015/16, 75% are male, 25% female. There are pupils with a wide range of ability within both groups. Analysis of the EKS4 2016 cohort demonstrates that the average level achieved across all subjects is .3 higher for boys whilst in Science the average was .8 higher for girls.



- **Pupil Premium** 2015/16 has been used effectively to close any gaps between rates of achievement of those in receipt of the funding and those not. Pupils in receipt of Pupil Premium Grant (PPG) achieved 99% of their targets and for the EKS4 2016 cohort progress in all subjects was slightly higher for disadvantaged pupils.



Achievement Highlights 2016

- **Standards in writing** have been raised through cross curricular writing focus , the impact has been demonstrated by a significant increase in the % of pupils achieving their writing target at End of KS4 2016 (91%) in comparison to end KS3 2014 (79%). QAC visit 2016 also evaluated the success of the target in raising standards stating that "the training proved invaluable and inspirational for staff. Learning walks by SLT, governors, pupil leaders and English co-ordinator evidence the development in key skills in writing in different areas of the curriculum."
- Following a detailed comparison, there is currently **no difference** in pupil's overall achievement in the subject strands of either English or maths.
- The average number of sub-levels achieved by the EKS4 2016 cohort from the Year 7 to Year 11 i.e. across Key Stages 3 and 4 is slightly higher in maths than in English. Further analysis remains inconclusive however owing to the only marginal difference.
- The **average sub-level progress** in science across Key Stage 3 and 4 is 4.2 compared to 4.8 in ICT/computing. This outcome can be attributed to the impact of increasing use of media including iPad and App technology and the overall ability of this specific cohort of pupils.
- The collaborative completion of **individual case studies**, effectively identifying key interventions impacting on pupils personal achievement as successful learners, confident individuals and responsible citizens.
- Year 11 pupils achieving **outstanding** progress (MHS definition) include for example;

Pupil	Subject	Year 7	Year 11	Progress Over Time
Pupil A - LAC	Maths	P8	L2A	6 sub levels progress
	Science	P7	L3	4 Levels progress
Pupil B - SLD/ASD	Spoken Language	P6	L2C	6 sub levels progress

2016-2017 School Improvement Priorities – Outcomes for Pupils

- Formally recognise, measure and celebrate a wider range of achievement
- Effectively integrate the range of pupil outcomes identified in EHCPs, PEPs & LAC reviews into the schools existing evaluative systems & processes
- Raise standards in mathematics through cross-curricular termly focus

6. How effective is the 6th form provision? Outstanding

The 6th Form Curriculum:

- Enables pupils to build on **prior attainment**, existing skills, knowledge and understanding, supporting progression from assessed starting points and identifying appropriate national accreditation;
- Provides appropriate rigour and challenge to support pupils to progress to their **intended destinations** through a well-planned 3 year programme of study.
- Includes relevant aspects of English, maths and work related learning to support **employability skills** and create potential **employment options**.
- Provides a framework for on-going and rigorous **review and evaluation** which effectively informs future development
- Uses KS4 data and teachers' knowledge of individual pupils informs planning and provision for their **personal learning pathways.**
- Gives pupils **options** each year to inform their personal pathways, informing their route to post 16 provision.
- Uses **prior learning** for more able pupils and a level checker exam for Functional Skills Maths and English to inform groupings. Progression is also monitored in year via analysis of mock exam data.
- Assesses students using the Achievement Continuum which is adapted by teachers for their subject and topic.
- Follows a 3 year sensory programme for learners with PMLD that is also monitored using the achievement continuum. Teachers adapt the AC statements to make them subject specific. Learners also have overarching targets for all subjects that are based on communication

End of Key Stage 5 (6th Form) 2016 (17 Pupils)

88% (15) of pupils achieved their predicted outcomes via a personalised learning pathway linked to national accreditation –

18% (3) of pupils achieved a Diploma in Personal Progress Entry Level

6% (1) of pupils achieved an Award in Personal Progress Entry Level

59% (10) of pupils achieved a Certificate in Personal Progress Entry Level 1

12% (2) of pupils achieved OCR accreditation – Introductory Awards and Awards at Entry Level 2 and Entry Level 3

18 % (3) of pupils from the Year 14 cohort exceeded expected progress, graduating from the 'Bridging the Gap' supported internship at Manchester Metropolitan University.

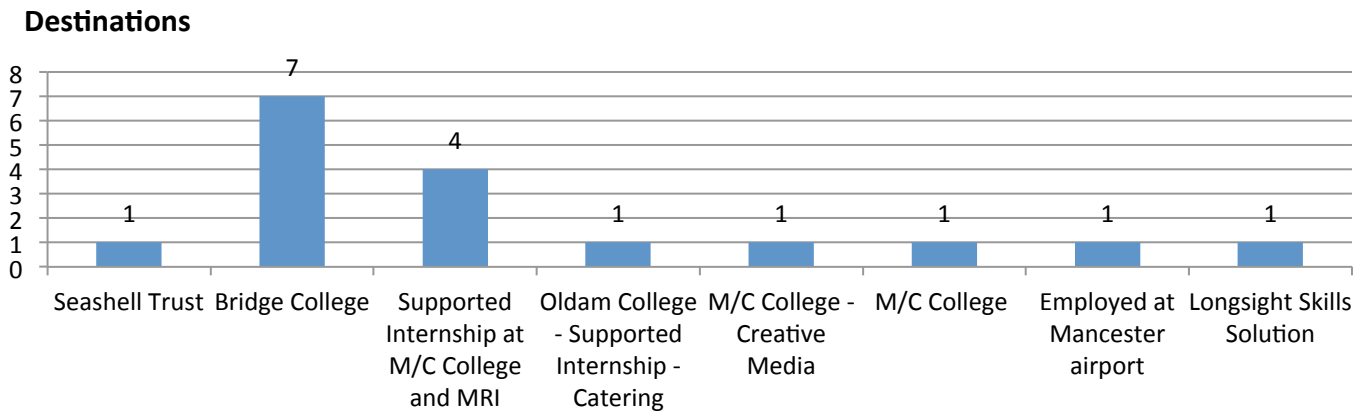
One student achieved AQA "Certificate in Employability" Entry Level 3 and 1 pupil AQA "Award in Employability" at Entry Level 2

One student received home tuition as a result of on-going health issues and accessed a personalised learning pathway resulting in an accredited unit in OCR

One pupil followed a personalised learning pathway achieving national accreditation until the end of Year 13 and made an end of phase transfer to a "transition into work" course at Manchester College. He is now in employment at Manchester Airport.

All Year 14 pupils successfully secured post school provision & increasingly aspirational expectations for all pupils 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
- Effective co-ordination of by lead teacher for transition



Evidence Sources for SEF Evaluation

Effectiveness of Leadership and Management: QA Practitioner Reports, Staff and Pupil Voice activities, Ofsted Feb 2013 Inspection Report, Challenge Partner Peer Review March 2014, Impact Reports of Training/CPD, Reports to Governors, MHS QA cycle

Quality of Teaching, Learning and Assessment: SLT Monitoring Files, Assistant Principal and Subject Leader Monitoring Files, Appraisal Files, Teaching and Learning Review Reports, Reports to Governors, MHS QA cycle

Personal Development, Behaviour and Welfare: SIMs Behaviour Logs, Attendance, Exclusion and Racist incident Logs, PIS, National & Local Reports on impact of Mindfulness on behaviour, Reports to Governors, MHS QA cycle, DfE Keeping Children Safe in Education

Outcomes for Children and Learners: School Assessment Data, National Similar Schools Assessment Data including Durham University P-Scale Project, Progress Meetings, AQA, City and Guilds, GCSE, Ofsted Inspection Report 2013, QA Review Reports 2013 – 2014, Reports to Governors, MHS QA cycle

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