



**Melland  
High School**  
Bright Futures EDUCATIONAL TRUST

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EDUCATIONAL TRUST

Alliance  
for Learning

# Melland High School

## Achievement Summary

2017 - 2018

## End of Key Stage 3 Results 2018

### ENGLISH & MATHS

#### ENGLISH

**99% of targets achieved**

68% exceeded

31% achieved

1% not achieved

#### Reading (19 Pupils)

**100% of targets achieved**

74% (14) exceeded

26% (5) achieved

84% outstanding / 5% good / 11% less than good

#### Writing (19 Pupils)

**95% (18) of targets achieved**

84% (16) exceeded

11% (2) achieved

5% (1) not achieved

84% outstanding / 5% good / 11% less than good

#### Spoken Language / Speaking (19 Pupils)

**100% of targets achieved**

42% (8) exceeded

58% (11) achieved

63% outstanding / 26% good / 11% less than good

#### Listening (10 Pupils)

**100% of targets achieved**

70% (7) exceeded

30% (3) achieved

#### MATHS

**93% of targets achieved**

34% exceeded

59% achieved

7% not achieved

#### Number (19 Pupils)

**89% (17) of targets achieved**

47% (9) exceeded

42% (8) achieved

11% (2) not achieved

89% outstanding / 5% good / 5% less than good

#### Measurement (19 Pupils)

**100% of targets achieved**

42% (8) exceeded

58% (11) achieved

63% outstanding / 16% good / 21% less than good

#### Geometry (19 Pupils)

**89% (17) of targets achieved**

26% (5) exceeded

63% (12) achieved

11% (2) not achieved

63% outstanding / 26% good / 11% less than good

#### Statistics (15 Pupils)

**93% (8) of targets achieved**

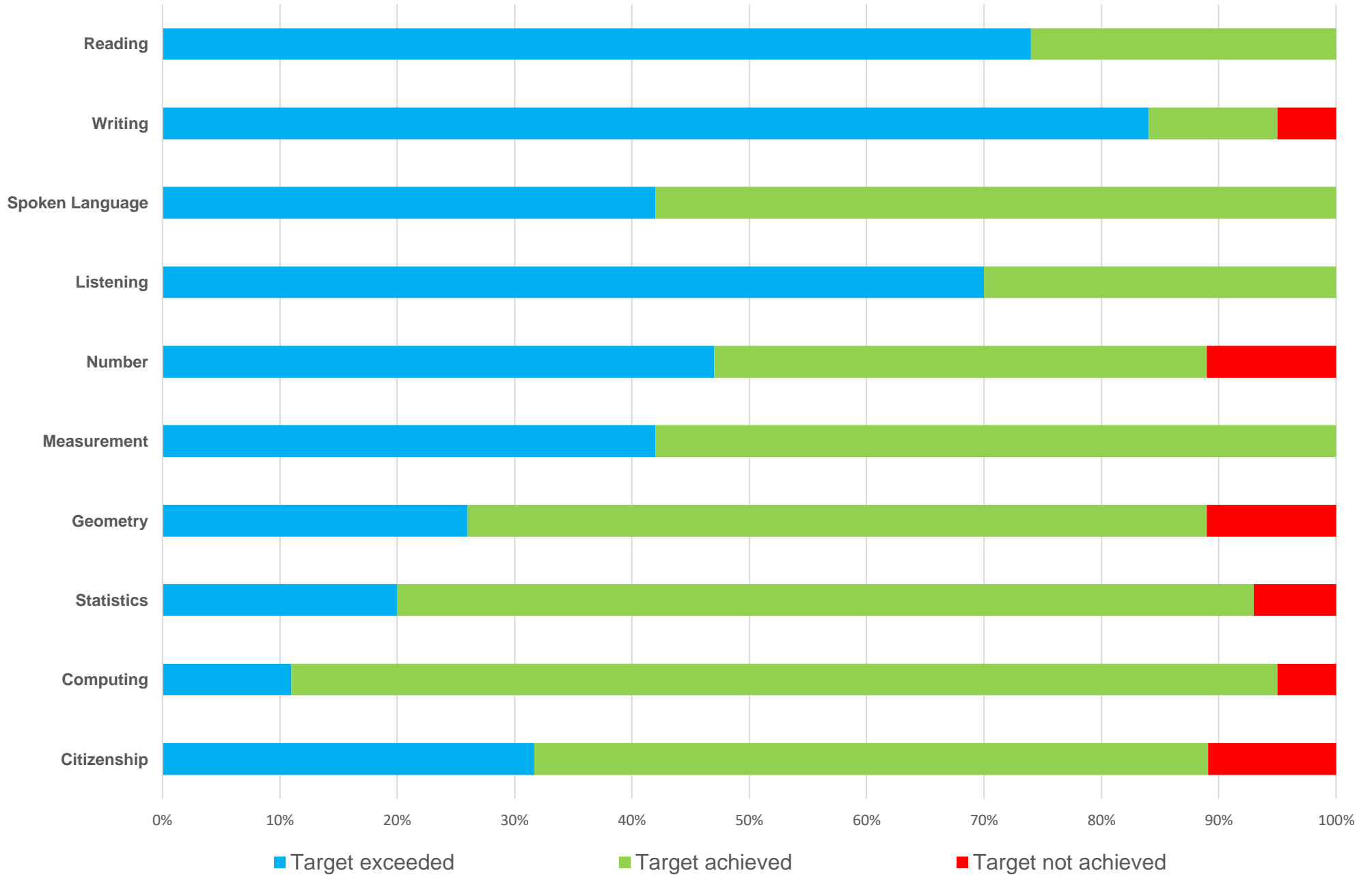
20% (3) exceeded

73% (11) achieved

7% (1) not achieved

40% good / 60% less than good

## End of Key Stage 3 Results 2018



## End of Key Stage 4 Results 2018

### ENGLISH & MATHS

#### ENGLISH

**90% of targets achieved**

54% exceeded

36% achieved

10% not achieved

#### Reading (12 Pupils)

**92% (11) of targets achieved**

50% (6) exceeded

42% (5) achieved

8% (1) not achieved

*67% outstanding / 8% good / 17% less than good*

#### Writing (12 Pupils)

**83% (10) of targets achieved**

17% (2) exceeded

67% (8) achieved

17% (2) not achieved

*50% outstanding / 33% good / 17% less than good*

#### Spoken Language / Speaking (12 Pupils)

**83% (10) of targets achieved**

50% (6) exceeded

33% (4) achieved

17% (2) not achieved

*50% outstanding / 17% good / 33% less than good*

#### Listening (4 Pupils)

**100% of targets achieved**

100% (4) exceeded

*25% good / 75% less than good*

#### MATHS

**92% of targets achieved**

37% exceeded

55% achieved

8% not achieved

#### Number (12 Pupils)

**92% (11) of targets achieved**

8% (1) exceeded

83% (10) achieved

8% (1) not achieved

*50% outstanding / 33% good / 17% less than good*

#### Measurement (12 Pupils)

**75% (9) of targets achieved**

58% (7) exceeded

17% (2) achieved

25% (3) not achieved

*58% outstanding / 17% good / 25% less than good*

#### Geometry (12 Pupils)

**100% (12) of targets achieved**

67% (8) exceeded

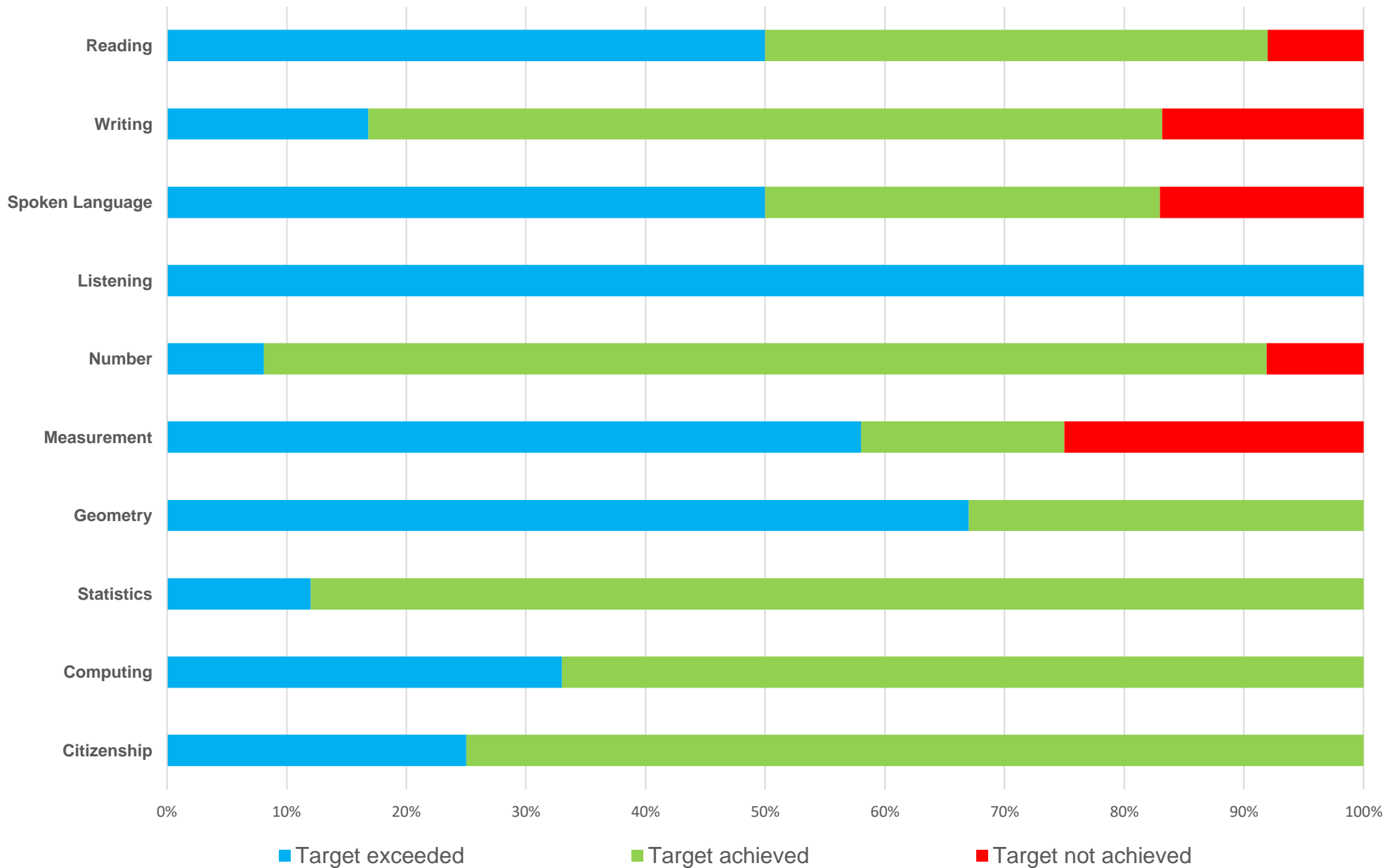
33% (4) achieved

*75% outstanding / 25% less than good*

#### Statistics (8 Pupils)

**100% (8) of targets achieved**

### End of Key Stage 4 Results 2018



### End of Key Stage 3 & 4 Outcomes

- End of Key Stage targets in English & maths have been largely achieved
- In Year 9 progress in English & maths is at least good and largely outstanding. In certain strands a very low percentage of pupils achieved progress which was less than good whilst a high percentage of pupils achieved outstanding progress.
- Progress in the challenging area of statistics appears less than good. This is a relatively new strand taught at level one and above and may require a revised definition of good/outstanding progress.
- Evaluation of outcomes over time also highlights the need for an alternative curriculum pathway to effectively meet the individual learning needs of pupils achieving P4 – 8.
- Analysis demonstrates that there is no discernible difference in achievement between pupils from a range of vulnerable groups including LAC and those in receipt of Pupil Premium Grant.
- Analysis also demonstrates that there is no discernible difference in achievement between groups of pupils according to gender or ethnicity.
- Analysis suggests additional consideration should be given to the assessment of pupils for whom English is an additional language. EAL provision could therefore be an area for a future cross-curricular focus.
- Teaching and Learning is judged to be outstanding overall and as such continues to have demonstrably high impact on progress.

## End of Key Stage 5 (17Students)

### Outcome Achievements

100% (7) of students achieved their predicted outcomes via a personalised learning pathway in their core outcome areas:

- Social Interaction
- Communication
- Thinking Skills
- Physical Development
- Communication.
- Social and Emotional Awareness.
- Cognition.

### National Accreditation

90% (10/11) of students achieved national accreditation at Entry Level 1, 2 or 3 in:

- OCR Functional skills; Literacy(33% exceeded expectation, 50% achieved expectation and 17% did not achieve expectation)
- OCR Functional skills; Numeracy (27% exceeded expectation, 73% achieved expectation)
- OCR Functional skills; ICT (100% achieved expectation)
- OCR Certificate in Life and Living Skills (82% exceeded expectation, 9% achieved expectation and 9% did not achieve expectation)

### WRL

- 7 students participated in a 6 week or more work experience placement.
- 5 students participated in 3 different work projects.
- 8 students went on work related learning visits throughout the year.
- 3 students took on peer mentoring across school.

### Post 19

100% of students accessed their chosen destination in September.

These students will continue to be tracked throughout the year.

