



**Melland
High School**
Bright Futures EDUCATIONAL TRUST

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**Alliance
for Learning**

Melland High School

Formal Curriculum Pathway

Achievement Summary

English & Maths

2022/23

Whole School Assessment & Progress Monitoring

At Melland High School (MHS) assessment is an integral part of teaching and learning and provides a framework for setting clear learning objectives and effectively identifying, monitoring and communicating students' progress and achievement.

Through the assessment and moderation process teachers gain a clear understanding of each student's knowledge, skills and ability. This enables teachers to identify the appropriate curriculum pathway for each learner, set challenging and rigorous learning outcomes, identify areas for further development and strengthen learning across the curriculum. MHS also utilises a range of accurate yet creative indicators in order to capture evidence of progress and achievement which is not necessarily data driven. This ensures that we not only continue to measure what we value but equally value what we measure and reflect this within each student's Education, Health & Care Plan.

Accurate formative assessment provides a basis for the identification of aspirational and challenging targets and learning outcomes. The Formal Curriculum (National Curriculum core and foundation subjects) is assessed using the National Curriculum and the Pre-Key Stage Standards whilst a bespoke assessment is being further refined and developed in Science and Humanities.

Assessment data is used to inform the school's quantitative and regularly evaluated definition of outstanding/good progress for individual students. Benchmarking against other local outstanding specialist support high schools is used effectively to compare levels of progress over time for similar groups of students.

The Pre-Formal Curriculum (a person-centred and holistic curriculum for learners with PMLD) and Semi Formal Curriculum (a curriculum which is dynamic, flexible and responsive to learner's individual needs) are assessed using MAPP, a suite of materials developed to facilitate the planning, assessment and recording of progress in relation to personal learning intentions and the Evidence for Learning App

A comprehensive "MHS Assessment Toolkit" includes a summary of national, commercial and bespoke assessment systems utilised by the school.

Every opportunity is taken to build on an increased rate of progress over each key stage and is formally identified at termly assessment points. Regular progress meetings are used to discuss individual and group progress and to inform and identify specific interventions which may be required to ensure a student remains on track to reach their personalised target. A full and final analysis of progress and achievement, including the impact of interventions, is undertaken during the summer term.

Progress and achievement is recognised, shared and celebrated with students, parents/carers, governors and the whole school community locally and nationally. All students are encouraged to become; successful learners who enjoy learning, achieve exceptionally well and overcome challenge; confident individuals who fulfil their potential, living safe and healthy lives; responsible citizens who make a positive contribution to society and the world around them.

English & maths outcomes 21/22

Currently personalised end of key stage targets are set in English and maths for students accessing the Formal Curriculum Pathway.

Progress meetings also provide an effective forum for continued informed debate and reflection regarding assessment, appropriate interventions and relevant curriculum provision.

Effective comparisons within and between cohorts remains problematic, due to their size and spread of ability within them. For similar reasons it will always be necessary to reflect on the element of challenge year on year, both for individuals and within identified achievement groups.

Careful analysis and rigorous scrutiny of data, including attendance, enables the comparison of achievement between pupils from disadvantaged groups, informs individual, group and whole school interventions and enables their impact to be effectively measured and evaluated.

Accurately compiled, tracked and monitored data also enables the comparison of the performance of specific groups such as CLA and pupils in receipt of Pupil Premium Grant with that of their peers of similar ability and starting points.

In a similar way comparisons can also be made between pupils according to their gender and ethnicity, although it must be noted that due to the small size of each cohort and the spread of ability within them any subsequent analysis must be interpreted with care.

End of Key Stage 3 Results 2022/23

ENGLISH & MATHS

ENGLISH

95% of targets achieved

52% exceeded

43% achieved

5% not achieved

MATHS

97% of targets achieved

39% exceeded

54% achieved

3% not achieved

End of Key Stage 4 Results 2022/23

ENGLISH & MATHS

ENGLISH

97% of targets achieved

39% exceeded

58% achieved

3% not achieved

MATHS

90% of targets achieved

29% exceeded

61% achieved

10% not achieved

End of Key Stage 3 & 4 Outcome Analysis

- End of Key Stage 3 & 4 targets in English & maths have been largely achieved
- End of Key Stage outcomes in English & maths are at least good and largely outstanding. In reading however, a low percentage of pupils achieved progress which was less than good. As a result, a continued focus on reading and phonics has been highlighted for 23/24
- KS4 National Accreditation data shows that 100% (4) of students entered achieved an Entry Level certificate in English with OCR. 100% (11) Students entered for OCR Maths achieved an Entry Level certificate. 100% (11) of students entered for OCR Functional Skills ICT achieved an Entry Level Certificate. 100% (1) students achieved a GCSE in maths
- Analysis of data demonstrates that there is no discernible difference in achievement between pupils from a range of disadvantaged groups including CLA and those in receipt of Pupil Premium Grant and their peers.
- Analysis of data 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 will 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 a demonstrably high impact on student progress and achievement.

End of Key Stage 5 (Y14) 22/23

National Accreditation

Duke of Edinburgh Award: 11 students achieved Bronze

Level One Certificate in Food Hygiene: 22 students

Level One Certificate in First Aid: 22 students

Arts Award Explore / Discover: 10 students (Media Crew)

Post 19 Provision

100% of students achieved their predicted destination for September 2023

Leavers Destinations 2022/23

Name	Destination	Course Title	Comments
Manchester College		Level 1 Performing and Production Arts (1)	Industry specific mainstream college course at Level 1. Course develops skills to continue onto Level 2 Diploma and gateway into career paths within the acting industry.
		Pre-Internship Course (1)	Aims to focus on employability skills and build skills to move into a supported internship next year. Includes short work experiences in chosen fields to shape aspirations. Focus on future employment.
		Level 1 – Bricklaying (1)	Industry specific mainstream college course at Level 1 with future employment focus. Next steps Level 2 or an Apprenticeship.
Loreto College Pathways to Independence (4)			Course develops independent living skills, community participation skills and employment. Strong focus on independent travel and employability skills. End of two-year Pathways course can lead to supported internship with focus on future employment
Manchester College Routes to Employment (5)			Course looks to develop independent living skills across all areas of life including at home, in the community and through work experience. Course can lead to pre-internship and eventually supported internship where there is a good chance of employment.

Bridge College Manchester (3)	College provides more specialist provision and highly tailored personalised support for students with more complex needs. Students access personalised pathways focussing on areas such as communication, independence at home, community participation and employment if appropriate. Allows our students to access personalised support to meet their EHCP outcomes whilst receiving the multidisciplinary support that they need.
David Lewis College Great Warford Cheshire (3) Seashell College Cheadle Hulme Stockport (1)	A above, college provides personalised support for learners with more complex needs. Pathways focus on the development of effective total communication and functional independence through sensory and practical experiences. As above this provision allows our students to access personalised support to meet their EHCP outcomes whilst receiving the multidisciplinary support that they need.
Social Care Package (2)	Post-19 provision built upon a 'Good Week' scenario with activities across the week to extend independence and social interaction skills as well as any other personal targets developed whilst maintaining a regular routine and support for students complex support needs.
Langdon College Salford (5)	Langdon College's curriculum pathways are designed to support young people to become as independent as possible as they move into adulthood. Based upon the Preparation for Adulthood agenda, each pathway has clear emphasis on Employment, Independent Living, Good Health and Friends, Relationships and Community.