

SEF Summary – Melior Community Academy

Sections		Summary Evaluation		
1	Introduction	The 2017 outcomes were transformational compared to historic outcomes at the Academy. Headlines for basics in Maths/English and Progress 8 are now above national*. Leaders are ambitious and have demonstrated the capacity to improve standards. The predecessor school was in special measures and converted to an Academy under SPTA in January 2013. There are 606 pupils on roll. 49.5% of pupils are eligible for disadvantaged funding, 41% have SEND. There have been a number of recent changes implemented in leadership, curriculum, behaviour, T&L and English that are having a positive impact and are well supported by the trust (Delta).		
2	Areas for whole academy development	Improve attainment for pupil premium students and improve progress and attainment in EBACC subjects (all students). Particular focus boys and SEN support. Prepare effective delivery of the new GCSE specifications through high quality CPD and director support.		
Ensure that feedback and assessment is consistently good using 'PIN' marking policy.				
Ensure student safety by improving attendance to be at least 97% and ensure behaviour/attitudes to learning are consistently good . Reduce FTE and PX from 2016 whilst sustaining high behavioural expectations				
3	Progress in previous inspection key areas	Sustain improvements in Maths/English and for Disadvantaged students. Further develop literacy/numeracy across the Academy.		
Key Issue		Progress		
Overall achievement (esp.in English and EBACC) continues to improve.		E/M Basics 4+/C+ have improved from 48% in 2016 to 60% in 2017. Maths 4+/C+ has improved from 58% in 2016 to 65% in 2017. Progress 8 is positive. Disadvantaged basics 27% in 2016 to 36% in 2017. 66 % of students achieved 4+ in English Lang and 45% 5+. Overall progress 8 is now +0.26 (+0.45 improvement). SEN outcomes are strong with P8 EHCP +0.23, however SEN Support is a key focus for the academy at -0.46		
Improvements in teaching and learning.		The T&L profile continues to improve. This has been supported by introducing collaborative learning structures, improved BFL and weekly CPD for all staff. PIN marking in place across the academy		
Impact of middle Leaders and less experienced senior leaders.		Outstanding leadership in Science and Maths has had a significant impact on outcomes, work to maximise the impact of all levels of leadership on progress and outcomes is continuing. Leadership development has been strengthened through subject directors from the trust. Recent leadership appointments in EBACC, English and the faculties of Comm tech and Expressive Arts are beginning to show impact		
Behaviour and expectations for attendance.		The Consequences policy has had a significant impact on the Academy further improving T&L, student attitudes and staff morale. We have raised the bar on attendance to 95.1% from 93.5% at the same point last year. Reductions in FTE from 15 incidents per week to 3 at the same point last year.		
Academy wide literacy and numeracy improvement.		There is a much sharper profile of literacy and numeracy improvement across the academy. Reading is used more widely in lessons and form time and numeracy challenges are supporting mathematics. Reading strategies have been evaluated and interventions strengthened through an overhaul of SEND and the use of accelerated reader. Use of SMERT to support vocabulary development		
Recruitment of high quality teachers and leaders.		Since the last inspection there have been a number of appointments that have strengthened the profile of leadership & teaching. The VP has been removed, 2 new teach firsts in science and maths and a maths Schools direct trainee, and a 121 tutor have been appointed.		
4. Leadership and management	Strengths		2	
	Demonstrated capacity to drive significant change with 2017 improvements. An effective and driven team who are improving the Academy with relentless urgency. Remodeled SLT sharply focused on standards and progress.		<ul style="list-style-type: none"> • Ensure that the Academy effectively adapts to the national changes in Accountability and Assessment (new specs/9-1). • Continue to be ambitious for our students and raise the aspirations of students for their own learning and progress. • Continue further development of leaders at all levels through strategically planned activities and CPD opportunities, with a particular focus on wider middle leadership. • Continue to use a robust model of governance to support academy improvement and improve recruitment strategy. 	
	The leadership team has an accurate view of the academy's strengths and areas for improvement. In 2016/17 the improvements across the academy have been transformational with progress moving from -0.21 to +0.26			
Since the last inspection leadership is distributed through all leaders in order to continue to drive forward Academy improvement. Middle leaders are more actively involved in monitoring, reviewing and evaluating progress. Outstanding leaders in maths and science.				
5. Teaching learning and assessment	Strengths		2	
	The quality of teaching, learning and assessment has improved rapidly. The majority of teaching is highly effective. The improved profile of achievement across all measures indicates that teaching is having a significant impact upon learning and student outcomes within the academy. Recruitment and retention has had a positive impact on teaching profile.		<ul style="list-style-type: none"> • To ensure an enhanced programme of internal professional development to accelerate the improvement in the profile of teaching from 'good' to 'outstanding' capitalising on best practice. • To effectively embed the academy wide approach to T&L pedagogy through the academy Collaborative Learning Structures approach. • To effectively embed and refine the high impact feedback through our 'PIN Marking Policy'. • To use weekly CPD to drive improvement in T&L 	
	The introduction of collaborative learning, improved behaviour and regular CPD are having a significant impact on learning and achievement.			
Students are informed about the progress they are making as part of the academy policy on assessment and feedback. Standards are continually monitored and challenged through calendared work scrutiny. 96% of students feel that teaching is now having a positive impact on learning.				
6. Personal development, behaviour and welfare	Strengths		2	
	Attendance and PA is above national 95.1% and PA is moving towards national at 13.5% improved on 2016 by 5.1%. The Academy staff are relentless in their pursuit of improving attendance towards 97% target. The consequences policy has had a significant impact on improving student outcomes. The gaps against 'national other' for key cohorts are closing for DS students 9% increase in Basics .		<ul style="list-style-type: none"> • To continue to increase DS attendance with a higher focus on more-able DS students. • To ensure attendance is consistently above national average, including the key cohorts. Whole school attendance target of 97%. • To continue to lower the numbers of PA students in the Academy. Target of National of 12.4% or below • To ensure students fully understand the importance of safety inside and outside of the Academy • To continue to reduce FTE further now that the Consequences policy is embedded. 	
	Student/Staff and Parent voice all strongly indicate that behaviour has improved significantly since the introduction of the consequences policy. Over 96% of students feel that SLT have set high expectations and challenge poor behaviour and the policy is having impact on low level disruption. 97% of staff say that the new policy is having an impact on BFL and will have a longer term effect on achievement and progress.			
FTE have reduced following high expectations of new BH policy.				
7. Outcomes	Strengths		2	
	Overall progress and attainment has improved. Basics have improved 48% to 60% in one year. English and maths attainment are now above national. Science improved by 15% A*-C in core and 9.6% in additional and History Improved by 12.9%.		<ul style="list-style-type: none"> • Continue to support and challenge the most-able students to achieve national progress outcomes. • Ensure that progress improves in EBACC subjects for all students with a particular focus on boys and SEN support. Prepare effectively for new specifications. • Sustain and improve outcomes in English/Maths and for DS students. • Further develop literacy and numeracy across all year groups and in all curriculum areas. 	
	The progress for disadvantaged students has significantly improved from -0.63 in 2016 to -0.08 in 2017. Students have a below national APS of 26.3 but have exceeded national expectations in English and maths.			
Our improved T&L is now having a positive impact on progress in all year groups. We are predicting a year on year improvement in progress and attainment and current Year 11 outcomes are predicted to replicate this years results with Key stage 3 data indicating that this will continue to be repeated in future year groups.				
8.	Overall effectiveness	2	Good	

*Progress data based on DFE Unvalidated results 2017