Melior Community Academy
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Context Information – Academy

Melior Community Academy opened on January 1st 2013 and is sponsored by the Delta Academies Trust. The proportion of pupils eligible for free school meals is above the national average at 36.9% and 46% FSM Ever6. Pupils within the academy are mainly White British with the numbers of pupils who speak English as an additional language below the national average at 7.7% (59 Students) but is increasing. It is smaller than most secondary schools with currently 770 students on roll with 820 students to be on roll from September 2021. The school PAN is 180.
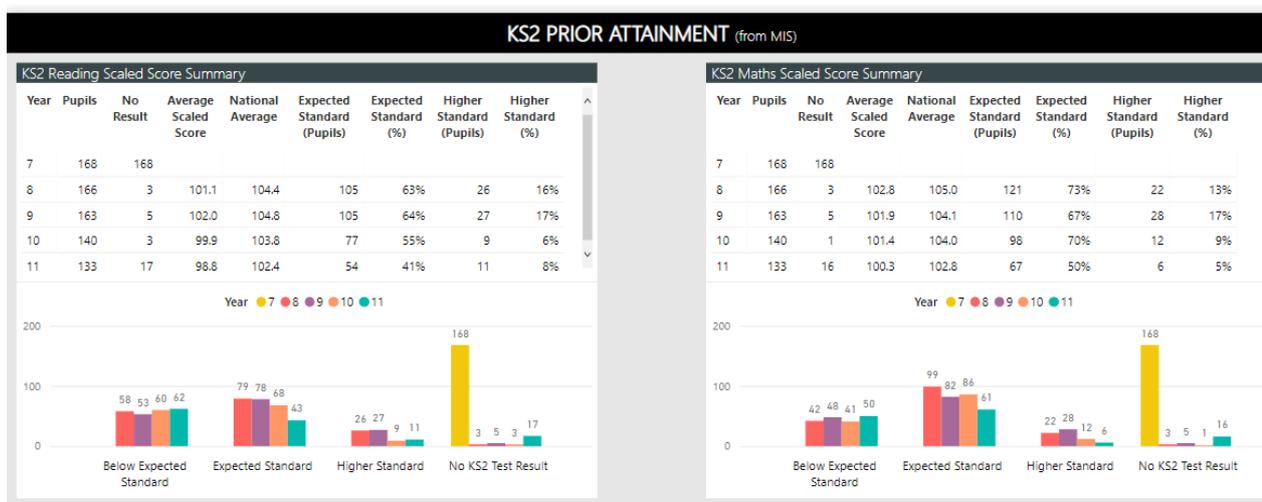
Despite low numbers in our partner schools in years 5 and 6, recruitment is strong. The year groups are generally balanced in terms of gender with slightly more boys than girls at 53.1%.

13.9% of students are on the SEN register for SEN Support (107 Students) which is above national average. 1.6% are in receipt of an EHCP (12 Students) which is in line with national average but the numbers of students who have an EHCP application in progress, or an identified need is increasing.

378 students in Years 7 to 11 qualify for Pupil Premium with 2 students who are LAC. This represents 49.1% of the school population. In terms of the context of the year groups with the greatest proportion of Pupil Premium students are centred within the Y8 and Y10 cohort, and in particular Y8 and Y9 have the highest number of students who fall into the PP category.

There are high levels of child protection issues and currently there are an increasing number of students who are known to Children and Young Peoples' Services (past and present).

The prior attainment of learners is significantly below national averages in terms of APS. With Y8 and Y9 being identified as slightly more able than years 10 and 11.

KS2 PRIOR ATTAINMENT (from MIS)

KS2 Reading Scaled Score Summary

Year	Pupils	No Result	Average Scaled Score	National Average	Expected Standard (Pupils)	Expected Standard (%)	Higher Standard (Pupils)	Higher Standard (%)
7	168	168						
8	166	3	101.1	104.4	105	63%	26	16%
9	163	5	102.0	104.8	105	64%	27	17%
10	140	3	99.9	103.8	77	55%	9	6%
11	133	17	98.8	102.4	54	41%	11	8%

KS2 Maths Scaled Score Summary

Year	Pupils	No Result	Average Scaled Score	National Average	Expected Standard (Pupils)	Expected Standard (%)	Higher Standard (Pupils)	Higher Standard (%)
7	168	168						
8	166	3	102.8	105.0	121	73%	22	13%
9	163	5	101.9	104.1	110	67%	28	17%
10	140	1	101.4	104.0	98	70%	12	9%
11	133	16	100.3	102.8	67	50%	6	5%

Exam results continue to put Melior Community Academy at the top of the table and support its Ofsted judgement of good with outstanding (April 2019). Melior currently has 770 students on role with 820 to be in place by September 2021, it is rapidly becoming a school of choice amongst the local community.
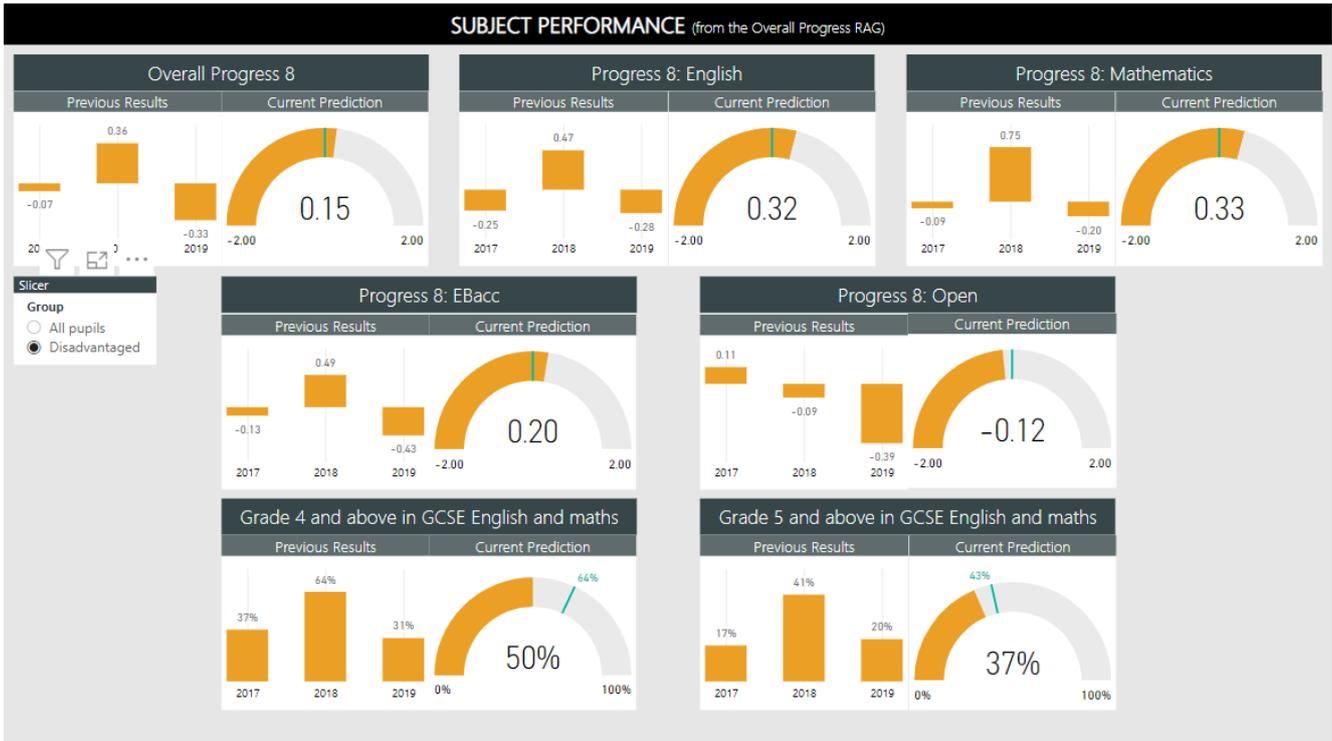
The Academy continues to improve and is relentless in its drive to be 'outstanding'. There is a continued focus on behaviour, attainment and progress and providing an exciting, broad and balanced curriculum. Melior Community Academy is recognised for its strong STEM provision and exceptional performance in Science and mathematics. These subject areas are complimented by further strengths in the EBACC, English and the Expressive Arts, allowing our students to develop into truly well rounded individuals. The Academy is keen to build and develop its strengths in basket 3 subjects to compliment the rigorous improvements seen in English, Maths and Science and EBACC.

The ethos of the Academy is very much one of warmth and fairness but with strong values around discipline and expectations. All students no matter what their background are actively encouraged to aspire beyond expectations.

Melior alumni have secured jobs across various sectors including performing arts, engineering, education, medicine and public service.

We are very proud of all our students and the community we serve.

Overall Progress 8

Previous Results	Current Prediction
0.36, -0.07, -0.33 (2019)	0.15 (-2.00 to 2.00)

Slicer
Group
○ All pupils
● Disadvantaged

Progress 8: English

Previous Results	Current Prediction
0.47, -0.25 (2017), -0.28 (2019)	0.32 (-2.00 to 2.00)

Progress 8: Mathematics

Previous Results	Current Prediction
0.75, -0.09 (2017), -0.20 (2019)	0.33 (-2.00 to 2.00)

Progress 8: EBacc

Previous Results	Current Prediction
0.49, -0.13 (2017), -0.43 (2019)	0.20 (-2.00 to 2.00)

Progress 8: Open

Previous Results	Current Prediction
0.11 (2017), -0.09, -0.39 (2019)	-0.12 (-2.00 to 2.00)

Grade 4 and above in GCSE English and maths

Previous Results	Current Prediction
37% (2017), 64% (2018), 31% (2019)	50% (0% to 100%), 64%

Grade 5 and above in GCSE English and maths

Previous Results	Current Prediction
17% (2017), 41% (2018), 20% (2019)	37% (0% to 100%), 43%

Academy Development Plan

Melior Community Academy
DEVELOPMENT PLAN
HEADLINES 2020-21
Headline Focus

QUALITY OF EDUCATION	TS - 2 Progress and Outcomes; TS - 3 Subject/Curriculum Knowledge; TS - 4 Planning and teaching 1a) To secure a curriculum offer that motivates students for success in educational outcomes, life and work skills and a continued engagement in learning, in balance with National expectations and local context. That home learnig and interventions are supported through a robust and effective E Learning provision package.	TS - 2 Progress and Outcomes; TS - 6 Accurate Use of Assesment; TS - 4 Planning and teaching; TS - 5 ADAPT to Strength/Needs of All; TS - 1 Inspire Motivate and Challenge 1b) To continue to diminish differences in progress for PP, SEN, Boys and LA students and those that need to catch up at a rate faster than overall national outcomes. Pupils with SEND and those who are disadvantaged achieve the best possible outcomes	TS - 5 ADAPT to Strength/Needs of All; TS - 4 Planning and teaching; TS - 1 Inspire Motivate and Challenge; TS - 2 Progress and Outcomes 1c) To ensure a rigorous and sequential approach to the reading curriculum that develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils.	TS - 2 Progress and Outcomes; TS - 6 Accurate Use of Assesment; TS - 1 Inspire Motivate and Challenge; TS - 5 ADAPT to Strength/Needs of All 1d) To ensure that Pupils are ready for the next stage of education, employment or training. That they have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study.
BEHAVIOUR AND ATTITUDES	TS - 7 Manage Behaviour; TS - 8 Wider Professional Effectiveness; TS - 1 Inspire Motivate and Challenge 2a) Student Leadership - Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.	TS - 1 Inspire Motivate and Challenge; TS - 4 Planning and teaching; TS - 7 Manage Behaviour; TS - 3 Subject/Curriculum Knowledge 2b) To ensure Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.	TS - 7 Manage Behaviour; TS - 1 Inspire Motivate and Challenge; TS - 2 Progress and Outcomes; TS - 8 Wider Professional Effectiveness 2c) To continue to relentlessly monitor absence and persistent absence rates for all pupils, and for different groups compared with national averages for all pupils; and robustly intervene with these pupils to improve attendance	TS - 7 Manage Behaviour; TS - 1 Inspire Motivate and Challenge; TS - 2 Progress and Outcomes; TS - 8 Wider Professional Effectiveness 2d) To ensure pupils behave consistently well, demonstrating high levels of self-control and positive attitudes to their education. Pupils are committed to their education. They are motivated and persistent in the face of difficulties.
PERSONAL DEVELOPMENT	TS - 8 Wider Professional Effectiveness; TS - 4 Planning and teaching; TS - 7 Manage Behaviour; TS - 1 Inspire Motivate and Challenge 3a) To support a fully inclusive Academy in promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique	TS - 8 Wider Professional Effectiveness; TS - 4 Planning and teaching; TS - 2 Progress and Outcomes; TS - 3 Literacy/Numeracy 3b) To develop an extensive programme of enrichment activities and wider curriculum opportunites that support students in their wider learning, attitudes and being effective global citizens as adults	TS - 8 Wider Professional Effectiveness; TS - 7 Manage Behaviour 3c) To continue to provide high-quality pastoral support - developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society	TS - 8 Wider Professional Effectiveness; TS - 7 Manage Behaviour; TS - 1 Inspire Motivate and Challenge; TS - 2 Progress and Outcomes 3d) To ensure pupils display a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively - developing pupils' confidence and resilience
LEADERSHIP AND MANAGEMENT	TS - 2 Progress and Outcomes 4a) To drive leaders at all levels, including those responsible for governance to proactively seek out ways to improve outcomes for students on a day to day basis. They plan for and ensure the delivery of high quality experiences across the Academy and ensure all students achieve no matter their context or starting points and feel proud and valued at the Academy with all students contributing to the Academy community. No student without.	TS - 8 Wider Professional Effectiveness; TS - 6 Accurate Use of Assesment; TS - 1 Inspire Motivate and Challenge 4b) To ensure workload is rigorously monitored and that when issues are identified, they are consistently dealt with appropriately and quickly and appropriate solutions secured	TS - 4 Planning and teaching; TS - 2 Progress and Outcomes; TS - 8 Wider Professional Effectiveness 4c) To ensure all leaders focus on supporting collegaues to develop their own and others subject knowledge (pedagogy and practice) or specific expertise in order to ensure students are given the best of everything.	TS - 8 Wider Professional Effectiveness; TS - 3 Subject/Curriculum Knowledge; TS - 4 Planning and teaching; TS - 2 Progress and Outcomes 4d) To ensure all staff receive focused and highly effective professional development to develop their own personal and professional effectiveness and provide opportunities for leadership at all levels