

Case Study: Our Lady's RC Sports College, Manchester

Type of school Secondary

School category Voluntary aided

Age range of pupils 11–16

Gender of pupils Mixed

Number on roll

School 745

Headteacher Mrs Teresa Dervin

School address Alworth Road

Higher Blackley

Manchester

Lancashire

M9 0RP

Telephone number 0161 7950711

Description of the school

This smaller than average college lies on the outskirts of Manchester and serves an area of significant social and economic disadvantage. The proportion of students known to be eligible for free school meals is more than three times the national average. Most pupils are of White British heritage but there is an increasing number entering the college with English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is broadly average. Our Lady's has been a specialist sports college since September 2003 and is now working towards Healthy School status. It has been identified for an extensive rebuild under the Manchester Building Schools for the Future programme.

Deputy Head Mike Leader describes the school's use of IRIS:

Background:

We needed to reduce the amount of paperwork involved in managing behavior. We were having a problem with tracking behavior, bits of paper were getting lost and there was too long a delay before the right people found out what was going on. Also the paper based rewards system was very cumbersome.

We decided that IRIS was by far the best available paper-free system. We particularly liked the ease with which we could give and manage rewards.

Impact:

We have recently introduced a restorative based approach to managing behaviour. We have been able to show, using data from IRIS, that this has had a very positive impact on behavior in the school. For example, we have been able to show that over the last year, since the introduction of a restorative approach, there has been an 18.1% drop in incidents overall. Using IRIS' trend graphs, we can clearly see

the reduction. When we break the misbehavior down onto types, we can see that there has been a much greater reduction in low level misbehavior.

Using the analysis:

The analysis is where IRIS really scores. Using IRIS we can see exactly where our restorative approach is having the greatest impact, and that is lower down the school and with the low level misbehavior. Year leaders have an overview and can see immediately if a particular child is having problems.

Summary:

IRIS is invaluable for giving and managing rewards, it has revolutionized rewards in the school; our whole rewards and sanctions systems are based around it. We now totally depend on IRIS for our rewards and behavior systems. The people who need to know get the information immediately and faculty leaders now take much more responsibility for managing behavior. IRIS is central to everything we do.

“Students' behaviour is satisfactory and is improving.”

“Behaviour is satisfactory with a remarkable reduction in exclusions in recent years and the school is a calm and orderly community as a result”