

Please could this proforma be returned to the relevant **SSQA by Friday 1 April 2021**.  
Please make sure that it has been proof read and agreed with the school.

<b>School name</b>	Melland High School	<b>Last Ofsted grade and date</b>	Feb 2018 Outstanding
<b>Headteacher</b>	Sue Warner	<b>Chair of Governors</b>	Peter Tite
<b>QA professional</b>	Graeme Hollinshead	<b>Date(s) &amp; length(s) of meeting(s)</b>	24.06.21 3 hours
<b>How was the meeting conducted?</b>	Visit to school	<b>Personnel involved and their roles</b>	Sue Warner (Principal) Julie Barnett (VP) Jill Cinan (VP) Danny Hughes (Teacher – Remote Education) Zoe Edgar (Asst P) George Roberts (Formal Curriculum) Ryan Shoesmith (Semi Formal curriculum)

During these unprecedented times, we once again recognise that headteachers, staff and school communities continue to face yet more challenges. During the Spring term, whilst we are in another lockdown, we want to ensure that identified schools have the opportunity to access support from their Quality Assurance Professional (QAP).

As the focus of the Autumn term visit was on remote learning and the curriculum response, we suggest that for those schools that are expecting an Ofsted monitoring inspection this term, you use the Ofsted guidance <https://www.gov.uk/guidance/january-2021-maintained-schools-and-academies#monitoring-inspections> as a prompt for discussions. For all other school the spring term visits should focus on the schools' current priorities.

Agenda item / notes taken during discussions / next steps	
Agreed Agenda Item	Rationale
School Improvement	Progress of the school
<b><u>Notes taken during discussion</u></b>	
<p>The school has a very impressive and rigorous school improvement planning process. There is a three-year strategic plan and lying beneath that is a detailed annual school development plan, which identifies 12 key priorities linked to the OFSTED categories. There is consultation with staff, governors and parents during the process of identifying the key priorities. The plan is a 'live' document and the monitoring of the plan by senior leaders is done throughout the year on a very regular basis. Governors (twice per year) and the Trust (termly) robustly monitor and evaluate progress towards objectives in the plan and there is a RAG rated document completed at the end of each term to outline progress.</p> <p>A senior leader is responsible for the co-ordination of detailed planning which sits underneath each of the 12 main objectives and a governor is also attached to each of the 12 priorities and is actively involved in the reviewing success towards the objectives.</p> <p>Senior leaders have the successful completion of the action plan as one of their objectives in the appraisal process. The Principal also has some of the priorities as part of her appraisal.</p> <p>The school holds a celebration event twice per year where progress towards the 12 priorities is showcased to an audience of staff, parents/carers, partner schools, governors and representatives from the Bright Futures Trust.</p>	

**Agenda item / notes taken during discussions / next steps****Next steps**

Monitor and evaluate the current action plan towards the end of the term and prepare a new plan for the 2021-22 academic year.

**Agenda item / notes taken during discussions / next steps****Agreed Agenda Item****Rationale**

Pupil Well Being

Review of pupil welfare during lockdown

**Notes taken during discussion**

The school has identified pupil well being to be one of their key priorities in the school development plan and the objective says ' Further develop, deliver and evaluate a range of interventions to impact on student's mental health and wellbeing.' The school has developed a strong ethos and calm atmosphere and there are deep positive relationships across the school. Emotional well being of the pupils is at the forefront of all staff actions. A range of planned interventions have had to be adapted due to the pandemic but there have still been a range of initiatives, which have been very successful in supporting pupil's well being.

Parents/Carers or staff members can request to attend a drop in session with an educational psychologist to discuss a specific pupil and explore solutions and strategies to help them at home or in school.

There are also opportunities for pupils in all key stages to access support from a 42<sup>nd</sup> Street counsellor. This provision has had a very positive impact for a number of pupils and feedback from pupils has been excellent. During lockdown, the school allocated places to all families who asked and there was extensive dialogue with families in order to ensure that there was a bespoke provision for all pupils either at home or in school. The Trust provides excellent support for the school and staff and keeping people safe was at the forefront of their thinking.

There was good support for families during lockdown and pupils were really excited when they returned to school in March. Staff were very sensitive to their needs and a number of well being projects were held. These included sessions to explore feelings and emotions, work with outside partners (Leonard Cheshire, outside activities and team games, creative projects and baking/sensory sessions). An Occupational Therapist was employed for one day per week using the Catch Up funding.

The delivery of 'Zones of Regulation' has been extended to more groups in school.

Zones of Regulation consists of four colours on a board in every classroom and pupils put their picture within one of the colours, which best describes how they feel on arrival at school. This leads to early additional support for pupils who may need it.

Considerable time has been allocated to staff training in Mental Health and Well-Being and all staff are taking part in an on line National Training course in Mental Health.

Pet therapy has been introduced and a dog is in school to work with identified pupils.

Feedback from parents/carers for all the work the school has done in this area has been very positive,

**Next steps**

Continue to monitor the effectiveness of all strategies being used at the moment.

**Agenda item / notes taken during discussions / next steps****Agreed Agenda Item****Rationale**

Remote Education

How did pupils fare when working from home

**Notes taken during discussion**

Danny Hughes, the teacher responsible for developing remote learning, gave an extremely honest and detailed account to what the school had done over the past 12 months. It was recognised that remote learning during the first lockdown in the summer term last year was in significant need of improvement in terms of meeting the needs of all pupils and their families.

Learning packs were sent home and staff helped parents/carers to become more confident in helping their children use the materials sent home. However, leaders felt that the provision during the first lockdown could be improved. An audit of pupils ability to access online, remote learning provided key information for leaders as to how many pupils could access on line learning. As a result the school has provided 63 devices (many from the DFE) and dongles, where necessary so that the vast majority of pupils now have access to a device and wifi.

### Agenda item / notes taken during discussions / next steps

This enabled the school to use online, remote learning during the second lockdown. In preparation for the second lockdown, staff were trained in the use of Microsoft Teams and parents/carers were also helped if needed. Teacher guides were prepared along with guides for parents. Pupils were taught how to use Microsoft Teams in the Autumn Term, which meant that they were all able to use their laptops at home during the second lockdown. Sensory packs were also prepared for the 'semi formal' groups (see later section on curriculum) and there was regular contact with parents/carers through regular welfare calls and doorstep visits, where appropriate. An analysis of parents/carers ability to support their children resulted in 107 out of 184 saying that they were confident in supporting their child at home. Learning packs were created for pupils along with sensory packs for families, who needed them. The school was pro-active in supporting parents/carers in their ability to support their children at home. Pupils who were following the 'formal curriculum' (see below for information on curriculum) were able to use devices at home and were able to converse with their teachers through e-mail. Feedback from pupils and parents/carers has been very positive. Governors have been completely involved in the development of remote learning and have monitored the effectiveness of it on a regular basis.

#### Next steps

Continue to use devices in school to give the pupils confidence in using them both in schools and remotely in case of any future lockdowns.

### Agenda item / notes taken during discussions / next steps

Agreed Agenda Item	Rationale
Curriculum	Quality of Education/ OFSTED are for development

#### Notes taken during discussion

Following on from the OFSTED Report in 2018 leaders have been developing the curriculum in response to the area for development which OFSTED indicated was : 'ensure that the different curriculum pathways followed by pupils from Year 7 to Year 14 are set out clearly to ensure that every pupil develops essential knowledge, skills and understanding as they progress through the school.' A considerable amount of work has been completed in response to this and leaders have developed a flexible curriculum. All pupils undergo a period of assessment on entry to the school and are placed into either the formal, semi formal or pre formal curriculum pathway, according to their individual needs.

Leaders have identified five key drivers for the curriculum as follows :

1. Flexible Curriculum Pathways – Pre-Formal, Semi-Formal and Formal.
2. Powerful knowledge – developing cultural capital and working on aspects which make pupils better
3. Specialist Pedagogies – identifying pedagogy required for staff specialists in every area, e.g. autism, subject specific, and associated CPD. Developing different pedagogy for different pupils.
4. SMSC – key focus on helping pupils understand their identity as well as becoming well-rounded, independent citizens.
5. Vocabulary – focus on the words being used in each area. In the pre-formal and semi-formal this may be focused more on vocabulary used by staff. In the formal it includes 'tier 3' words for each subject and pupils able to use words used by teachers.

#### Formal Groups

George Roberts, the science co-ordinator and TLR3 holder for the development of the formal curriculum, gave a detailed account of how the school has developed this pathway, which is aimed at those pupils who are working at P5 and above. Some pupils are able to achieve success in external qualifications.

In Phase 1, George worked with all subject coordinators to audit what was happening in each curriculum area and collect aspects of good practice across the school, An external consultant (Chris Quigley) supported George and his team, which consisted of a Vice Principal and an Assistant Vice Principal, who took a strategic view whilst George implemented the operational aspects.

During phase 1, the curriculum intent was formulated and this could be summarised as 'a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with SEND or high needs, the knowledge and cultural capital they need to succeed in life'.

## Agenda item / notes taken during discussions / next steps

There are 4 teaching groups at KS3 and four at KS4 with 2/3 at KS5. Those pupils who are able will work towards external qualifications.

During Phase 2 of this development, curriculum guides, which have been developed over the past 2 years, were refined and consolidated for all subjects in a common format on a template, which was provided by George. Targeted CPD has been planned for staff was held to aid consistency of delivery. Aspects such as questioning and modeling will be covered. Intra-curricular links have been identified and mapped by curriculum co-ordinators, along with the embedding of the threshold concepts. Constant review of prior learning is a key part of the learning experience in order to ensure that knowledge is 'stuck'.

Phase 3 will soon be in place with leaders looking at the impact of their work and will reflect on the pathway and change/adapt as necessary.

### Semi Formal Groups

Ryan Shoesmith, the coordinator, gave a detailed presentation on the semi-formal pathway, which is aimed at those pupils who may not be able to follow a formal pathway.

This has been developed in association with the EQUALS curriculum model and is largely aimed at pupils, who may not be able to access external qualifications and need additional support. This curriculum model facilitates the development of communication, problem solving, social learning, independence, sensory and self-regulation. Opportunities to develop these skills come in Art/Music, Communication, Dance, Drama, independence activities, physical well being, play and leisure activities, the world about me and outdoor school. The semi formal curriculum provides a broad balanced and rich curriculum. The ultimate aim is to help pupils take their place in the world as responsible adults.

The model is linked to primary school practice, with the pupils staying with the same teacher all the time, unless they are able to take part in aspects of the formal curriculum outlined above. This is facilitated where possible. The curriculum is based on an approach similar to the EYFS curriculum whereby teachers assess and record what pupils have been able to do through the use of notes, videos and other evidence. An external consultant supported the school develop this curriculum model and it is now embedded following several discussion with the consultant and visits to other schools. As a result the school is now a North West hub for this curriculum model but working with other schools has been restricted due to the pandemic.

There are 6 semi formal groups identified by need and classrooms have been re-designed to suit this semi formal curriculum to create the appropriate learning environment. There is a holistic approach with pupils developing their cultural capital as they prepare for life after school. There has been good engagement with parents, who have been very supportive of the personalised learning opportunities for their children. There has also been an improvement in the discussions in relation to outcome setting in EHCP plans. CPD has been provided for staff working in the semi formal environment. Analysis of impact of this curriculum model has shown that pupils are making very good progress.

### Next steps

Develop the pre formal curriculum for individual pupils who may need additional support to that provided in the semi formal pathway.

Continue to monitor the effectiveness of the semi formal pathway.