

Summer Term 2022 Quality Assurance Visit

Please note: the final report should be returned to the relevant **SSQA by 2022**. Please make sure that the final report has been proof read, agreed with the school and that ALL sections are complete.

Please could this first section be completed by the school prior to the QA visit?

General information to be completed by the school and shared with the QAP prior to the visit			
School name	Melland High School		
Headteacher	Sue Warner	Chair of Governors	Peter Tite
QA professional	Graeme Hollinshead	Date & length of meeting	26 th April 2022 3 hours
School's current judgement of personal development	Outstanding	Based on evidence seen QAP agrees: Yes / No	Yes
Meeting attendees and roles	Staff: Sue Warner (Principal); Julie Barnett (Vice Principal); Kate Milburn (Assistant Principal), Caroline Roberts (Careers Co-ordinator), Debbie Mellows WRL organiser.		
	Governance Board:		

This term's Quality Assurance visit is designed to focus on aspects of personal development and individual school priorities. It is hoped that the spring term QA visit will include a range of on-site activities, whilst complying with the school's risk assessments and any COVID guidelines in place at the time. The prompts in each section of the report are designed to support discussions and exploration of the focus area.

Key priorities identified during the spring QA visit, and issues to be monitored by the governing board

To be completed by the QA Professional, in agreement with the HT, following the QA visit and scrutiny of evidence

Priority 1	Review the SEF and ensure that the impact of strategies is clear
Priority 2	Continue to embed the Manchester 'Skills for Life' programme
Priority 3	
Priority 4	

Key focus for summer term visit with QA professional OR for SLT to follow up (Including detailed activities)

List the detailed quality assurance activities that will take place at the summer term visit, from which first hand evidence will be gathered to support QA judgements and school self-evaluation.

Key focus:	
Activity 1	
Activity 2	
Activity 3	
Activity 4	

Personal Development

(RSHE was previously covered in the Autumn Term QA visit)

To be completed by the QA Professional following QA visit and scrutiny of evidence

Discussions should focus on the school's intent to provide for the personal development of all pupils, and the quality with which the school implements this work. It should be recognised that the impact of the school's provision for personal development will often not be assessable during pupils' time at school.

Prompts	Comments	Supporting evidence
<p>How do school leaders:</p>		
<p>plan their PD programme? <i>Has key knowledge been identified and mapped out in a coherent plan for all year groups? Does the content become more complex over time?</i></p>	<p>Personal Development is a key strategic area and is one of the key areas on the Strategic School Improvement Plan. The Personal Development of students is an integral part of the school curriculum.</p> <p>Key knowledge is planned and sequenced across the PSHE/RSE curriculum. For KS3 and KS4, the three Threshold Concepts of "Becoming Me" "Becoming a Friend" and "Becoming a Citizen" tie together the subject topics into meaningful schema and underpin all learning as students' progress through school and develop their understanding.</p> <p>All students following the Pre-formal and semi-formal pathways have an individual personal development plan outlining the personal learning intentions, which are linked to their EHCP. These cover communication, engagement, developing independence, wellbeing and social interaction.</p> <p>The Skills for Life programme is mapped out to move through all key stage with students. Aspects of Personal Development and SMSC are included in all pathways (Formal, Semi Formal and Pre Formal) and subjects and detailed in each curriculum subject guide. Support in Personal Development continues through school and beyond, with leaders and teachers working closely with post school provision and tracking alumni for a minimum of three years.</p> <p>There are a range of activities at lunch time, which supports the personal development of the students, e.g. sensory breakout room, music room.</p>	<p>See PSHCE & subject curriculum guides (including curriculum drivers)</p> <p>Skills for Life programme</p>
<p>check / assess whether pupils have learnt key knowledge relating to their personal development? <i>How is this information then used?</i></p>	<p>The curriculum milestones assess key knowledge across the formal pathways as do learning walks, student voice and staff feedback.</p> <p>School reports reflect aspects of PD and celebrate success and achievement.</p> <p>Personal development is discussed and checked through Personal Learning Intentions which are set for students following the Pre-formal and Semi-formal pathways.</p> <p>All Students also have outcomes set in their EHC Plans which are reviewed yearly by school and families, these are individually set and include keys aspects of PD such as independence, careers, social and emotional wellbeing and education. Multi-agency professionals including Bright Futures Educational Psychologists work alongside staff to support students who maybe not on track to achieve these outcomes. All these methods of evaluation are used to evidence learning and inform next steps.</p> <p>Students complete the Manchester Skills for Life baseline assessment, which highlights what they can do. Staff and</p>	<p>Student voice/ parent/carer voice</p> <p>ECHP outcomes</p> <p>Personal learning intentions</p> <p>Progress meeting presentations</p> <p>Annual progress reports</p> <p>Kloodle Platform (record of achievement)</p>

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How do school leaders:		
	students can report, access and evidence their learning via Kloodle, where they can create a portfolio showcasing the development of their skills and character. This supports students beyond Melland into future settings and in their preparation for adulthood.	Educational Psychologist 'Drop In' Outcomes
ensure that all elements of PD are given enough time and importance? Are there opportunities for pupils to revisit key knowledge across different areas? Does the school's programme make connections between the different elements of PD?	<p>All curriculum areas, including PSHE are written with the understanding that revisiting key areas is paramount to making progress. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over, and gradually build understanding of them.</p> <p>For instance, students in an English lesson were learning about E-safety and a small group carousel were working on writing, speaking and listening and reading.</p> <p>In another lesson, pupils were learning about healthy eating and were trying out different fruits and vegetables.</p> <p>Equally with personalised interventions and individual programmes/bespoke curriculum knowledge is shared to ensure connections between the elements. Students are supported and encouraged to transfer knowledge and skills between areas both within and outside curriculum subjects.</p>	<p>Tutor group planning</p> <p>PSHCE Curriculum guide</p> <p>Progress meetings Lesson observations/learning walks Skills for Life awards throughout key stages</p>
reflect their school's culture, values, expectations and ethos through their PD programme? Is this supporting improvements in behaviour and attitudes? How do leaders know?	<p>The school's values are reflected in the Bright Futures 3 core values:</p> <ul style="list-style-type: none"> • Community: We work together for a common purpose, acknowledging our diversity as strength. • Integrity: We do the right things for the right reasons • Passion: We take responsibility, work hard and have high aspirations <p>Melland High School is committed to making a difference for all their young people and this is reflected in the Personal Development Programme.</p> <p>Key elements of the programmes are: Promote, respect and value diversity. Promote resilience and support Social and Emotional learning. Promote physical activity. Promote attendance at school. Work closely with parent/carers and families in school and the community, ensuring excellent pastoral care. Listen and respond to student voice. Invest in staff professional development in order to support their own wellbeing and that of students. Use MHS curriculum drivers to support SMSC aspects learning. Work with a network of professionals to meet and support a diverse range of needs.</p>	<p>Strategic and annual school improvement plan</p> <p>Learning walks and lesson observations</p> <p>Curriculum and assessment policy</p> <p>Student case studies</p>

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How do school leaders:	<p>Ensure safeguarding students comes above everything else we do.</p> <p>There is no doubt that the strategies used by the school to develop all students' personal development make a significant contribution in supporting and improving behaviour.</p>	
<p>support pupils with SEND to learn the knowledge they need, in terms of their personal development? <i>How well is it preparing these pupils for their future?</i></p>	<p>As a specialist high school, all students have SEND and EHC Plans. Specialist support and dedicated curriculum pathways ensure that all knowledge is tailored and relevant to the learners, including in terms of Personal Development. Staff are highly trained in specialist pedagogies and the school has aspirational outcomes for each student including milestones, Personal Learning Intentions and accreditation where relevant. The personal development programme is critical in preparing students for their future and there is more information about this in the CEIAG section below.</p>	<p>PSHCE & Tutor group curriculum Parent/carer feedback Post 19 Transition information Alumni tracking</p>
<p>ensure that the profile of PD is high?</p>	<p>Personal Development is a key strategic area at MHS and is one of the key areas on the Strategic School Improvement Plan. Personal Development underpins all what the school does. An Assistant Head has strategic responsibility for personal development.</p> <p>SLT & curriculum leads have accessed targeted CPD. The whole school CPD programme ensures training covers many aspects of Personal Development such as race, diversity and inclusion, careers, skills for life, PLIs, dignity and respect.</p> <p>MHS and Bright Futures tweet regularly and frequently to promote Personal Development success and events in school.</p> <p>Student leaders and House captains have a high profile across school and promote personal development achievements whilst being role models.</p>	<p>Strategic and annual school improvement plan</p> <p>Alliance for Learning training programmes</p> <p>School website Social media Joint Trust creative projects e.g. Happy, Safe and Free & Diane Modahl student leadership programme</p> <p>Student leaders presentation</p>
<p>monitor and evaluate the PD programme and support staff development? What are the strengths and weaknesses of current provision?</p>	<p>A strategic lead for personal development is now in post and leading Personal Development across the school. During the Autumn/Spring term she completed a funded training programme to further develop her knowledge and skills as a Senior Mental Health Lead (SMHL), which includes strategic development in monitoring, evaluating, and measuring impact. She is now booked to start a</p>	<p>Wellbeing evaluation presentation</p> <p>Learning walks</p>

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<p>How do school leaders:</p>	<p>Diversity, Equity & Inclusion Leadership 10-week Programme in May 2022.</p> <p>The school takes a multi-disciplinary approach to Personal Development and links and relationships with agencies and other professionals are well embedded.</p> <p>The curriculum & assessment policy and drivers include SMSC as a key element and provisioned Personal Development and impact are included in progress meetings where school leaders work closely with curriculum coordinators to ensure personal development is included in all pathways and subjects. Teachers and form tutors are given support and training to ensure individual student opportunities are provided for the personal development of all learners.</p> <p>The provision of PD interventions is tracked, and the impact measured where relevant.</p> <p>Evaluation of impact is an ongoing part of the Personal Development programme and includes pupil work, data capture (Owen Carter impact Ed), learning walks, case studies and student, staff and parent/carer voice.</p> <p>The school has invested in bespoke technology via Pupil Premium spend to allow pupils on the pre-formal pathway to access the curriculum further developing communicate needs and personal preferences. Recovery funding has been used to provide OT therapy, training and the investment in specialist equipment across all areas of school.</p> <p>Strengths of the provision include the whole school commitment to personal development and its vital role in the strong ethos, calm atmosphere and deep positive relationships that are built across school. The wide range of whole school, small group and individual targeted interventions that are put in place and the individual knowledge of each pupil are highly developed and school and families have built deep and meaningful relationships to support each young person now and in preparation for adult life and the future.</p> <p>In development: We are planning to further develop and re-introduce opportunities for extra-curricular activities outside of school hours. These have been directly impacted by Covid restrictions and are part of the school recovery programme and focus for the future.</p> <p>Links are developing with our new local youth centre 'Hideout Youth Zone' who are planning to support our students in accessing a wide range of enriching, creative and sporting opportunities up to the age of 25.</p>	<p>Owen Carter impact Ed Motivation and Resilience report Learning walks/lesson observations</p> <p>Student, staff and parent/carer voice</p> <p>PD interventions & case studies</p> <p>Individual pupil work & joint displays</p> <p>Student sensory circuit programmes</p>

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How do school leaders:		

Choose at least two aspects of personal development and evaluate the quality by for example: talking to leaders, staff and pupils; visiting lessons (where appropriate) and reviewing planning documents.

	Prompts	Comments	Supporting evidence
CITIZENSHIP	How do leaders: support pupils to develop into responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults	<p>One of the main aims of the school is to work with individual students and their families so that the young person can become as independent as possible and able to lead, where appropriate, an independent adult life.</p> <p>There is a well-designed PSHCE/RSE sequenced programme, which covers a wide range of personal developments issues to support this.</p> <p>The mental health and wellbeing of the students at Melland is extremely important and leaders have designed a really comprehensive package of support to help support each individual pupils' personal development.</p> <p>Cross school initiatives such as applications for Student Leaders, which helps students learn about democracies, and elections for House captains give students chance to be actively involved in public life and learn about the importance of volunteering. Classes are encouraged to discuss and debate current events around the world and British Values are also debated and discussed. The 'Make Your Mark' campaign and other opportunities for student voice are regular events.</p>	<p>Student leader presentations</p> <p>ImPact Ed motivation and resilience report</p> <p>PSHCE Curriculum Guide</p> <p>Menatlk Health and Wellbeing at Melland 2021-22</p>
CIEAG	support readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully	<p>The school has a comprehensive Strategic Careers Plan, which is on the school website. Considerable effort is made in preparing students for the next stage of their education.</p> <p>There is a well-planned programme of impartial careers education and information, advice and guidance (CEIAG) and Enterprise Education for all students. The curriculum incorporates a wide range of planned activities, based on outcomes for pupils that develop knowledge, skills and understanding useful in lifelong learning and work. CEIAG is an inclusive, broad and balanced programme of careers education and personal development that provides young people of all abilities with the opportunity to 'learn by doing' in class, throughout school, in the local community and by access to a range of specialist professionals, e.g. SALT, careers and work contexts. Learning is complimented by themed learning days, enterprise projects, jobs fairs, college visits, enrichment</p>	<p>Strategic careers plan</p> <p>Kloodle, Skills for life toolkit</p> <p>Post 19 powerpoint presentation</p> <p>School website</p>

		<p>activities (work experience or supported internships) and as part of their overall education, which is broad, balanced, challenging, inspirational, challenges stereotypes and promotes equality of opportunity.</p> <p>Activities are personalised to ensure progress for learning and development, and to strengthen motivation, aspirations and attainment at school. Students develop an awareness of the extent and diversity of opportunities in learning and work to make informed choices based on an understanding of available options. Students, parents and carers are supported throughout so positive progression is made to navigate transitions during the academic and vocational choices students will make during their time at Melland High School and beyond.</p> <p>There is a comprehensive work-related learning/enterprise programme, which supports all pupils. The WRL/Enterprise Pathways starts at 14 preparing students for when they leave. The programme provides students with experience of visits to workplaces, mock interviews, individual future planning for transition to college. The post 19 transition programme is personalised and students are successfully supported to move on to appropriate post school destinations</p> <p>The school comfortably meets virtually all the Gatsby benchmarks.</p>	
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