MANCHESTER CITY COUNCIL

Autumn Term 2022 Quality Assurance Visit

Please note: _the final report should be returned to the relevant **SSQA by Friday 25 November 2022.** Please make sure that the final report has been proof read, agreed with the school and that ALL sections are complete._

Please could the general information, SI and safeguarding priorities and contributing to Manchester's self improving school system 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**	15 November 2022 4 hours
Meeting attendees and roles	Staff: SLT/SMT/Curriculum Coordinators Sue Warner (Principal); Julie Barnett (Vice-Principal); Rob Barlow (Assistant Principal); George Roberts (Formal Curriculum Lead); Ryan Shoesmith (Pre and Semi-Formal Curriculum Lead).		
	Governance Board: Colin Shepherd (Safeguarding and attendance)		
Last Ofsted grade and date	January 2018, Outstanding	**School's current judgement of overall effectiveness**	Outstanding
School's current judgement of quality of education	Outstanding	**School's current judgement of behaviour and attitudes**	Outstanding
School's current judgement of personal development	Outstanding	**School's current judgement of leadership & management**	Outstanding
School's current judgement of Early Years	N/A	**School's current judgement of 6th Form**	Outstanding

This term's Quality Assurance visit is designed to focus on both national and local priorities. The prompts in each section of the report are designed to **support discussions and exploration of the focus area**.

School improvement and safeguarding priorities 2022/23 and rationale	
Priority	**Rationale**
<u>Quality of Education</u> Further develop the MHS curriculum ensuring it is coherent, sequenced & ambitious.	Analysis of student outcomes Monitoring and evaluation of SIP 2021/22 School Evaluation Form 2022 School improvement consultations with stakeholders governors, parents, staff and students) National Initiatives; Ofsted preparation External curriculum consultant feedback Melland High Schools quality assurance cycle Bright Futures school improvement analysis SEND Green Paper
<u>Behaviour and Attitudes</u> Continue the whole school focus on attendance. Ensure holistic behavioural interventions and approaches. For individuals and groups. Further develop inclusive practice within and across the curriculum. i.e., helping students socialise and learn together across different pathways.	Improvement of student outcomes academic and personal development Covid recovery Local and national attendance initiatives Multi-disciplinary approaches Relationships with families Stakeholder perception and attitudes LA review of Home to School transport Review of provision for increasing student population experiencing PCLD SEND Green Paper Inclusive and flexible curriculum pathways

Personal Development Further develop and enhance the physical and mental wellbeing of students through a holistic and personal approach. Embed the whole school focus on belonging. Extend the Skills for Life programme.	Analysis of student outcomes Monitoring and evaluation of SIP 21/22 School Evaluation Form School improvement consultations with stakeholders National Initiatives RDI Skills for Life personal development outcomes and achievements The impact of socio-economic disadvantage Focus on character education and cultural capital SEND Green Paper
Leadership and Management Further develop and quality assure the Melland High School curriculum - ensuring it is coherent, sequenced & ambitious. Continue to research, disseminate and embed new local/national safeguarding initiatives and national guidance. Provide relevant CPD for all staff. Ensure outreach is of a high quality for the LA and Bright Futures. Lead the school through its expansion programme.	Analysis of student outcomes 21/22 Monitoring and evaluation of SIP 21/22 School Evaluation Form School improvement consultations with stakeholders National initiatives Ofsted preparation External curriculum consultant feedback MHS quality assurance cycle Bright Futures school improvement analysis New local and national safeguarding initiatives Succession planning SLA with LA EPSO and SLE roles and responsibilities Meeting the needs of a local students and families with a growing population of students experiencing complex needs SEND Green Paper

Contributing towards Manchester's self-improving school system		
Exemplary practice worthy of being shared with others	How has this been externally verified? (e.g. awards / accreditation inspection / kite mark)	How could the exemplary practice be shared?
Careers education Working with SEND pupils	Gatsby Kitemark LA outreach work LA SEND OFSTED	Visitors to school and COP hub Melland leaders working with Manchester LA and Bright Futures school leaders.
2 x SLE SEND staff	Bright Futures and DFE	Leadership and Management support for mainstream and special school leaders
L & M support for other specialist schools	LA	Support provided for Lancasterian School, a specialist primary school and a special school in Yorkshire.
Semi-Formal curriculum development	Equals National Pilot	

Analysis of end of year outcomes 2022. QAP to complete for each key stage.

Consider the outcomes in core subjects that pupils achieved as a result of the planned curriculum. *NB The curriculum is split into Pre Formal; Semi-Formal and Formal. It is not organised into Key Stages.*		
Pre Formal	It is virtually impossible to complete the sections in this form in the same manner as for mainstream schools. However, I hope the text below gives some indication of the excellent work with these pupils, who have exceptional special needs.	
Comments	**Prompt**	**Supporting evidence**
Did the teaching sequence enable pupils to achieve the school's clearly defined end points?	The Pre-Formal curriculum puts the learners with the highest needs in control by giving them an environment that they can understand and access. Sequencing of individual learning activities promotes ipsative progress to encourage development through varied context and opportunities. For those with profound learning disabilities, learning is best done when the learner is placed at the centre of the	SIP 2021-22 Priority 3 RAG document, monitored and evaluated action plan Pre-formal linked learning curriculum overviews

	curriculum and supported to achieve individual and personalised end points.	EQUALS Pre-Formal curriculum modules
What was the impact of any adjustments to the curriculum, in order to address delays and gaps in learning, that arose as a result of the pandemic?	Whilst these pupils intrinsically have enormous gaps when assessed in comparison with pupils in mainstream schools, leaders have been able to identify gaps, which were linked to mental and physical health and wellbeing, independence and communication. Due to the nature of the student's cognition and learning needs curriculum development and design already addresses delays and gaps. The curriculum is already based on flexible curriculum pathways comprising of both developmental and academic milestones.	Personal development interventions and impact document Evidence For Learning (EFL App) EQUALS Pre-Formal curriculum modules
Was the curriculum successfully adapted and equally ambitious for disadvantaged pupils and pupils with SEND? Did they achieve their clearly defined end points?	NB All pupils are SEND. This group have the highest needs. As a result of the teacher's analysis of gaps in learning as in the box above, a focus on these areas of development were prioritised in addition to ensuring all EHCP outcomes continue to be effectively met. Teachers itemised individual targets for the pupils and the assessment cycle is 'observational heavy' in the first term with staff encouraged by very small steps of progress. Often, the progress of the pupils is supported by a multi-agency approach and the personal learning intentions of the pupils. Analysis of the progress and achievement of the groups of students 2021/22, i.e., gender, EAL, pupil premium, CLA indicates no discernible difference between each group and that of their peers with similar abilities & starting points.	Mapping and Assessing Pupil Progress (MAPP) data demonstrating complexity of need and the relationship towards ipsative progress
How has the analysis of the Pre-Formal curriculum been used to reshape the curriculum and teaching for 2022/23?	Previous analysis of data highlighted the need for the development of flexible curriculum pathways. Mapping and Assessing Personal Progress data shows outstanding ipsative progress is being made towards students Personal Learning Intentions (PLIs) taking into account the impact of physical and sensory impairments Leaders are confident that the reshaping of the curriculum is supporting the progress of students on the Pre-Formal Pathway.	MAPP demonstrating complexity of need and the relationship towards ipsative progress Evidence For Learning (EFL) app Routes For Learning EQUALS Pre-Formal Curriculum Modules Pre-Formal inked learning curriculum overviews

Consider the outcomes in core subjects that pupils achieved as a result of the planned curriculum.		
	Semi Formal	
Comments	**Prompt**	**Supporting evidence**
Did the teaching sequence enable pupils to achieve the school's clearly defined end points?	Planning in the Semi-Formal curriculum is based around the Equals foundation modules - thinking/problem solving; independence; play/leisure; communication and his ensures that curriculum is coherently planned and sequenced in progressive very small steps. Routines are embedded in lessons that allow for retrieval and recall. Learning opportunities allow for prior knowledge and skills to be practiced supporting ipsative progress towards planned curriculum end points. All pupils have Personal Learning Intentions, which clearly indicate end points, although not in the same way as in a mainstream curriculum as they are more personalised.	Semi-formal inked learning curriculum overviews Semi-formal Timetable EQUALS Semi-Formal Curriculum Modules
What was the impact of any adjustments to the curriculum, in order to address delays and gaps in learning, that arose as a result of the pandemic?	Gaps that arose as a result of the pandemic were identified as linked to mental and physical health & wellbeing, independence and communication. As a result, a focus on these areas of development were prioritised as well as EHCP outcomes. Due to the nature of the students cognition and learning needs curriculum development and design already addresses delays and gaps. The curriculum is already based on flexible curriculum pathways comprising of both developmental and academic milestones.	Personal development interventions and impact PowerPoint Evidence For Learning EQUALS Semi-Formal Curriculum Modules
Was the curriculum successfully adapted and equally ambitious for disadvantaged pupils and pupils with SEND? Did they achieve their clearly defined end points?	NB All pupils are SEND. However, the curriculum is successfully adapted to suit the needs of the individual pupil. As this document illustrates there are three curriculum pathways but pupils can move into a different pathway if it suits their particular circumstance and development need. Analysis of the progress and achievement of the groups of students 2021/22, i.e., gender, EAL, pupil premium, CLA indicates no discernible difference between each group and that of their peers with similar abilities & starting points.	Mapping and Assessing Pupil Progress (MAPP) data demonstrating complexity of need and the relationship towards ipsative progress
How has the analysis of this Semi Formal pathway been used to reshape the curriculum and teaching for 2022/23?	Previous analysis of data highlighted the need for the development of flexible curriculum pathways. This particular pathway has been developed to cater for expansion of explorative opportunites for the pupils and to improve their sensory and communication needs. Pupils in this pathway are not yet ready to access more formal, subject based learning opportunities although some pupils may move into the formal pathway for certain aspects of the curriculum, where appropriate. For instance, this analysis has encouraged leaders to encourage a boy on this pathway to access the formal curriculum in art, where he is now flourishing. MAPP data shows outstanding ipsative progress is being made towards students Personal Learning Intentions. Leaders are confident that the reshaping of the curriculum is supporting the progress of students on the Semi-Formal Pathway.	MAPP demonstrating complexity of need and the relationship towards ipsative progress Evidence For Learning (EFL) app EQUALS Semi-Formal Curriculum Modules Semi-Formal linked learning curriculum overviews

Consider the outcomes in core subjects that pupils achieved as a result of the planned curriculum.		
Formal (inc. 6th Form)		
Comments	**Prompt**	**Supporting evidence**
Did the teaching sequence enable pupils to achieve the school's clearly defined end points?	The long term plans in the core subjects demonstrate that the curriculum is coherently planned and sequenced. Routines are embedded in lessons that allow for retrieval and recall. Formative assessment is constantly used to ensure that new knowledge is built on a strong foundation of prior knowledge. Half-termly summative assessments, where appropriate, demonstrates success towards end points. The Sixth Form formal curriculum is centred around the preparation for adulthood framework and has future aspirations/careers at the heart. The curriculum centres on individual pathways with a strong focus on vocational options that encourage students to plan for their future and support their education with real life experiences. The pathways are Preparation for Employment and Preparation for Independence. Sixth form students following the formal pathway access core sessions which aim to extend and embed functional skills, build independence, develop community access and work readiness. Students also access optional vocational pathways which have suitable accreditation attached.	End of key stage progress data for 2021/22 in English and maths-B Squared Connecting Steps Subject long-term plans Formative assessment e.g. quiz results and evidence of learning/student work SI Priority 1 – action plan and final evaluation 2021-22 Sixth Form curriculum & Accreditation SI Priority 3 – action plan and final evaluation 2021-22
What was the impact of any adjustments to the curriculum, in order to address delays and gaps in learning, that arose as a result of the pandemic?	Gaps in knowledge were well known to leaders before the pandemic due to the nature of the pupils at this school. However, these gaps became much bigger following the pandemic and were identified as linked to mental and physical health & wellbeing, independence and communication. As a result, a focus on these areas of development were prioritised as well as EHCP outcomes. See comments in previous pathways for this section. The timetable was adjusted so that pupils had much more subject specific learning every day with increased focus on recall and repetition.	Formal subject curriculum guides Personal development interventions and impact document
Was the curriculum successfully adapted and equally ambitious for disadvantaged pupils and pupils with SEND? Did they achieve their clearly defined end points?	NB All pupils are SEND. As described in previous sections, the curriculum is successfully adapted to suit the needs of the individual pupil. As this document illustrates there are three curriculum pathways but pupils can move into a different pathway if it suits their particular circumstance and development need. Analysis of the progress and achievement of the groups of students 2021/22, i.e., gender, EAL, pupil premium, CLA indicates no discernible difference between each group and that of their peers with similar abilities & starting points.	End of key stage progress data for 2021/22 in English and maths.

How has the analysis of this key stage's outcomes been used to reshape the curriculum and teaching for 2022/23?	Following the analysis of key stage outcomes and the curriculum audit, subjects are now embedding threshold concepts and intra-curricular links to improve the revisiting of knowledge and increase overlearning and retrieval opportunities. Guidance for leaders is gleaned from the Chris Quigley 'Essentials Curriculum' model. Curriculum routines are one way of embedding retrieval and overlearning improving students' fluency of disciplinary and substantive knowledge. In the 6th Form formal learners can build their own vocational pathway based on analysis of key stage 4 data, destination data and students' own skills and aspirations.	Assessment toolkit KS3 & 4 Formal subject curriculum guides Sixth Form curriculum & Accreditation

Assessment of foundation subjects (QAP to complete)		
Prompt	Comments	Supporting evidence
How does assessment enable you to check what pupils have learned? Are any of the foundation subjects still in the early stages of development?	Assessment of the foundation subjects in the formal curriculum is framed around students' progress towards the understanding of the identified threshold concepts identified in the Chris Quigley 'Essentials Curriculum model.' Whilst this is a primary model, leaders are adapting it to suit the needs of their learners. Threshold concepts are identified within each foundation subject and repeated progressively each year. The threshold concepts are broken down into three milestones, which at primary level are aimed at Years 1-2; 3-4 and 5-6. Subject leaders at Melland have broken down the curriculum even further to provide a range of different end points within each milestone. As students learn and remembering more their depth of knowledge grows. The formal art curriculum is in the early stages of development and is based on the Chris Quigley Essentials curriculum, which is coherently sequenced and highly ambitious. Leaders are further developing this curriculum model to be more reflective of the diverse nature of our students. i.e. including more artists with SEND, with different genders and from different backgrounds and cultures.	Proof of Progress tasks (PoP tasks) Formative assessment e.g. quiz results and evidence of learning/student work SI Priority 1 – action plan and final evaluation 2021-22 Essentials Curriculum and Art curriculum companion
How do you check whether they are on track to meet expectations at the end of the key stage?	 Key knowledge within each foundation subject area is assessed through a range of formative assessment techniques.	Proof of Progress tasks (PoP tasks) Curriculum milestones Formative assessment e.g. quiz results and evidence of learning/student work

How do teachers check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback?	In the short term, assessment for learning through class teaching, questioning and retrieval practice gives valuable practice towards the stated curriculum end points. In addition to this, teachers gain valuable insights through observation, that indicate the need for interventions.	Learning walks and lesson observation
Are you assessing component parts and end points? How is this reshaping the curriculum and teaching?	Teachers are continually assessing the component parts ensuring that the progress of the pupils in all foundation subjects is good. In every lesson they use question and answer to test out knowledge of prior learning and current knowledge. Observation of pupils also provides good information for teachers to assess pupil progress. In the medium-term, termly formative assessments including multiagency and therapeutic reports give insights to teachers that allow them to make well-founded decisions as to the next steps for students. All assessments of this nature are recorded and tracked so that they can be used to later evaluate the teacher's response to the assessments. Interventions are planned for those not making expected progress.	Proof of Progress tasks

Governors' reflections on end of year outcomes and the implications for the curriculum.		
Prompt	**Comments**	**Supporting evidence**
What part will governors play in monitoring the impact of the curriculum?	Governors are kept well informed of the impact of the curriculum through the Principal's Reports and presentations form Heads of Department and curriculum leads. They are well versed in providing appropriate challenge and always act as a critical friend. They have been involved throughout in the development of the three curriculum pathways.	Discussion with governor
How will governors know how well all pupils are achieving in all subjects?	Governors are provided with detailed information about student outcomes and destinations.	

Attendance and Exclusion (QAP to complete) In light of the key messages highlighted in the white paper and recent DfE guidance, consider school policies and practice and the impact they have on behaviour and attendance.		
*From September 2022, **'Working together to improve school attendance'** replaces all previous guidance on school attendance for maintained schools, academies, independent schools, and local authorities. This guidance will be updated and reissued ahead of the academic year 2023-2024.*		
Prompt	**Comments**	**Supporting evidence**
Is there a clear, up to date attendance policy in place? How is this clearly communicated to staff, pupils and parents/carers? Have staff received training	The Attendance policy is in place. It was reviewed and ratified by local governing body in September 2022. The Policy has been communicated to all staff through school network, staff briefings, departmental meetings, induction processes. There has also been targeted training for all staff teams. Communicated to students through tutor group activities, attendance assemblies, specific attendance rewards (merit/house points), EHCP annual reviews, annual progress	Policy Website Flyers and handouts Social media Systematic approaches and interventions EHCPs

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on putting the policy into practice?	reports and progress evenings. The student have created a really innovative video promoting attendance. Parents/carers have been informed through the school website, policy summary, top tips for parents/carers, coffee mornings, newsletter, group call.	Parent/carer newsletter
Is there analysis of half-termly, termly, and full year data to identify patterns and trends? What does last year's analysis tell leaders about pupil groups / cohorts / patterns in uses of certain codes/ days of poor attendance / subjects which have low lesson attendance? What has been put in place to address identified areas for improvement?	There is a weekly analysis of attendance as well as half-termly, termly and full year analyses for the following groups of students 2021/22: gender, EAL, PP, CLA, Pathways, Year groups The analysis indicates little discernible difference between each group and that of their peers. However, students accessing the pre formal pathway achieved a lower percentage than students accessing semi and formal pathways. This was due to specific individual medical issues impacting on attendance. As a result of the robust analysis of attendance data, the school continues to address a range of issues specifically related to attendance in specialist provision such as issues with LA home to school transport. Support for students and their families to attend school regularly is being implemented via a range of solutions, e.g. alternative transport methods. Individual student attendance concerns are carefully and appropriately linked to safeguarding interventions and discussions held with individual families building on the successful relationships established during the pandemic. There has also been a 'push' for pupils, who have medical appointments, to return to school after their appointment.	Analysis of 2021-22 whole school attendance Attendance headlines – shared with all stakeholders SI Priority 5 – action plan and final evaluation 2021-22 Contribution to LA strategic review H2S transport with People2 Ltd.
How do senior leaders monitor the impact of school wide attendance efforts, including any specific strategies implemented? How have findings informed future strategies?	The SLT continually monitor attendance by ensuring that all staff abide by the clear roles and responsibilities identified in the attendance policy. Senior leaders monitor liaise with Heads of Department and tutors in order to identify any patterns or trends, which then inform appropriate individual, group or whole school interventions, e.g. whole school 'Attendance Drive'; Year 7 transition; safeguarding and/or specific multi-agency involvement/signposting. There are consistent rewards and celebrations of good and improving attendance. Leaders have also developed the effective use of existing channels of communication with families to raise awareness of the importance of regular attendance including information regarding the impact of absence on learning. Relationships with families have been developed and is a continuation of regular wellbeing calls made during periods of absence from school due to Covid and the remote learning offer. Attendance is included as a standing item on all weekly meetings. Leaders ensure concerns are discussed weekly and addressed swiftly to plan multi-agency approaches and	Regular local and national attendance updates via the Attendance Lead's membership of: LA school attendance network & Bright Futures attendance leads network, sharing best practice, successful strategies and ongoing challenges Regular Attendance CPD opportunities e.g. Manchester school attendance annual conferences.

Attendance and Exclusion (QAP to complete)		
In light of the key messages highlighted in the white paper and recent DfE guidance, consider school policies and practice and the impact they have on behaviour and attendance.		
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	personalised interventions. long-term impact of individual interventions to ensure good attendance is sustained.	Trust wide networking and part of a pilot group with DFE.
What has been the impact of the work undertaken with all pupils and those with particular needs, in order to improve their behaviour and/or their attendance?	Attendance has shown an increase from 87% in 2021-22 to 94% in the current academic year (September – November 15). PA has gone down from 13% in 2021-22 to 5% this academic year. Attendance is now a standing item on SLT meeting agendas and departmental meetings. Attendance is celebrated weekly in tutor group sessions and awarded house points for improvements and regular attendance. Improved means of communication with families via emails, calls, texts, social media, website and communication books. Remote learning protocols are now standard practice in school with support and relevant work provided and remote learning packs revised regularly. Multi agency approaches continue to provide wider support for students e.g., 42nd Street counselling & EP drop-ins. EHCP outcomes reflect attendance concerns/targets where appropriate, offering wider information & support from external agencies. Student friendly video created & available school's YouTube channel, presented to parents/carers at coffee morning and students every term in tutor group: https://www.youtube.com/watch?v=08oEdFaMOI8. All staff now recognise & demonstrate their collective responsibility by regularly celebrating good attendance and effectively challenging non-attenders.	School improvement priority 5 Interim and final evaluation detailing monitoring, evaluation and evidence of impact.
If suspensions have been used, how effective have they been? How effective have the strategies for reintegrating pupils been? How has this impacted on managing future behaviour?	No suspensions were used 2021/22	
Have the rates, patterns and reasons for repeated suspensions been identified? What has been done to address any patterns that exist?	N/A	
How are pupils at risk of exclusion supported? Is a multi-	N/A	

Attendance and Exclusion (QAP to complete)
In light of the key messages highlighted in the white paper and recent DfE guidance, consider school policies and practice and the impact they have on behaviour and attendance.

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disciplinary approach taken? What has been the impact?		

Governors' reflections		
Is there a link governor or trustee that focusses on attendance?	There is a link governor for attendance and safeguarding and he attended this meeting.	Discussion with governor
What overview do governors have of: • The attendance of different pupil groups? • The behaviour of different groups?	Governors receive excellent attendance data presented by the Attendance lead and an analysis of attendance data prior to their meetings. Reports from the Principal also inform governors about the behaviour of students across the school. Governors have excellent information to carry out their function of challenge and support.	
How do governors oversee the strategies that are implemented to improve attendance and behaviour?	The link governors regularly meets with the attendance lead and the safeguarding lead to discuss the success of the carious strategies used for improving attendance and behaviour. They monitor the action plans developed to improve these aspects.	