

# Melland High School SEF 2023-2024

## SCHOOL CONTEXT AND THE KEY CHARACTERISTICS OF OUR LEARNERS

Melland is an outstanding specialist support high school which meets the diverse special educational needs of students aged between 11 and 19 years of age. It is co-located with Cedar Mount Academy in Gorton Education Village and is a member of the Bright Futures Educational Trust. As a high achieving inclusive learning environment, the school is proud to uphold the Bright Futures Trust values of passion, community and integrity.

Melland is a specialist support school providing outreach on SEND for central and east Manchester LA high schools and leads on outreach SEND provision across the twelve academies within Bright Futures. All students have an Education, Health & Care Plan (EHCP).

The bespoke curriculum at Melland is ambitious and appropriately broad and balanced, rich and meaningful meeting the needs of our unique students. It has spiritual, moral, social and cultural development at its heart and actively supports all students as they prepare for adulthood.

In terms of key characteristics of learners, out of 224 students 37% (83 students) experience complex and/or profound and multiple learning difficulties. A significant number of students have additional and exceptional complex and behavioural, physical, autism and sensory needs. 14% (31 students) experience high dependency health care needs often requiring 1:1 support.

The school recently had a significant expansion to its provision which opened in September 2023 with capacity for an additional 70 students. The build includes spacious specialist ground floor accommodation for students experiencing autism and complex needs and additional first floor accommodation. The build is completed & fit for purpose with fully & appropriately resourced teaching spaces, agreed student cohorts with appropriate staff ratios in place.

47% (87 students) of the school population are entitled to Pupil Premium Grant. 4% (9 students) are Child Looked After (CLA), 9% (20 students) are on a Child in Need (CIN) plan and 2% (4 students) are on a Child Protection Plan (CP).

80% (179 students) come from family backgrounds other than White British. 54% (121 Students) have identified EAL. The school's catchment area is predominantly central and east Manchester. There are 18 ethnic groups in the school community and the largest group is Pakistani which is 17% (39 students) of the whole school population.

Melland is an outstanding school with the most recent Ofsted outstanding judgement being in January 2018. This evaluation has been reaffirmed by regular external quality assurance reviews. Despite being outstanding there is no complacency, and the school has great capacity for further development. The school is a genuine learning community where both staff and students learn together. Leaders and students share successes and problems. Challenges are seen as an opportunity to improve further. The outreach programmes, and the work with external partners and agencies, is highly regarded across the local authority and the Trust and is a demonstration of the confidence of the staff to support others.

## **OVERALL EFFECTIVENESS: OUTSTANDING**

Leaders are confident that the school's overall effectiveness continues to be outstanding. The curriculum intent and implementation are embedded securely and consistently across the school. It is coherently planned and sequenced to suit the individual needs of our students.

We are ambitious for every student at Melland to achieve things they never thought they could. The curriculum is broad, balanced, coherent, sequenced and ambitious in its intent, implementation and impact and in line with the National Curriculum. Following the 2018 Ofsted key area for development, leaders completed a whole school review of the curriculum and as a result are confident that there is an outstanding curriculum meeting the needs, talents and abilities of our students. Three flexible curriculum pathways (pre-formal, informal/semi-formal, formal) have been developed to suit the individual needs of the students. We were able to implement these curriculum changes despite the on-going impact of the pandemic. Each of these core pathways are ambitious, carefully sequenced, well-considered and progressive. Each pathway has its own curriculum, but they are part of a greater learning continuum with each student following a personalised curriculum to meet their academic and personal development needs.

During the pandemic remote learning strategies, which included live sessions for some students, were embedded at pace. A number of vulnerable students continued to attend school. As a result, the engagement of students was excellent and students have continued to progress through the intended curriculum.

Leadership and management continues to be outstanding. Leaders across the school have continued to transform the curriculum, and as a result have secured improvements to the quality of education and outcomes. Middle leadership is strong and continues to improve at pace with continuing and personalised professional development. Middle leaders have the opportunity to evaluate the impact of their curriculum with a range of external consultants. Governors are actively involved in the school and as a result have an excellent understanding of where the school is and provide challenge and support appropriately to drive improvement.

The climate and ethos along with behaviour is outstanding across the school. Safeguarding is effective.

Curriculum leaders facilitate teachers in gaining the knowledge and expertise that they need to implement the curriculum effectively for our students. This means that all students particularly the most vulnerable and disadvantaged are able to access an appropriate and personalised curriculum. There are strong systems in place to support teachers and leaders to do this and our curriculum philosophy is continuing to be embedded.

The implementation of our curriculum is continually improving. There are strong, personalised CPD opportunities in place for all staff from ECT to SLT. As a result, staff are becoming even more skilful in their delivery of the curriculum, and they have greater awareness of the impact of their teaching strategies on students' learning i.e. is it 'sticking' in long term memory and are students beginning to connect this knowledge? Where this is not the case there are swift actions put in place to improve teaching practice, subject pedagogy and subject knowledge. As a result of a strong, coherent, and well-planned curriculum our outcomes continue to be outstanding. (See data outcomes)

Robust assessment systems and monitoring processes are well embedded in the school. Teachers use a range of strategies to check what students know and remember from the taught curriculum. They use this information to make subsequent decisions to adapt lessons and curriculum plans.

Personal Development is also outstanding. Our personal development and enrichment curriculum is recovering at pace following the pandemic and is 'interleaved' and connected with subject areas. Senior leaders closely track the uptake of enrichment opportunities. We offer a range of high-quality opportunities to help students to become successful learners, confident individuals and responsible citizens.

## IMPROVEMENTS SINCE THE LAST OFSTED (January 2018)

*“Leaders and those responsible for governance should ensure that the different curriculum pathways followed by students from Year 7 to Year 14 are set out clearly to ensure that every student develops essential knowledge, skills and understanding as they progress through the school.”*

Leaders and governors have responded very effectively to tackle the area identified for improvement in our last inspection.

The flexible curriculum pathways followed by students from Year 7 to Year 14 are now set out clearly and ensure that every student develops essential knowledge, skills and understanding as they progress through the school.

## QUALITY OF EDUCATION: OUTSTANDING

Our curriculum is designed to secure, in students’ long-term memory, an ambitious body of developmentally appropriate essential knowledge for both academic and personal development. All students at Melland High School are in receipt of an Education Health & Care Plan (EHCP) and follow either a Pre-Formal, Informal/ Semi-Formal or Formal Curriculum Pathway.

In order to meet the needs of our students our breadth of study is driven by five curriculum drivers which are ‘flexible curriculum pathways, powerful knowledge, specialist pedagogies, vocabulary and SMSC.’ They ensure we give our students appropriate and ambitious curriculum opportunities.



MHS Curriculum Drivers FINAL.pptx

There is a clear curriculum intent within each pathway, which has its own balance of personal and academic content that is appropriate to the needs of students. Within each pathway, content is carefully sequenced around Threshold Concepts or Key Concepts which form the basis for schema development.

Media and technology continues to be an area of excellence. Melland is regarded as a centre of excellence for media and technology across Bright Futures, locally and nationally. The innovative use of technology to create interactive learning environments is outstanding and provides real meaning for the pupils. It allows teachers and staff teams to be creative in the ways in which they structure learning experiences and high engagement from students.

Through the high-quality teaching of Relationship & Sex Education (SRE), pupils involved have increased their knowledge and understanding of their personal development, safety and welfare and this helps keep them safe and prepares them for adult life.

Reading and phonics is a whole school priority and is part of the Strategic School Improvement Plan. Reading is actively taught and facilitated within and across the curriculum pathways to develop pupils’ fluency, confidence and enjoyment and allow them to access the full curriculum offer. Expectations are high and staff recognise the importance of literacy and its relevance in every subject. An audit of reading schemes and resources and staff and student questionnaires inform continuous improvement in the reading programme. We have recently reviewed the phonics programme and are beginning to implement the Essential Letters and Sounds (ELS) scheme across the school.

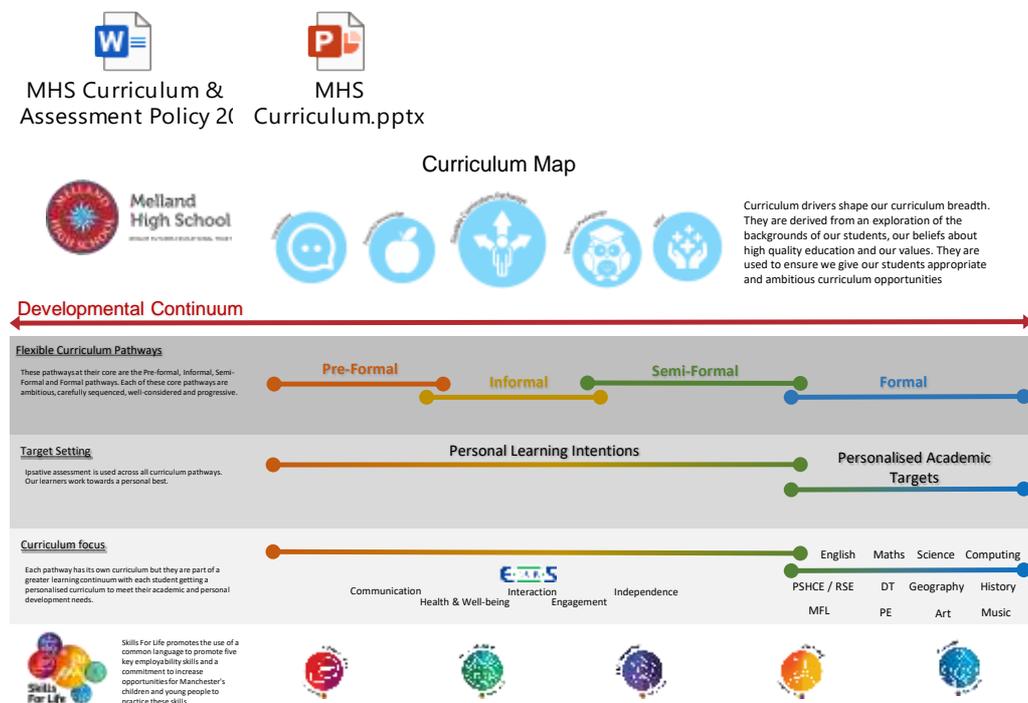
The quality of remote education is excellent. Our self-evaluation of remote provision shows that in every area our practices and systems were fully embedded and there are examples of best practice. Every student where appropriate was provided with the equipment to access live sessions. Form tutors made weekly contact with

every student in the school to update parents on students' efforts and to support students and parents with their general welfare and ICT equipment. As a result of this strategy, engagement rapidly improved from the first lock down and was very strong and all students EHCP outcomes continued to be met.

Following the pandemic, we have used the COVID Catch up Premium to support alterations to our curriculum to help students recover academically, socially and emotionally from the effects of the pandemic. We were able to provide an Occupational Therapist across the school population for an additional period of 60 days. As a result, additional support was provided for identified students. This initiative led to an ongoing SLA with the Occupational Therapist for the current academic year.

Middle leaders and teachers have focussed on developing their curriculum and identifying the essential knowledge and skills each student needs in order to achieve things they never thought they could. This highlighted within each pathway the most important concepts students needed to know and when. The National Curriculum is a fundamental part of the intent of each subject area within the formal curriculum pathway.

There is a clear whole school curriculum intent in place. MHS Curriculum & Assessment Policy. As a result, leaders of each pathway strategically adjust the time they teach certain areas of their curriculum to support a change in students' long-term memory and to support their knowledge retention and the connections students make across the curriculum.



The curriculum is constantly reviewed and adapted to meet the needs of students as they move through their 8 years at Melland. We use regular formative assessment to check what students know and can remember. Progress meetings and collaborative planning bring together various forms of assessment to identify how well the students are learning the essential knowledge and allow teachers and leaders the time to identify crucial knowledge gaps and put plans in place to address these.

There are a range of strong, personalised, whole school, pathway and subject specific high quality CPD opportunities in place for all staff from ECT to SLT. As a result, staff are skilful in their delivery of the curriculum pathways, and they have greater awareness of the impact of their teaching strategies on students' learning i.e. is it 'sticking' in long term memory and are students beginning to connect this knowledge? Where this is not the case there are swift actions put in place to improve teaching practice, subject pedagogy and subject knowledge.

Teachers use a range of relevant assessment strategies, appropriate to the students need, to check what they know and remember.

Our assessment and feedback strategies are research led and focus on what has the greatest impact on learning. For example, Proof of Progress questions in the formal pathway are now well embedded and we are starting to see the impact it is having in helping students retain the essential knowledge they need. As a result, students have 'bought in' to the learning process and are engaged in classroom retrieval practice.

Feedback strategies concentrate on what has the greatest impact. We are mindful of staff workload and adopt a philosophy of implementing strategies that have the greatest impact at the most appropriate time.

Our CPD revolves around our teachers self-reflecting against a set of key ingredients where they identify their strengths and areas to improve. Staff have flexibility in relation to their subject pedagogy and curriculum delivery. Collaborative planning is used to support staff.

Regular SLT learning walks aim to ensure every teacher is supported and challenged in their teaching practice and ensure students' attitudes to learning and aspirations are positive. SLT actively tackle attitudes to learning and support teachers to improve pedagogy. As a result, students are more focussed and actively participating in lessons and the implementation of the curriculum continues to develop using feedback from these learning walks.



QA Cycle 22-23.docx

Scrutiny of assessment, planning, progress, recording and evaluation (APPRE) together with regular Progress meetings with teachers demonstrate that staff have confidence in adapting teaching styles and strategies which are well matched to the specific needs and abilities of individual and groups of pupils. These termly APPRE meetings continue to ensure teaching, learning and assessment is effectively scrutinised, evaluated, moderated and informs teaching.

Interventions are accurately identified using pupil progress data and formative assessment strategies and their impact on pupil progress is effectively evaluated. The impact of interventions is regularly monitored and evaluated by teachers and SLT through Progress and APPRE meetings. A range of evidence, including case studies and lesson observations, demonstrates success in developing pupils as confident and competent learners who engage in creative learning opportunities.

There has been an increase in the breadth of national accreditation to celebrate pupil's achievements; these include bronze and silver Arts Award and City & Guilds in media and technology.

Leaders identified that there needed to be a change in assessment strategies which would follow the 3 different curriculum pathways. The refined MHS Assessment Toolkit, clearly identifies and evidences student progress.

Assessment for learning is of a consistently high quality and has been confirmed through internal and external quality assurance. Lesson observations demonstrate that pupils are challenged to act on feedback, manage their own learning and to take risks. Teachers give pupils specific feedback in line with the schools marking and feedback policy and the pupils use feedback effectively to improve their knowledge and skills. Lesson observations show that assessment, both formative and summative, is robust, undertaken by strong multi-disciplinary teams and is validated by very effective processes for moderation and progress meetings. Pupils are active participants in their learning benefiting from self- and peer assessment opportunities, this helps staff and pupils shape the next steps in learning.

Reading is a key priority for the school. Reading ages are tested annually for all students following the formal curriculum and targeted students following the semi formal curriculum. Some students are tested more frequently depending upon which reading intervention action has been put in place to address any students where reading is a barrier to them accessing our curriculum. Reading 'knowledge gaps' are also identified to allow us to address the key gaps in students' reading knowledge.

Whole school cross-curricular focus in reading, writing & communication have enhanced skills & embedded practice in literacy across the school contributing to improved outcomes across all English strands over time. Staff knowledge, skills & confidence in teaching cross-curricular numeracy has improved as evidenced by lesson

observations & research project outcomes. The cross-curricular numeracy focus has led to improved rates of progress in number.

### Areas for Improvement:

- Work in partnership with creative consultants and practitioners to enhance and add value to curriculum provision and pathways. Utilise existing and bespoke assessment systems & toolkit to effectively monitor and evaluate impact.
- Evaluate impact of Phonics & Reading programme using outcomes and further research & development to inform accurate and meaningful delivery to students experiencing SLD/ASD/PMLD.
- Continue to review & refine the History curriculum ensuring it is coherent, sequenced and ambitious.
- Further develop and embed the Informal Curriculum pathway.

## LEADERSHIP AND MANAGEMENT: OUTSTANDING

There is a very clear shared vision and purpose across all areas of the school and all leaders are ambitious in their drive to meet this core purpose. We involve all stakeholders in collaboration with our school improvement plans. As a result, this has helped to raise the aspirations of students and staff so everyone understands no matter who you are or where you come from you can and will achieve at Melland High School. The Trust, Governors, Senior and Middle leaders set high expectations.



Strategic 3 Year



Annual School



SIP EVALUATION

School Improvement Priorities RAG 22-23 TERM 2.d

Strong links with Bright Futures Development Network and Alliance for Learning have led to a unique bespoke CPD development opportunity for middle and senior leaders. As a result, leaders are continuing to develop the skills necessary to implement the curriculum effectively and are now embedding and sharing these skills collaboratively.

There is a strong personalised CPD menu available to all teachers and support staff from ECT to SLT. We have focussed on creating a strong developmental and collaborative culture. Dedicated CPD time has been allocated every Wednesday and this has allowed all staff to focus on their curriculum intent, assessment structures and the delivery / implementation of the curriculum. As a result, teachers and leaders are now able to identify areas of the curriculum that students have not learnt or where assessment shows there are gaps in knowledge. Teams can now work collaboratively to think of different and better ways to teach the essential knowledge. This is improving teaching practice and subject knowledge across subject areas.

Senior and middle leaders are highly respected across Manchester LA and other north-west authorities for providing high quality bespoke CPD with a particular focus for pupils with SEND.

Our quality assurance cycle provides an opportunity to monitor the impact of teaching and assess how well our curriculum intent is being implemented. Senior and middle leaders agree with teachers on the judgement of how much progress students are making and actions are put in place to improve. As a result, leaders and teachers are clearer on what learning is and how we can see whether learning is taking place or not. This process then helps 'pinpoint' the area where we can improve learning for the students. As a result, all students have clear targets and personal learning intentions linked to their EHCP outcomes, which focus on the strategy that will have the biggest impact in helping them learn. In addition, we commission a variety of school improvement professionals to support our QA processes. The impact of this ensures that our QA is robust and rigorous.

Members of the senior leadership team meet regularly with subject leaders to monitor the quality of education in each subject area and curriculum pathway. This creates an opportunity for SLT to challenge and support subject leaders in order continue to improve the curriculum. As a result, the skill set of middle leaders is extremely strong. Their decision making is aligned to the core purpose of the school. The meetings also provide an

opportunity for SLT to take feedback on strategies and shape future plans. As a result, there is a healthy culture which is purposeful and positive with middle leaders.

Leaders regularly evaluate the performance of the school via SEF sessions, weekly SLT meetings and regular walkabouts. As a result, leaders act swiftly to any areas that need to improve and ensure actions are in place quickly to bring about the necessary change. This has ensured there are swift responses to ensure students successfully complete their programmes of study in line with our curriculum intent. We expect all our students to follow our ambitious curriculum as we are confident it will improve their life chances.

Senior and middle leaders are constantly out and about monitoring and evaluating the quality of teaching, behaviour and ensure procedures and protocols are being consistently followed. As a result, the implementation of the curriculum is being monitored regularly and sharper feedback is being given to teachers to improve their practice and consistency.

Strategic progress meetings monitor the performance of every student in all pathways. Every student's progress is checked and teachers provide relevant evidence to support their judgements. The meetings are chaired by the senior leaders and opportunities to quickly adjust curriculum plans and support strategies for students are discussed, including any potential interventions.

Leaders engage effectively with students, teachers, parents/carers and the wider community. A strategic plan and review cycle is in place that involves all stakeholders in monitoring and evaluating the performance of the school. The Trust, Senior Leaders, students, parents/carers and governors evaluate the performance of the school through the work of the school improvement impact group. As a result, there is excellent communication between a range of stakeholders and an excellent understanding of priorities and targets.

There is a strong Student Leadership Team, which is democratically elected by students and staff. They hold weekly and half termly meetings with the assistant principal. As a result, a student voice process is in place which is helping the school to co-construct the curriculum and learning experiences with and for students.

Staff wellbeing is given a high priority with the result that the school is harmonious where people get on well together, care for one another and respect differences. Staff feel well supported by leaders.

Governance of the school is a strength. Governors have high levels of expertise which are well rounded in their knowledge of the life and work of the school. All governors take an active part in evaluating and monitoring performance and all play a full part in identifying the school's key priorities. Link governors are firmly embedded and visit the school and engage in supportive yet challenging discussion with school leaders. This is one of the ways that they play an important part in the monitoring and evaluation process.

Governors periodically undertake in-depth reviews of their performance, summarise the findings in a self-evaluation document and devise a development plan with priorities identified through the review process.

Safeguarding is effective and is always a high priority. A link governor monitors this work regularly with the DSL/DDSL. They have ensured all statutory requirements are met. An annual audit of safeguarding is completed and policy and practice are updated accordingly. The DSL/DDSL provides a weekly safeguarding update at SLT and staff briefings. The DSL/DDSL along with 5 other colleagues have successfully achieved the advanced certificate in safeguarding for safeguarding leads. The DSL/DDSL work closely with professionals and families to ensure all students are safe and their needs are met. Staff receive regular safeguarding training including new additions to the KCSIE at least annually and as and when required. As a result, all staff have a sound awareness of safeguarding and understand practice and policy so positive actions are taken at pace to follow up on any child protection issues. We track incidents of sexually harmful behaviours closely. The SCR is up to date.

#### **Areas to Improve:**

- Continue strong focus on Safeguarding including whole staff training; assigning of DSL roles & responsibilities; specific focus on current & emerging national & local issues.

- Continue to refine and develop the EPSO team’s unique role within the Bright Futures SEND framework in collaboration with relevant system leaders.
- Support and develop the next strategic stage of the school’s expansion including leadership & management of expanded staff teams, induction & training for new staff including ECT’s and evaluation of 23/24 Y7 pastoral approach.
- Ensure relevant and ambitious CPD underpins, supports and develops leadership roles and responsibilities.

## **BEHAVIOUR AND ATTITUDES: OUTSTANDING**

Students’ behaviour and attitudes are consistently judged to be outstanding. The school is compliant in all aspects of policies, procedures and practices regarding pupil behaviour. Lesson observations confirm that student behaviour in class, around school and on educational visits is consistently of a very high standard.

Lesson visits and evidence from student interviews confirm that relationships among staff and students are of high quality. Students report that they feel safe and everyone is treated with mutual respect and courtesy. Students report that they are well cared for at school; that school “asks for my ideas and listens to what I have to say”. (Student Leaders survey 2022/23). Advocates support some students as necessary to ensure everyone’s voice is heard. Our rewards and praise culture is embedded and staff are trained effectively in positive behaviour management techniques and de-escalation strategies.

Behaviour around the school is also exceptional. Students are confident, have high self-esteem and different groups of students get on very well with each other. Students are appropriately challenged and feel safe to take risks.

Analysis of data recorded on the school’s MIS (SIMS Behaviour Manager) indicates the number of negative behaviour incidents recorded has reduced, the number of merits issued to students is markedly on the rise and that the “For Your Information” (FYI) category is being used successfully to inform strategies for interventions for individual students.

Incidents of child on child abuse, bullying and discrimination are extremely rare, and students are aware of how to remain safe as a result of the excellent pastoral system, and curriculum content. Students with different backgrounds get on extremely well and there have been no racist incidents reported over many years. Staff are vigilant in recognising any changes in behaviour and report these changes to relevant staff e.g. DSL.

A strong Behaviour Support Team works with the class team and students by ensuring a consistent approach which supports the students to regulate their behaviour using a range of appropriate strategies including the use of Zones of Regulation, restorative approaches, sensory circuits which therefore minimises disruption in class.

A ‘Chill Out’ room and ‘Safe Spaces’ are available for all pupils to use, by referral or choice. This successfully encourages pupils to take responsibility for managing their own behaviour.

By observing, gathering, and analysing data to ensure interventions are personalised, well informed and planned according to the needs of each individual within the context of their class, shared areas or within particular lessons both on-and off-site.

Staff work in close partnership with students, parents/carers and other professionals e.g., Behaviour Consultant, Educational Psychology, Occupational Therapy, School Nurse, Speech, and Language Therapy, CAHMS etc to develop strategies as part of a positive behaviour support plan. This supports students to self-regulate and manage their behaviour in a positive manner.

Staff are role models for positive behaviour and interaction and provide a supportive approach to all expressions of needs and behaviour, without judgement.

The house system and awarding of house points promotes positive behaviour and celebrates success. Students value the reward system; they know what they have to do to gain house points. Each house has a student house captain.

The attendance of all students in 2022/2023 was 90.5% which was in line with special school national averages, however, the figure is higher than local special school averages.

Senior leaders monitor attendance daily & update with HoDs & 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'; Y7 transition; safeguarding and/or specific multi-agency involvement/home visit/signposting appropriate support for families.

Impact of attendance drive 2021-22 resulted in an increase in regular attendance by 14.6% in KS3&4 and 12.6% in 6th Form. A further increase of 3.5% in KS3&4 and 2.9% in 6<sup>th</sup> Form was achieved in 2022-23 despite ongoing challenges with Home to School Transport.

Also, by utilising new and existing data systems, the school can analyse, track, and compare attendance rates with other schools via FFT, which helps to inform attendance management strategies.

EHCP outcomes reflect attendance concerns/targets where appropriate, offering wider information & support from external agencies. Consistent rewards & celebration of good and improving attendance has been embedded as well as the role of tutor & senior leaders responsibilities relating to attendance monitoring, absence monitoring & statutory procedures. Good practice is shared across Bright Futures via the BF Attendance Network

There has only been 1 one day fixed term exclusion over the last 3 years and no permanent suspensions.

#### **Areas for Improvement:**

- **Attendance** - Focus on post 16 attendance; work with students & families to support changes to H2S transport particularly at transition points; share good practice via BF attendance network; promote and celebrate good attendance via inclusive tutor group.
- **Behaviour & Regulation** - Review whole school behaviour policy, strategies and interventions for all students with support from behaviour consultant, OT & link EP.
- **Inclusion & Accessibility** - Evaluate impact of fully inclusive tutor groups; establish action research project with EP to explore specific unstructured time e.g. lunchtime & use of food hall.

## **PERSONAL DEVELOPMENT: OUTSTANDING**

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. Key knowledge is planned and sequenced across the PSHE/RSE curriculum. 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. British Values and SMSC are woven into the curriculum. Having SMSC as a driver allows us to bring into focus how our curriculum helps encourage our students to become successful learners, confident individuals, responsible citizens and preparing them for the next stage of their life's journey.

Melland High School is committed to making a difference for all our young people and this is reflected in the Personal Development Programme. 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. We work closely with parent/carers and families in school and the community, ensuring excellent pastoral care. We listen and respond to student voice, and we invest in staff professional development in order to support

their own wellbeing and that of students. We work with a network of professionals to meet and support a diverse range of needs.

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, Personal Learning Intentions, dignity and respect. Melland and Bright Futures tweet regularly and frequently to promote Personal Development success and events in school. Student leaders and House captains have a high profile across school and promote personal development achievements whilst being role models. A strategic lead for personal development is now in post and leading Personal Development across the school. During the Autumn/Spring term 2021/2022 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. As a result, we feel that the needs of our students are extremely well supported.

The school takes a multi-disciplinary approach to Personal Development and relationships with agencies and other professionals are well embedded. The curriculum and 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. The provision of Personal Development interventions is tracked, and the impact measured where relevant. Evaluation of impact is an ongoing part of the Personal Development programme and includes pupil work, data captured, learning walks, case studies and student, staff and parent/carer voice.

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 communication needs and personal preferences. The wide range of whole school, small group and individual targeted interventions are put in place and the individual knowledge of each pupil is highly developed. School and families have built deep and meaningful relationships to support each young person now and in preparation for adult life and the future.

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. There is a well-planned programme of impartial careers education and information, advice and guidance (CEIAG) and Enterprise Education for all students. The school comfortably meets all the Gatsby benchmarks.

The RSE policy, annually ratified by governors, has been developed collaboratively with a range of stakeholders and clearly sets out the subject content. As a result of collaboration with the Manchester healthy schools programme, pupils are able to explain how to keep themselves healthy and live a healthy lifestyle.

E-safety is taught on a regular basis and as a result leaders are confident that students are aware of how to keep themselves safe on-line.

There are a range of clubs such as basketball, dance, multimedia, gaming, crafts, computing, sensory stories. This ensures that students interests are well catered for.

#### **Areas for Improvement:**

- Strategic lead, working with Heads of Department and PSHCE co-ordinator, to map PD delivery across curriculum pathways ensuring clear links to EHCP outcomes & effectively reflecting the Preparation for Adulthood framework.
- Utilise a range of systems for evaluating impact of PD provision including the Kloodle platform and identify relevant & supporting CPD for teachers and TAs.

## SIXTH FORM PROVISION: OUTSTANDING

Our three-year Sixth form provision (16-19) is outstanding.

Our ambitious curriculum has been coherently planned and sequenced, developing on from key stage 4, taking into account the needs, talents and abilities of our students with a continuing focus on the students' potential destinations.

The curriculum centres on individual pathways with a strong focus on vocational options that encourage students to think about their future and support their education with real life experiences. We have worked closely with students, families, our partner colleges and curriculum teams across school to ensure that our offer is meaningful and reflects the opportunities within the city. Students are able to follow a formal pathway or a specialist route following an informal / pre-formal / semi formal pathway. As a result, students over their time in the sixth form develop a range of skills designed to equip them for the next steps in their educational journey.

Attitudes and behaviour of sixth form students are excellent. Students consistently show respect to each other and a range of staff and visitors both in school and in the community. There is a wide range of enrichment activities which always attracts a high take up.

Whilst all teachers have up to date subject knowledge, along with knowledge of curriculum pathways at key stage 3 and 4, they have also received extensive CPD in providing up to date vocational careers advice and guidance. Preparing students for life post 16 and post 19 is always at the forefront of our thinking. This ensures that the vast majority of our students have a smooth transition into adulthood.

Sixth form staff, along with information from student voice, have created an environment which allows students to develop independence. This ensures that our students are better prepared for life after school.

The rigorous process of ECHP reviews for our sixth form students ensures that high quality outcomes are set alongside a wide range of professionals including social workers and external college providers with the student and family at the heart of the process. This process supports our students to move into high quality, aspirational post-19 destinations. Students move on from sixth form into a range of placements including specialist provision, mainstream vocational courses and supported internships. Students move on from sixth form with a solid plan in place which reaches beyond the next academic year into adulthood and which the post-19 providers can support well with their provision. This is made possible through the excellent EHCP review process across sixth form which all staff contribute to.

Students are well supported at key transition points both at Year 11 and Year 14 by well embedded and personalised approaches supported by a dedicated Transition Coordinator. As a result of the transition programme Year 11 students are highly motivated to move into sixth form and are well prepared for what is to come.

Sixth form staff deliver sessions using specialist pedagogy with the overall ethos of developing independence at the appropriate level for each student in each session. As a result, students in sixth form develop well in all areas of the Preparing for Adulthood framework in a way which is meaningful for them.

Sixth form careers offer is outstanding. The Gatsby Benchmark areas are well met and there is a well-planned programme of impartial careers advice and guidance as well as a comprehensive careers curriculum which considers students' likely destinations, their skills, abilities and local labour market information. Our careers lead alongside the team are committed to providing tailored, aspirational employer encounters, work insights and placements for each student in the most meaningful way with future aspirations in mind.

There is well established positive working relationships with a range of community partners who support our careers programme and ensure that it is well linked to the world of work in the local area.

## Areas for Improvement

- Embed the revised 6<sup>th</sup> Form curriculum ensuring that it effectively reflects careers and preparation for adulthood.