

## Autumn Term 2023 Quality Assurance Visit

**Please note:** the final report should be returned to the relevant **SSQA by Friday 24 November 2023**. Please make sure that the final report has been proofread, agreed with the school and that ALL sections are complete.

Please could the general information and SI and safeguarding priorities 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			
<b>School name</b>	Melland High School		
<b>Headteacher</b>	Sue Warner	<b>Chair of Governors</b>	Peter Tite
<b>QA professional</b>	Graeme Hollinshead	<b>Date &amp; length of meeting</b>	November 16 <sup>th</sup> 2023 2.5 hours
<b>Meeting attendees and roles</b>	Staff: Staff: Sue Warner (Principal); Julie Barnett (Vice-Principal); Charlotte Johnson (Head of 6 <sup>th</sup> Form) Tom Gregson 6 <sup>th</sup> Form teacher, 6 <sup>th</sup> Form accreditation and DofE co-ordinator Chris Beswick – Member of governor curriculum committee		
<b>Last Ofsted grade and date</b>	Outstanding January 2018	<b>School's current judgement of overall effectiveness</b>	Outstanding
<b>School's current judgement of quality of education</b>	Outstanding	<b>School's current judgement of behaviour and attitudes</b>	Outstanding
<b>School's current judgement of personal development</b>	Outstanding	<b>School's current judgement of leadership &amp; management</b>	Outstanding
<b>School's current judgement of Early Years</b>	Outstanding	<b>School's current judgement of 6<sup>th</sup> Form</b>	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 2023/24 and rationale	
Priority	Rationale
<b>Quality of Education</b> 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 & meaningful delivery to students experiencing SLD/ASD/PMLD. Continue to review & refine the History curriculum ensuring it is coherent, sequenced & ambitious.  Further develop and embed the Informal curriculum pathway.	Analysis of student outcomes Monitoring and evaluation of SIP 2022/23 School Evaluation Form 2023National Initiatives; Ofsted preparation EEF research and guidance External curriculum consultant feedback Melland High Schools quality assurance cycle Bright Futures school improvement analysis
<b>Behaviour &amp; Attitudes</b> Continue the focus on improving attendance for all students, with specific interventions for year 8 and Year 13	Improvement of student outcomes academic and personal development LA review of Home to School transport Covid recovery Local and national attendance initiatives Relationships with families

<p>Review whole school behaviour policy, strategies and interventions for all students with support from behaviour consultant, OT &amp; link EP.</p> <p>Evaluate impact of fully inclusive tutor groups; establish action research project with EP to explore specific unstructured time, e.g., lunchtime and use of food hall.</p>	<p>Review of provision for increasing student population experiencing PCLD</p> <p>Inclusive and flexible curriculum pathways</p>
<p><b>Personal Development</b></p> <p>Strategic lead, working with Heads of Department and PSHCE co-ordinator, to map PD delivery across curriculum pathways ensuring clear links to EHCP outcomes &amp; effectively reflecting the Preparation for Adulthood Framework.</p> <p>Utilise a range of systems for evaluating impact of PD provision including the Kloodle platform and identify relevant &amp; supporting CPD for teachers and teaching assistants.</p>	<p>Monitoring and evaluation of SIP</p> <p>School Evaluation Form</p> <p>PD Initiatives, e.g., RDI, Skills for Life, Lyfta</p> <p>PD leadership, teaching, TA CPD</p> <p>The impact of socio-economic disadvantage</p> <p>Focus on character education and cultural capital</p>
<p><b>Leadership &amp; Management</b></p> <p>Continue strong focus on Safeguarding including whole staff training; assigning of DSL roles &amp; responsibilities; specific focus on current &amp; emerging national &amp; local issues.</p> <p>Continue to refine and develop the EPSO team's unique role within the Bright Futures SEND framework in collaboration with relevant system leaders.</p> <p>Support, develop and deliver the next strategic stage of the school's expansion.</p> <p>Ensure relevant and ambitious CPD underpins, supports and develops leadership roles and responsibilities.</p>	<p>Monitoring and evaluation of SIP</p> <p>School Evaluation Form</p> <p>National leadership initiatives</p> <p>NPQ's</p> <p>Ofsted preparation</p> <p>External curriculum consultant feedback</p> <p>MHS quality assurance cycle</p> <p>Bright Futures school improvement analysis</p> <p>New local and national safeguarding initiatives</p> <p>Succession planning</p> <p>EPSO and SLE roles and responsibilities</p> <p>Meeting the needs of a local students and families with a growing population of students experiencing complex needs</p>

**Analysis of end of year outcomes 2023. QAP to complete for each key stage.**

<p><b>Consider the outcomes in core subjects that pupils achieved as a result of the planned curriculum.</b></p> <p><b><i>NB The curriculum is split into Pre-Formal; Semi-Formal and Formal. It is not organised into Key Stages.</i></b></p>		
Prompt	Comment	Supporting evidence
	<p>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.</p> <p>The school have introduced flexible curriculum pathways.</p> <p>I have also added a section for the 6<sup>th</sup> Form.</p>	
<p>Did the teaching sequence enable pupils to achieve the school's clearly defined end points?</p>	<p>The curriculum has been completely re-designed over the past few years with flexible curriculum pathways being introduced.</p> <p>The Pre-Formal curriculum puts the learners with the very highest needs in control by giving them an environment that they can understand and access. All pupils have Personal Learning Intentions, alongside an EHCP, which outlines sequencing of individual accessible learning activities to encourage development through varied context and opportunities. The pupil is placed at the centre of the curriculum and supported to achieve individual and personalised end points throughout the year in an environment they can understand. The targets are based on communication, independence, health and well-being, social interaction and engagement. This curriculum is designed to support pupils to have meaningful control and interactions with their world around them in their own way. Progress is made in very small steps and activities are constantly revisited.</p>	<p>Strengths Provision Analysis</p> <p>Pre-formal linked learning curriculum overviews &amp; planning documents</p> <p>EQUALS Pre-Formal curriculum modules</p> <p>Routes for Learning</p>

<p>Was the curriculum successfully adapted and equally ambitious for disadvantaged pupils and pupils with SEND? Did they achieve their clearly defined end points?</p>	<p>NB All pupils have SEND. The Pre-Formal group have the highest needs. The school's website highlights that the key aim of the Pre-Formal curriculum is to support pupils to access an engaging curriculum with specialist resources and adaptive technology, to interact with and change to encourage development. This is a key feature within this pathway. The curriculum is constantly being adapted by skilful, well-trained teachers and Teaching Assistants to suit the needs of the individual pupils. Teachers assess pupils and provide individual targets for the pupils. The assessment cycle is 'observational heavy' with staff encouraged by very small steps of progress. Individual pupils have bespoke specialised interventions based on their needs. Analysis of the progress and achievement of the groups of students 2022/23, i.e., gender, EAL, pupil premium, CLA indicates no discernible difference between each group and that of their peers with similar abilities &amp; starting points.</p>	<p>Mapping and Assessing Pupil Progress (MAPP) data demonstrating complexity of need and the relationship towards ipsative progress</p>
<p>How has the analysis of the Pre-Formal curriculum outcomes been used to reshape the curriculum and teaching for 2023/24?</p>	<p>Analysis of data highlighted the need for the development of flexible curriculum pathways. Mapping and Assessing Personal Progress (MAPP) data shows outstanding ipsative progress is being made towards students Personal Learning Intentions (PLIs). Leaders are confident that the reshaping of the curriculum is supporting the progress of students on the Pre-Formal Pathway.</p>	<p>MAPP assessments 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 EHCP Outcomes</p>
<p><b>Objective summary statement by QA professional, including strengths and agreed next steps</b></p>		
<p>This curriculum pathway is well structured and a lot of care and attention is taken to ensure that there are clear Personal Learning Intentions mapped out for the pupils. Leaders are confident that the flexible specialist curriculum pathways are highly appropriate for the identified pupils following robust self-evaluation, which included lesson observations, learning walks, work scrutiny, progress meetings and co-ordinator meetings.</p>		

<p><b>Consider the outcomes in core subjects that pupils achieved as a result of the planned curriculum.</b></p>		
<p><b>Semi-Formal</b></p>		
<p><b>Prompt</b></p>	<p><b>Comment</b></p>	<p><b>Supporting evidence</b></p>
<p>Did the teaching sequence enable pupils to achieve the school's clearly defined end points?</p>	<p>Planning in the Semi-Formal curriculum is based around the Equals foundation modules for example, thinking &amp; problem solving; independence; play &amp; leisure and communication and this ensures that the curriculum is coherently planned and sequenced. 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 flexible learning opportunities are planned, reviewed and implemented regularly to ensure consistent personal development, within any areas of formal learning, without limitation. Identified pupils are supported to access meaningful formal learning opportunities, suitable to their educational and holistic needs.</p>	<p>Strengths Provision Analysis  Semi-formal inked learning curriculum overviews  Semi-formal Timetable  EQUALS Semi-Formal Curriculum Modules</p>

<p>Was the curriculum successfully adapted and equally ambitious for disadvantaged pupils and pupils with SEND? Did they achieve their clearly defined end points?</p>	<p>NB All pupils have SEND. This group have high needs but not quite as great as the pre formal group. As in the pre-formal pathway, teachers analyse of gaps in learning and focus on these areas of development, which 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'. 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 2022/23, i.e., gender, EAL, pupil premium, CLA indicates no discernible difference between each group and that of their peers with similar abilities &amp; starting points.</p>	<p>Semi-formal inked learning curriculum overviews</p> <p>Semi-formal Timetable</p> <p>EQUALS Semi-Formal Curriculum Modules</p> <p>EHCP Outcomes</p>
<p>How has the analysis of the Semi-Formal curriculum outcomes been used to reshape the curriculum and teaching for 2023/24?</p>	<p>Analysis of data highlighted the need for the development of flexible curriculum pathways. This pathway has been developed to cater for expansion of explorative opportunities for the pupils and to improve their sensory and communication needs.</p> <p>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.</p>	<p>MAPP demonstrating complexity of need and the relationship towards ipsative progress</p> <p>Evidence For Learning (EFL) app</p> <p>EQUALS Semi-Formal Curriculum Modules</p> <p>Semi-Formal linked learning curriculum overviews</p> <p>EHCP Outcomes</p>
<p><b>Objective summary statement by QA professional, including strengths and agreed next steps</b></p>		
<p>This pathway is very flexible in that it allows for pupils to move into the formal curriculum pathway for certain individual subjects where appropriate. The curriculum is well-planned and ensures that pupils make progress based on their own starting points. Each of the 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 getting a personalised curriculum to meet their academic and personal development needs.</p>		

<p><b>Consider the outcomes in core subjects that pupils achieved as a result of the planned curriculum.</b></p>		
<p><b>Formal KS3, KS4 &amp; 6<sup>th</sup> Form</b></p>	<p>Pupils are vertically grouped within each key stage</p>	
<p><b>Prompt</b></p>	<p><b>Comment</b></p>	<p><b>Supporting evidence</b></p>
<p>Did the teaching sequence enable pupils to achieve the school's clearly defined end points?</p>	<p>The curriculum overviews in the core subjects at KS3 and KS4 demonstrate that the curriculum is coherently planned and sequenced. Routines are embedded in lessons that allow for retrieval and recall. Curriculum overviews all other national curriculum subjects including geography, history, music, art science, P.E. PSHCE/RSHE and Careers have also been developed outlining what pupils need to learn. Formative assessment is constantly used to ensure that new knowledge is built on a strong foundation of prior knowledge. Half-termly assessments, where appropriate, demonstrates success towards end points, i.e., at the end of each half term and inform next steps. The newly designed Sixth Form formal curriculum is based around the Preparation for Adulthood Framework and has future aspirations and 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.</p>	<p>End of key stage progress data for 2022/23 in English and maths-B Squared Pre-Key Stage Standards</p> <p>Subject curriculum overviews</p> <p>Formative assessment e.g. quiz results and evidence of learning/student work</p> <p>Sixth Form curriculum</p>

	The pathways are Preparation for Employment and Preparation for Independence. Sixth form students following the formal pathway access core sessions (Literacy, Numeracy, Wellbeing, Digital skills, Careers, Sport and Leisure), 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. The pre formal, semi formal and formal pathways are also evident in the 6 <sup>th</sup> Form curriculum catering for the needs of the individual.	& Accreditation End of year Reports
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 have SEND. As described in previous sections, the curriculum is successfully adapted to suit the needs of the individual pupil. The needs of the individual determine which of the three curriculum pathways, a pupil follows but they can move into a different pathway if it suits their development need. Analysis of the progress and achievement of the groups of students 2022/23, 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 2022/23 in English and maths.  Pre-key Stage Standards
How has the analysis of this key stage's outcomes been used to reshape the curriculum and teaching for 2023/24?	Following the analysis of key stage outcomes and the curriculum audit, leaders are confident that they have designed a suitable curriculum for all learners. Leaders are constantly reviewing the quality of the curriculum and will endeavour to adjust the curriculum based on evidence from their robust self-evaluation. Guidance for leaders on curriculum design is gleaned from the Chris Quigley 'Essentials Curriculum' model and QA consultant visits. Curriculum routines are used as one way of embedding retrieval and overlearning improving students' fluency of disciplinary and substantive knowledge. In the 6 <sup>th</sup> 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.	Curriculum Overviews Medium term Module Plans  KS3 & KS4 change of Awarding Body for Entry level Qualifications (City & Guilds)  Formal subject curriculum guides  Sixth Form curriculum & Accreditation
<b>Objective summary statement by QA professional, including strengths and agreed next steps</b>		
Leaders have designed a curriculum model which has the pupils at the heart of it. All decisions about which pathway to follow are based on a thorough assessment of the individual pupils' needs along with the EHCP outcomes. Leaders will continue to embed the formal pathway along with the revised 6 <sup>th</sup> Form curriculum model ensuring that it effectively reflects careers and preparation for adulthood. They are also investigating opportunities for accreditation to compliment vocational options. Leaders in the 6 <sup>th</sup> Form are focussing on further developing the Skills for Life assessment tool, Kloodle.		

<b>Governors' reflections on end of year outcomes and the implications for the curriculum.</b>		
<b>Prompt</b>	<b>Comments</b>	<b>Supporting evidence</b>
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 from Heads of Department and curriculum leads. They are well versed in providing appropriate challenge and always act as a critical friend. There is always good dialogue between governors and school leaders. They have been involved throughout in the development of the flexible curriculum pathways. The governor at the meeting told me that there is robust scrutiny of quality and standards. Governors want to see things first hand and as an example the reading and phonics governor made a half day visit to review that curriculum area. Some governors have attended the training on the curriculum.	Discussion with Governor  Governor meeting minutes
How will governors know how well all pupils are achieving in all subjects?	Governors are provided with detailed information about student outcomes and destinations from senior leaders and subject leaders. The school are fortunate in that they have a very active, supportive group of governors, some of whom have had very senior experience in education and hence are able to robustly challenge and support all the data given by leaders about pupil achievement.	Discussion with Governor  Governor meeting minutes

**Governors' reflections on end of year outcomes and the implications for the curriculum.**

**Curriculum  
(QAP to complete)**

**It is suggested that QA professionals request copies of curriculum plans to be made available at the start of the visit, including subject overviews, individual topic / unit plans, etc. The QAP should then use these to identify any inconsistencies / subjects at different stages to inform the discussion with leaders.**

Prompt	Comments	Supporting evidence
<p>Does the school follow the National Curriculum or something equally as ambitious? Do ALL pupils follow this curriculum, including early learners, those with SEND and those who are disadvantaged?</p>	<p>All the pupils are SEND. The curriculum is based on the aims of the National Curriculum and early years requirements. The curriculum offers students an introduction to the best that has been thought and said, giving them the powerful subject knowledge that gives pupils, relative to their ability and needs, academic and intellectual ways of thinking, and powerful personal knowledge. The curriculum is designed to give students the character, dispositions, attitudes and habits to navigate their way through life and the cultural capital that they need to be successful in adult life.</p>	<p>Curriculum Policy  Curriculum tools, e.g., 'Essentials' 'kapow' &amp; 'Lyfta'  Curriculum Overviews Subject Guides</p>
<p>What are the strengths / weaknesses of the curriculum? Are there any subjects at an earlier stage of development / implementation? What plans do leaders have to ensure that any weaknesses are addressed quickly?</p>	<p>Strengths: The curriculum is designed to secure, in students' long-term memory, an ambitious body of developmentally appropriate essential knowledge for both academic and personal development. It is a real strength that the curriculum is designed to suit the individual needs of the students, many of whom have complex needs. History is in the earlier stages of development. The History co-ordinator is new to the school and is working closely with the school's curriculum team, and external curriculum consultants. He is also given time for curriculum research and development.</p>	<p><b>Curriculum Drivers:</b> Flexible Curriculum Pathways SMSC Specialist pedagogies Vocabulary Powerful Knowledge  History curriculum overview and medium-term plans</p>
<p>Has key knowledge been identified in <b>every subject</b>, for <b>every year group</b> and for <b>every topic / unit</b>? Is this knowledge progressive over time?</p>	<p>Leaders recognise and clearly articulate that it takes a long time for long-term memory to develop, particularly for the pupils in their care, and that repetition and a carefully sequenced curriculum is required to do so. Every subject has a curriculum overview which demonstrates appropriately sequenced knowledge progression over time.</p>	<p>Curriculum Guides  Curriculum subject overviews  Pathway guides</p>
<p>Has key knowledge been sequenced coherently in <b>all</b> subjects? Have leaders made any deliberate decisions about the <b>order</b> in which knowledge is learnt?</p>	<p>Learning episodes are always appropriate and, over time, varied with the aim of building strong schemata in students' long-term memory. Within one lesson the episodes may look different for each student, appropriate to their individual needs. Key knowledge in subject areas have also been identified and identified in the curriculum plans.</p>	<p>Curriculum Guides  Curriculum subject overviews  Pathway guides</p>
<p><i>For secondary schools / FE</i>, how has the curriculum been adapted so that pupils at an early stage of reading development can acquire the same knowledge as their peers?</p>	<p>NB All pupils have SEND. A DFE approved phonics programme is well embedded for students within the formal pathway in KS3 &amp; KS4 leading to improved student outcomes in phonics and reading.</p>	<p>ELS Phonics Scheme  Phonics progress data  Learning walks</p>
<p>How well is the curriculum designed to meet the needs of all pupils, inc. early learners, pupils with SEND and those who are disadvantaged? How is teaching adapted to meet specific needs?</p>	<p>All pupils have SEND.          The curriculum is successfully adapted to suit the needs of the individual pupils via the flexible curriculum pathways.</p>	

## Curriculum (QAP to complete)

**It is suggested that QA professionals request copies of curriculum plans to be made available at the start of the visit, including subject overviews, individual topic / unit plans, etc. The QAP should then use these to identify any inconsistencies / subjects at different stages to inform the discussion with leaders.**

<p>How do leaders ensure that pupils remember curriculum knowledge in the long-term?</p>	<p>Senior leaders monitor whether the intended curriculum is enacted by assessing the extent to which the curriculum is implemented through lesson observation, learning walks, book looks along with discussions with pupils and subject leaders.</p>	
<p>How is curriculum knowledge assessed? Is this the same for <b>all</b> subjects? How do leaders ensure that assessments are concentrating on the knowledge retained and recalled, rather than overall performance in lessons? How is assessment information then used?</p>	<p>The approach to assessment is based upon progression towards curriculum end points.</p> <ul style="list-style-type: none"> <li>• In the short-term assessment for learning through class teaching, questioning and retrieval practice gives valuable practice towards the stated curriculum end points. As a result of good formative assessment, teachers quickly make adaptations to the curriculum and interventions for identified individual pupils.</li> <li>• 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.</li> <li>• In the long-term, end of year assessments provide valuable insights about students' long-term retention of essential knowledge. This also informs end of year reports for parents/carers and the evaluation ECHP outcomes.</li> </ul>	<p>MHS Curriculum Policy MHS Assessment Policy</p>
<p>What CPD have staff received to support their implementation of the school's curriculum? (Broad as well as subject-specific) How do leaders support inexperienced / struggling teachers? Do ALL staff access curriculum CPD or is it just teachers?</p>	<p>There is a relevant and impactful CPD programme for all staff. This is well planned and the impact is evaluated through the quality assurance cycle and CPD evaluation process. There is strong liaison with professional educational consultants plus coaching and mentoring support for key staff from whole school curriculum leads. Training for the development of the curriculum has been extremely thorough. This high-quality training ensures leadership skill development and successful achievement of Quality of Education SIP priorities. A comprehensive CPD programme has been identified which recognises and supports the professional development needs of all staff including teachers and non-teaching staff.</p>	<p>CPD annual plan  Appraisal Process QA Cycle ECF Framework MHS CPD Programme</p>
<p>How do senior leaders and subject leaders monitor / evaluate the quality of the curriculum? What is this telling them?</p>	<p>Senior leaders, curriculum team and subject leaders monitor the effectiveness of the curriculum by assessing:</p> <ul style="list-style-type: none"> <li>• the expertise of teachers in implementing the curriculum, providing support and training where necessary (lesson observations)</li> <li>• the students' deliberate practice towards their milestones and the quality of evidence recorded by staff and/or students' work.</li> <li>• the extent to which students are remembering and knowing more as they progress through the curriculum (discussions with students)</li> </ul>	<p>MHS QA Cycle</p>

Governors' reflections		
Is there a link governor, trustee or committee that focuses on curriculum / quality of education?	The governors are an active group, who are regularly visiting school to observe progress in different curriculum areas. Governors are not linked specifically to any subject, but all governors take an active role in focussing on the quality of education. Their visit reports go to the Curriculum, quality and standards committee (CQS) There are link governors for the Formal, Specialist and 6 <sup>th</sup> Form Pathways.	Governor CQS agenda and minutes
How do governors hold leaders to account for the quality of education? Are there any improvements that need to be made?	An extremely experienced governing body provides excellent support and challenge at the curriculum, quality and standards committee (CQS). The new MHS SIP IMPACT Group, set up by governors and leaders will provide a useful additional strand in monitoring and evaluating the school's effectiveness. Newly identified link governors appointed for Formal, Specialist and 6 <sup>th</sup> Form Pathways.	Governor CQS agenda and minutes  IMPACT Group SIP action plan evaluations
What are the key curricular actions, taken by leaders and governors, that have had the most impact? Can these be clearly articulated?	The identification of five curriculum drivers, including the Flexible Curriculum Pathways (which at their core are the Pre-formal, Informal, Semi-formal and Formal pathways); powerful knowledge, specialist pedagogies, vocabulary and SMSC have provided a real focus for curriculum design. Each of these three 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 receiving a personalised curriculum to meet their academic and personal development needs. There are some shared aspects, for example, Skills for Life, careers education, SMSC, Fundamental British Values, personal safety, health education and Preparation for Adulthood. Students can move between the pathways or experience elements of more than one.	Curriculum Policy  Curriculum Guides  Curriculum Subject Overviews

Objective summary statement by QA professional, including strengths and agreed next steps
The curriculum has been developed over the course of the past three-four years and is clearly designed to cater for the complex needs of every individual pupil. Every pupil accesses a curriculum tailor made to them. Curriculum plans, particularly in the formal pathway are sequential and ambitious and leaders review these plans termly to ensure that the granular knowledge (key knowledge) is detailed in the medium term plans. The development of the IMPACT group, which includes a range of stakeholders is instrumental in the monitoring of the curriculum school improvement priorities.