

Autumn Term 2024 Quality Assurance Visit

Please note: the final report should be returned to the relevant **SSQA by Friday 29 November 2024**. Please make sure that the final report has been proofread, agreed with the school and that ALL sections are complete.

The general information and SI and safeguarding priorities should be completed by the school prior to the QA visit.

General information to be completed by the school			
School name	Melland High School		
Headteacher	Sue Warner	Chair of Governors	Peter Tite
QA professional	Graeme Hollinshead	Date & length of meeting	November 20 th , 2024 2.5 hours
Meeting attendees and roles	Staff: Sue Warner (Principal) Julie Barnett (Vice-Principal) Rob Barlow (Assistant Principal) Governance Board: Chris Beswick		
Last Ofsted grade and date	Outstanding March 2024	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 2024/25 and rationale	
Priority	Rationale
<p>Quality of Education Further personalise curriculum provision through the development and delivery of the Blended Curriculum approach.</p> <p>Utilise research and existing qualitative and quantitative data to further evaluate and refine the ELS Phonics Programme to improve reading outcomes for students at KS3 & 4.</p> <p>Continue to review and refine the Design Technology Curriculum ensuring it is coherent, sequenced and ambitious</p> <p>Behaviour and Attitudes Continue to monitor, analyse and improve attendance for all students, implementing personalised interventions with a specific focus on identified 'second transition points'</p>	<p>Analysis of student outcomes</p> <p>Monitoring and evaluation of SIP</p> <p>School Evaluation Form</p> <p>School improvement consultations with stakeholders (governors, parents, staff and students)</p> <p>National Initiatives</p> <p>External curriculum consultant feedback</p> <p>Melland High Schools quality assurance cycle</p> <p>Bright Futures school improvement analysis</p> <p>Improvement of student outcomes academic and personal development</p> <p>Local and national attendance initiatives</p>

<p>Review the MHS Physical Intervention Policy with all stakeholders and ensure Team Teach de-escalation techniques are imbedded across all key stages</p>	<p>Multi-disciplinary approaches Relationships with families Stakeholder perception and attitudes Review of provision for increasing student population experiencing PCLD Inclusive and flexible curriculum pathways</p>
<p>Personal Development Conduct a Careers Impact Internal Leadership Review to inform the revised and updated Strategic Careers Plan</p> <p>Audit & review curriculum pathways to ensure EDI is an integral part of provision and evaluate impact via a range of qualitative and quantitative measures</p>	<p>Analysis of student outcomes Monitoring and evaluation of SIP 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</p>
<p>Leadership and Management Establish clear routes of communication and feedback, regular access to appropriate CPD & support for wellbeing for a significantly increased workforce of both teachers and TAs</p> <p>Work collaboratively with educational consultant, senior & middle leaders to review and refine an effective approach to 'Judging the Quality of Education Through Lesson Observation'</p> <p>Develop and implement a whole school IT refresh and CPD strategy including assistive technology to support diverse learning needs, ensuring all students have equitable access to educational resources and opportunities</p>	<p>Analysis of student outcomes Monitoring and evaluation of SIP School Evaluation Form School improvement consultations with stakeholders National initiatives External curriculum consultant feedback MHS quality assurance cycle Bright Futures school improvement analysis New local and national safeguarding initiatives Succession planning EPSO and SLE roles and responsibilities</p>
<p>Safeguarding Priority</p> <p>Continue strong focus on Safeguarding including whole staff training; assigning of DSL roles & responsibilities; specific focus on current & emerging national & local issues.</p>	<p>New local and national safeguarding initiatives Safeguarding students Legal requirements CPD evaluations 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 2024. QAP to complete for each key stage.

***The term 'vulnerable pupils' may include those in receipt of Pupil Premium / FSM; Pupils with SEND; Children looked after (or previously looked after); Pupils with a social worker; Pupils supported by Youth Justice; etc.*

Consider the outcomes in core subjects that pupils achieved as a result of the planned curriculum.		
Key Stage	Pre-Formal Curriculum Pathway	
Prompt	Comment	Supporting evidence
<p>Did the teaching sequence enable pupils to achieve the school's clearly defined end points?</p>	<p>These students have the very highest needs and all have a personal learning plan, alongside an EHCP. Progress is made in very small steps.</p> <p>Leaders indicated that through focused CPD and school improvement priority planning, and follow up evaluation, they are achieving the aims of the Pre-Formal Curriculum Pathway which are:</p> <ul style="list-style-type: none"> • To provide developmentally appropriate experiences that challenge and support students to access the world around them. • To provide students with skills and knowledge that is relevant to them, their life and their future. • To teach transferable skills and nurture holistic progress within the key areas of development and beyond. <p>The sequencing of individual learning activities for students on this pathway promotes ipsative progress to encourage development through varied context and opportunities.</p> <p>Leaders explained that for those with profound learning disabilities, learning is best done when the learner is placed at the centre of the curriculum and supported to achieve individual and personalised end points.</p> <p>All internal and external QA activities including data from the Mapping and Assessing Personal Progress assessment system (MAPP) demonstrates that students are receiving an appropriate curriculum and successfully achieving clearly defined end points.</p> <p>'The specialist pathways curriculum is responsive, ambitious and informed. Leaders have thought carefully about ensuring that pupils learn the right thing at the right time.' Bright Futures School Review March 2024</p>	<p>EHCP Outcomes</p> <p>Strengths Provision Analysis (SPAs)</p> <p>Personal Learning Intentions (PLIs)</p> <p>MAPP assessment data</p> <p>Progress meeting presentations and evidence</p> <p>Parent/carer curriculum planners</p> <p>Ofsted report and feedback 2024</p> <p>Bright Futures School Review 2024</p> <p>MHS Quality Assurance (QA Cycle)</p> <p>Impact of CPD</p> <p>LGB Minutes</p>
<p>Was the curriculum successfully adapted and equally ambitious for vulnerable** pupils? Did these pupils achieve their clearly defined end points?</p>	<p>NB All pupils have SEND.</p> <p>This group have the highest needs.</p> <p>Analysis of the progress and achievement of the groups of students 2023/24, i.e., gender, EAL, pupil premium, CLA indicates no discernible difference between each group and that of their peers with similar abilities & starting points.</p> <p>The curriculum is successfully adapted and equally ambitious for students on the Pre-Formal Curriculum Pathway and it puts students at the centre of their curriculum by creating individual accessible learning opportunities that promote personal development. The curriculum supports students to be in control of their learning by giving them an environment that they can understand.</p> <p>Leaders support students through adaptive practice and specialist pedagogies to access an engaging curriculum, with specialist resources and adaptive technology. This enables students to achieve their clearly defined end points.</p> <p>'All pupils have an education, health and care (EHCP) plan.</p>	

	Expectations for their achievements are high, no matter which pathway they follow. Determined staff do everything that they can to ensure that pupils enjoy school and that they benefit from a carefully adapted curriculum. Pupils thrive personally and academically.' Ofsted 2024	
How has the analysis of this key stage's outcomes been used to reshape the curriculum and teaching for 2024/25?	The analysis of MAPP data shows outstanding ipsative progress is being made towards students Personal Learning Intentions (PLIs). These assessments take into account the impact of physical and sensory impairments. The progress of students is supported by a multi-agency approach. All students on the Pre-Formal Curriculum Pathway are on track to achieve their EHCP outcomes. Analysis of quantitative and qualitative data has led leaders to focus on specific interventions for 2024-25 for example Omnimusic 1-1 project, sensory room provision, OT support.	

Objective summary statement by QA professional, including strengths and agreed next steps

This summary statement applies to all three pathways (2 are below)
This curriculum pathways are well structured and individual Personal Learning Intentions are very clear. The curriculum is very closely related to individual pupils' needs and their Personal Development is at the heart of each curriculum pathway.

Next steps

Continue to develop and embed the blended approach between the semi-formal and formal pathways where pupils move flexibly between pathways so that the curriculum best suits their individual talents. Further develop the quantitative and qualitative analysis of pupil progress.

Prepare for a potential shift in the likely increasing number of pupils who will be on the informal and semi formal pathways along with teacher expertise within the pathway.

Consider the outcomes in core subjects that pupils achieved as a result of the planned curriculum.

Key Stage	Informal and Semi Formal Curriculum Pathway	
Prompt	Comment	Supporting evidence
Did the teaching sequence enable pupils to achieve the school's clearly defined end points?	All pupils who follow the Informal and Semi-Formal Curriculum Pathways have Personal Learning Intentions, closely aligned to their EHCP and which clearly indicate end points. The PLIs include communication, independence, health and well-being, social interaction and engagement. The curriculum is coherently planned and sequenced in very small progressive 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 the planned curriculum end points. The Informal and Semi-Formal Curriculum facilitates the development of the key skills of communication, problem solving, social learning, independence, sensory and self-regulation; whilst maximising individual engagement through a unique and holistic learning environment that actively encourages, supports and monitors individual progress. All internal and external QA activities including data from the assessment system MAPP demonstrate that students are receiving an appropriate curriculum and are successfully achieving clearly defined end points. All students on the Informal and Semi-Formal Curriculum Pathway are on track to achieve their EHCP outcomes.	EHCP Outcomes Strengths Provision Analysis (SPAs) Personal Learning Intentions (PLIs) MAPP assessment data Progress meeting presentations and evidence Parent/carer curriculum planners Ofsted report and feedback 2024

<p>Was the curriculum successfully adapted and equally ambitious for vulnerable** pupils? Did these pupils achieve their clearly defined end points?</p>	<p>Students have access to bespoke specialised interventions, adaptive practices and specialist support for learning. These are targeted to areas of individual need and complement the wider curriculum offer. These targeted specialist interventions support a range of educational and developmental needs, which may be delivered by the class teacher, specialist school staff or by access to multi-agency support and outside agencies. These include: Attention Autism, Lego Therapy, Zones of Regulation, Intensive Interaction and Rebound Therapy.</p> <p>All students benefit from a total communication environment with support for individual access to preferred means of communication. This may include verbal communication, signing, gesture, objects of reference and use of symbols. Teachers encourage use of symbols to support vocabulary development, choice making and reference. A combination of identified timetabled visuals support consistency, alongside personalised symbols or photo references. Staff also encourage students with consistent British Sign Language signs that support the school day. This enables students to achieve their clearly defined end points.</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 Informal and Semi-Formal Pathway.</p> <p>'The pathways within the curriculum are exceptional in providing both breadth and depth to the curriculum. The combination of different pathways and their inherent flexibility mean that the diverse needs of the students can be appropriately addressed; it is a curriculum with the student at the centre.' Bright Futures School Review March 2024</p>	<p>Bright Futures School Review 2024</p> <p>MHS Quality Assurance (QA Cycle)</p> <p>Impact of CPD</p> <p>LGB Minutes</p>
<p>How has the analysis of this key stage's outcomes been used to reshape the curriculum and teaching for 2024/25?</p>	<p>Analysis of data for students on the Semi-Formal Curriculum Pathway has led leaders to develop a Blended Curriculum approach. This is a school improvement priority for 2024-25. This curriculum is an appropriate blend of the Semi-Formal and the Formal Curriculum Pathway.</p> <p>The blended curriculum offer takes the most appropriate approach for the individuals in each group from both the Specialist Pathway and the Formal Pathway.</p> <p>This maximises students' opportunities to develop both personally and academically.</p> <p>Students have a consistent classroom base, with a consistent staff team for most of their lessons. However, the curriculum is flexible and they will transition around school for selected subject lessons.</p> <p>They are provided with personal learning intentions that allow staff to identify areas of growth and progress outside of academic lessons. They will also be assessed using National Curriculum pre-key stage standards for English and Maths.</p>	
<p>Objective summary statement by QA professional, including strengths and agreed next steps</p>		
<p>See above</p>		

Consider the outcomes in core subjects that pupils achieved as a result of the planned curriculum.

Key Stage	Formal (KS3, KS4 and 6 th Form)	
Prompt	Comment	Supporting evidence
<p>Did the teaching sequence enable pupils to achieve the school's clearly defined end points?</p>	<p>KS3 and KS4</p> <p>Leaders have developed a carefully planned and well sequenced curriculum across Key Stages 3 and 4 for the Formal Curriculum Pathway. It has breadth and covers the National Curriculum. Leaders indicate that it is well informed by educational research and has been subject to exhaustive external review and scrutiny. Component knowledge has been carefully identified and is well sequenced. Evidence from progress meetings, planning and assessment and all QA activities shows that students are achieving their clearly defined end points. Students' progress in phonics is monitored by Phonics Tracker and the Hertfordshire reading test and results show students are achieving well. Students who have achieved Phase 5 at KS4 are now accessing spelling and functional skills programmes. 'Staff are highly trained in skilfully teaching the school's phonics programme. Pupils read from books that are matched to the sounds that they already know. This helps pupils to become confident and fluent readers.' Ofsted 2024</p> <p>All KS4 students who were entered, successfully achieved City and Guilds Multi-level Functional skills in English and Maths. 'The subject based Formal Curriculum Pathway has a strong, knowledge-rich curriculum and teachers and leaders have an expert understanding of specialist pedagogy which ensures that students can learn more and remember more.' Bright Futures School Review 2024</p> <p>6th Form</p> <p>Leaders have designed the 6th Form Formal Curriculum to be centred around the preparation for adulthood framework and has high aspiration and careers at the heart. The curriculum is based on individual pathways with a strong focus on vocational options that encourage students to plan for their future and supports their development with real life experiences. Learners can build their own vocational pathway based on their skills and aspirations supported by local labour market information. Students following the Formal Pathway access core sessions which aim to extend and embed functional skills, build independence, develop community access and work readiness and optional accredited vocational pathways.</p> <p>National Accreditation 2023/24 11 students achieved Duke of Edinburgh Award Bronze 22 students achieved Level One Certificate in Food Hygiene 22 students achieved Level One Certificate in First Aid 10 students (Media Crew) achieved Arts Award Explore / Discover 100% of year 14 students achieved their predicted destination for September 2024</p>	<p>Work scrutiny and evidence of learning</p> <p>Student Voice</p> <p>City and Guilds Accreditation Entry Level English and maths</p> <p>Phonics Tracker Hertfordshire Reading Test</p> <p>Pre-Key Stage Standards in English and maths</p> <p>Bespoke assessment systems</p> <p>Curriculum Overviews</p> <p>Curriculum Subject Guides</p> <p>Parent/Carer Curriculum Planners</p> <p>Annual reports</p> <p>LGB Minutes</p>

	'Education about next steps, careers and the world of work is interwoven into all that the school does. Careers events provide pupils with meaningful encounters with local employers. Students in the sixth form, where appropriate, benefit from carefully selected programmes of work experience, vocational pathways and independent living skills.' Ofsted 2024	
Was the curriculum successfully adapted and equally ambitious for vulnerable** pupils? Did these pupils achieve their clearly defined end points?	Leaders are very proficient in using research and training to ensure that staff are equipped with specialist pedagogical knowledge to meet the needs of all the students. All staff understand the needs of students with SEND across KS3, KS4 and 6 th Form and they use informed specialist methodologies and adaptive practice to deliver accessible and aspirational learning opportunities for all. The specialist pedagogies required can be different depending on the Key Stage, pathway or subject to ensure all students achieve their clearly defined end points. 'The curriculum is ambitious for all and is subject to significant and effective adaptations. The curriculum adaptations and specialist pedagogies are now embedded and support students to add knowledge to their long-term memory, avoiding cognitive overload.' Bright Futures School Review 2024	Curriculum Overviews Medium term Planning Curriculum subject Guides 6 th Form Curriculum Handbook QA Cycle Progress meetings Ofsted 2024 Bright Futures School Review 2024
How has the analysis of this key stage's outcomes been used to reshape the curriculum and teaching for 2024/25?	Analysis of data and outcomes from the internal QA cycle informs the school improvement priorities in 2024/25 for the Formal Curriculum Pathway and priorities for Quality of Education and Leadership and Management. Leaders plan to: Utilise research and existing qualitative and quantitative data to further evaluate and refine the Essential Letters and Sounds (ELS) Phonics programme. Further implement the phonics programme to improve reading outcomes for students at KS3 and 4. Continue to review and refine the Design Technology Curriculum ensuring it is coherent, sequenced and ambitious. Work collaboratively with educational consultant, senior & middle leaders to review and refine an effective approach to <i>Judging the Quality of Education Through Lesson Observation.</i>	IMPACT Group monitoring of SIP Qualitative and quantitative data from QA Cycle
Objective summary statement by QA professional, including strengths and agreed next steps		

See above

Governors' reflections on end of year outcomes and the implications for the curriculum.		
Prompt	Comments	Supporting evidence
What part have governors played in monitoring the impact of the curriculum (including for vulnerable** pupils)?	'Trustees and governors have strong strategic oversight of the school. They offer highly effective support and challenge to the school. Leaders at all levels are open and reflective. Staff said they are valued and supported well to develop and share their expertise. They work as a team and are proud to work at the school.' Ofsted 2024. Governors make effective use of different approaches to quality assuring the curriculum and its impact on student outcomes. The Curriculum, Quality and Standards (CQS)	Ofsted Report 2024 Discussion with governors Full Governing Body meeting minutes and minutes from the two sub committees

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

	<p>Committee maps out a programme of scrutiny at the start of each academic year that samples a range of curriculum priorities. The meetings involve curriculum leaders presenting reports and other evidence (e.g. videos of classroom practice, outcome data or student work), often alongside the students concerned. Minutes of the meetings illustrate the dialogue and questioning between staff, students and governors, with a good blend of support and challenge provided. The CQS programme is coordinated with the agenda for the full governing body meetings, ensuring that further sampling of curriculum priorities, along similar lines, takes place, with coverage that is complementary.</p>	
<p>How have they held leaders to account for the quality of education in 23-24? Have any changes been made for 24-25 to improve their strategic oversight?</p>	<p>The recent re-establishment of the IMPACT Group, which has governor representation as well as membership from a range of external professionals provides a third vehicle for scrutiny. In these sessions, each member of the IMPACT group is assigned one or two curriculum priorities and has the opportunity for a one-to-one session with the relevant curriculum leader, focusing on the file of evidence of impact that has been compiled. All three mechanisms indicate there is strong capacity on the part of governors to provide informed challenge and to hold school leaders to account. From time to time, governors follow up the reports and presentations dealt with in their meetings by planning classroom visits to observe the particular curriculum aspect or initiative 'on the ground', in other words to look at the match between the 'intent' and the 'implementation'. Sometimes these visits are built into the governing body meetings themselves and on other occasions as separate visits. Good examples of the latter were the two visits focused on reading and on phonics." Governors, particularly in the 2024-2025 school year, are increasingly attending staff training on the curriculum and finding these sessions valuable as a means to improving their strategic oversight of the school's complex curriculum. A very recent additional dimension has been the decision to extend the number of linked governor roles to focus on the specific curriculum pathways. The intention is to further strengthen governors' understanding of the curriculum to provide even better support and challenge.</p>	

**Attendance
(QAP to complete)**

From August 2024 the revised Department for Education (DfE) 'Working together to improve school attendance' guidance becomes statutory for maintained schools, academy trusts, governing bodies and local authorities. The guidance reflects changes to the law on keeping school attendance and admission registers including a revised set of codes, granting leaves of absence and access to, and sharing of, attendance information introduced through the School Attendance (Pupil Registration) (England) Regulations 2024.

It is suggested that QA professionals review the school website in advance of the visit to look at the attendance policy and any information about processes / procedures.

Prompt	Comments	Supporting evidence
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<p>Is there a clear, up to date attendance policy in place? Is it reflective of the changes to national guidance? How is the policy communicated to staff, pupils and parents/carers? Have staff received training on the new duties in the guidance? Is there a senior attendance champion?</p>	<p>The new Bright Futures Attendance policy is in place. It was reviewed and along with the Melland specific procedures was ratified by the local governing body in September 2024.</p> <p>Leaders developed a specific guidance document for attendance so that all staff were very clear about their roles and responsibilities for monitoring and improving attendance. The policy and procedures information have been communicated to all staff through the school IT network, staff briefings, departmental meetings and induction processes. There has also been targeted training for all staff teams.</p> <p>The policy and procedures have been communicated to students through tutor group activities, attendance assemblies, specific attendance rewards (merit/house points/postcards), EHCP annual reviews, annual progress reports and progress evenings.</p> <p>Parents/carers have been informed through the school website, top tips for parents/carers, coffee mornings, newsletter, group call.</p> <p>A member of SLT is the Attendance Champion.</p>	<p>BF & MHS Attendance policy & procedures shared with all stakeholders</p> <p>SI Priority 5 – action plan and final evaluation 2023/24</p> <p>School website</p>
<p>What analysis is undertaken to identify patterns / trends? What does 23-24 analysis tell leaders about:</p> <ul style="list-style-type: none"> - pupil groups (including the vulnerable categories referenced above and any vulnerable cohorts) - patterns in uses of certain codes - days of poor attendance - general absence rates? <p>What has been put in place to address any identified areas for improvement and / or cohorts requiring targeted interventions?</p>	<p>KS3 and 4 attendance in improved from 90.5% in 2023-24 to 2023-24 was 91% and leaders indicated that this was better than the national average for special schools, which is 86.3%. It is 92% in the current academic year (September – November 2024).</p> <p>PA in 2023-24 was 39% but has improved and is currently 23% this academic year and remains a priority for improvement.</p> <p>There is robust weekly analysis of attendance in addition to half-termly, termly and full year analyses for the following groups of students according to gender, EAL, PP, CLA and year groups.</p> <p>The analysis indicates little discernible difference between each group and that of their peers. However, students accessing the pre formal curriculum pathway continue to demonstrate a lower percentage than students accessing other specialist and formal pathways. This is due to specific individual medical needs.</p> <p>The school effectively address specific issues impacting on attendance such as LA home to school transport and extended family visits overseas.</p> <p>Support for students and their families to attend school regularly continues to be rigorously yet sensitively implemented via a range of interventions, e.g. exploring independent travel options.</p> <p>Individual student attendance concerns are carefully linked to safeguarding interventions as appropriate. Clear</p>	<p>Analysis of 2023/24 whole school attendance</p> <p>Regular local and national attendance updates via the Attendance Lead's membership of: LA school attendance & Bright Futures attendance leads networks,</p> <p>Attendance at CPD opportunities e.g. Manchester LA & Bright Futures attendance conferences.</p> <p>Trust wide networking and part of a pilot group with DFE.</p>

Attendance (QAP to complete)

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It is suggested that QA professionals review the school website in advance of the visit to look at the attendance policy and any information about processes / procedures.

	<p>guidance is in place for form tutors, HoDs, and SLT highlighting their roles and responsibilities in monitoring, improving and celebrating attendance.</p> <p>The school utilises a range of national, regional and local attendance data to compare and improve outcomes via e.g. DfE and FFT.</p>	
<p>How do senior leaders monitor the impact of school-wide attendance efforts, including any specific strategies implemented? What has been the impact of any intervention on individual pupils / specific groups?</p>	<p>SLT continually monitor attendance and ensure that all staff consistently carry out their roles and responsibilities identified in the attendance policy and procedures.</p> <p>SLT work closely with Heads of Department and tutors to identify any patterns or trends, which then inform appropriate individual, group or whole school interventions, e.g. Year 7/8 and Year 12/13 transition points, safeguarding and/or specific multi-agency involvement/signposting.</p> <p>The school has worked closely with the ImpactEd organisation to utilise qualitative and quantitative data to identify specific issues impacting on attendance.</p> <p>Consistent rewards and celebrations of excellent and improving attendance are used regularly.</p> <p>SLT/SMT and form tutors continue to use existing channels of communication with parents/carers to effectively raise awareness of the importance of regular attendance.</p> <p>Attendance concerns are discussed weekly and addressed promptly to plan any relevant multi-agency approaches and/or personalised interventions.</p>	<p>SI Priority 5 23/24 action plan, interim and final evaluation detailing monitoring, evaluation and evidence of impact.</p> <p>Impact Ed Report 23/24</p> <p>Attendance information available on school website</p>
<p>How do leaders support pupils with specific needs, including pupils with special educational needs (SEND), to improve their attendance?</p>	<p>NB All pupils are SEND</p> <p>Following the consistently robust analysis of attendance data, the school effectively addresses a range of specific issues impacting on individual student attendance, which are often beyond their control, such as challenges with LA home to school transport. Support for students and their families to enable them attend school regularly is provided via regular communication with parents/carers, excellent relationships with families and a deep knowledge of each student's needs and abilities. Leaders will however challenge families in terms of regular attendance if it is felt necessary and this will be determined on a case-by-case basis and involve discussions between the attendance lead and tutor.</p> <p>Staff are alert to the fact that individual student attendance issues may be linked to existing safeguarding interventions or it may highlight a specific new concern. Staff are fully aware of the reporting protocols and procedures should this be the case.</p>	<p>LA Home to School named link with documented travel solutions negotiated between school & H2S transport.</p> <p>EHCP Review paperwork</p> <p>Attendance and Safeguarding reports to LGB</p>

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	<p>'Pupils attend well. Staff develop strong and trusting relationships with pupils. They have a deep knowledge of their needs' Ofsted March 2024</p>	
<p>How do leaders support other vulnerable** pupils to improve their attendance?</p>	<p>All students are considered vulnerable – see above</p>	
<p>What processes are in place for those pupils who are persistently absent? What are the main barriers to improving their attendance? Which groups have the highest levels of persistent and / or severe absence rates? What action is being taken to improve this?</p>	<p>SLT rigorously monitor attendance daily ensuring that all staff are fully aware of and follow the clear roles and responsibilities identified in the attendance policy and recent CPD focusing on attendance. Senior leaders work closely with Heads of Department and tutors to identify any patterns or trends which inform individual, group or whole school interventions, e.g. Year 7/8 & Y12/13 transition, safeguarding and/or specific multi-agency involvement. There are consistent rewards and celebrations of good and improving attendance. Staff visit any student who may be experiencing health issues either at home or in hospital and offer learning resources/additional support if appropriate. The effective use of existing channels of communication, such as Class Dojo, school website information and regular wellbeing calls are used to raise awareness of the importance of regular attendance. Attendance is a standing item in weekly SLT/SMT, class and team meetings and feedback ensures concerns are addressed promptly to plan any appropriate multi-agency approaches and/or personalised interventions such as a home visit.</p> <p>'The academy relentlessly looks to overcome any barriers to learning, especially in terms of attendance' BF School Review Feb 2024</p>	<p>Trust Attendance Policy</p> <p>Analysis of 2023/24 whole school attendance</p> <p>Communication via variety of means with parent/carers</p> <p>Feedback from parent/carers via appropriate questionnaires/EHCP Reviews/Progress Evenings</p>
<p>What agencies / services do leaders work with to support attendance? Is it supporting parental engagement and improved attendance outcomes? What action is taken when attendance does not improve?</p>	<p>Attendance is celebrated weekly in tutor group lessons and house points and merits are awarded for excellent and improving attendance.</p> <p>Communication with families via emails, calls, texts, social media, website and communication books have proved successful particularly as the school population has increased.</p> <p>Successful multi agency approaches and the attendance lead's awareness of available support continues to provide additional provision/intervention for students such as 42nd Street counselling, EP drop-ins, One Education advice and guidance, Children's and Adults Services, Manchester LA attendance network, Bright Futures attendance network, CAMHS, Talbot House Family Support, SENDIASS.</p>	

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It is suggested that QA professionals review the school website in advance of the visit to look at the attendance policy and any information about processes / procedures.

	<p>Links with the LA are excellent.</p> <p>When attendance does not improve the school undertakes supportive home visits to explore solutions with families which could include a parental contract.</p> <p>Fixed penalty notices are requested on an individual basis depending on family circumstances.</p>	
Are there any pupils on a part-time timetable? What is the rationale for each of these? How regularly is the arrangement reviewed and the time in school increased? Is it clear when pupils will resume full-time education (as per their statutory entitlement)?	There are no students on a part-time timetable.	
How well does the school continue to take responsibility for any pupils who attend alternative or off-site provision?	There are no students attending alternative or off-site provision.	
Have there been any applications for Elective Home Education in the last 12 months? How many and for what reason? Are there any patterns / trends?	There have not been any applications for Elective Home Education in the last 12 months.	

Governors' reflections

Is there a link governor, trustee or committee that focuses on attendance?	The Vice-Chair is the link governor for attendance, He is also the link governor for safeguarding. This mirrors the school leadership arrangements, where a similar 'dual role' exists, demonstrating the strong links between attendance and safeguarding.	<p>Discussion with governor</p> <p>Governor's meeting minutes</p>
What overview do governors have of: <ul style="list-style-type: none"> The attendance of different groups (including the vulnerable categories referenced above)? 	The local governing body is provided with regular, high-quality, detailed, analytical and evaluative reports on attendance from the lead member of staff. These provide insight into patterns of attendance, variations in attendance between groups and pertinent, local, regional and national statistics for the purposes of comparison. The minutes of the meetings reflect the scrutiny and challenge provided by governors.	

<ul style="list-style-type: none"> • The ongoing interventions in place to improve school attendance? • Absence rates and how these compare with the local and national picture? • The number of pupils on part-time timetables? • The number of pupils taken off-roll? 	<p>The reports from the lead member of staff also provide governors with evidence around the impact of attendance improvement strategies. There is also the opportunity for governors to ask students questions and tease out the impact of some of the work that has been undertaken to improve attendance.</p> <p>Governors take the view that their work to continually develop their understanding of the curriculum has a strong link with attendance. In assuring themselves about the quality of education provided by the school, governors are clear that a good match between what is taught in the different curriculum pathways – and in their ‘blended’ versions – is always going to be an important factor in the promotion and achievement of good attendance.</p>	
<p>How do governors oversee the strategies that are implemented to improve attendance? Are they clear which strategies are having the most / least impact?</p>	<p>See above</p>	

Objective summary statement by QA professional, including strengths and agreed next steps

There is absolutely no doubt that attendance is given very high priority by all staff at the school. There is very robust monitoring of attendance with leaders regularly analysing patterns of attendance of different groups. Leaders have also put in place several strategies to help improve attendance.

Next Steps – Continue to forensically monitor attendance and put in place a graduated response with parents of pupils, as appropriate.
Continue to work closely with parents of identified pupils.