



Judith Jones  
Quality Assurance Consultant

## Quality Assurance Consultant Visit

### Summer Term 2016

**School:** Melland High School

**Tel No:** 0161 223 9915

**Principal:** Mrs Sue Warner

**URN:** 138532

**Chair of Governors:** Mr Peter Tite

**QA Consultant:** Judith Jones

**Personnel Involved:** Sue Warner (Principal);  
Judith O’Kane OBE (Executive Principal);  
Julie Barnett, Jill Cinan (Vice Principals);  
Maree Jordan (Assistant Principal);  
Angela Worthington (Vice Principal, Stanley Grove);  
Heather Jones (Data Manager);  
Kate Milburn, Rob Barlow, Nicola Hammond (Heads of Department KS3/4/5);  
Parent  
Judith Jones (QA Consultant)

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**Date:** 24<sup>th</sup> June 2016

**Copies to:**  
The Executive Principal  
The Principal  
The Governing Body

## AGREED FOCUS

**TO UNDERTAKE A BEHAVIOUR, TEACHING AND LEARNING REVIEW** by gaining evidence of:

- Pupil outcomes
- The learning environment
- Pupils' attendance
- The impact of the writing focus (SIP target 13)
- Behaviour policies, procedures and practice (SIP target 9)
- The impact of the focus on SMSC and British Values in tutor groups (SIP target 7)
- The quality of continuing professional development (CPD)
- Parent/Carer views of the school
- The quality of teaching and learning

**Evidence was drawn from:**

- Scrutiny of pupil outcomes data, case studies, policies, attendance and behaviour data, QA reports, safeguarding review report, CPD records.
- Discussions with the principal, the vice principal with responsibility for behaviour and behaviour coordinator, heads of department, the data manager, the vice principal with responsibility for CPD, the assistant principal and English coordinator and a parent.
- Lesson observations and a learning walk

## OUTCOMES

### **Pupil Outcomes**

- The school has made an impressive response to the challenge of "life without levels" and the lack of current guidance nationally, whilst ensuring the rigour and robustness of previous outstanding processes are maintained.
- In a drive to sharpen up assessment processes the school introduced B Squared, particularly as it links to the new National Curriculum strands. Teachers were given time to re-assess pupils using B-Squared and have valued the guidance it provides as an assessment tool, whilst at the same time enabling them to take further responsibility for its implementation and monitoring. The Humanities teacher had already developed an effective system of assessment which will continue for a limited time following which its rigour in meeting pupils' needs will be evaluated. It is highly likely that Routes for Learning will be used for PMLD pupils as it breaks the lower P-levels into smaller, more meaningful steps.
- The principal has met with the headteachers of the two other specialist support schools in the City regarding benchmarking as they are of the view that CASPA is no longer fit for purpose and need to consider other options.

*The school has identified that an area for development will be to ensure that EHCP outcomes are successfully incorporated into existing systems.*

**Learning Walk to focus on SIP priority 13:** To raise standards in reading and writing.

- The review team agreed that it was a privilege to observe such an outstanding learning environment during the learning walk.
- Throughout the school displays demonstrate considerable creativity both to support and evidence pupils' learning. The range of written language displays key words, labelling, questioning and information. They were of high quality, attractive, bright and interactive using a range of written language: computer text, teacher and pupil writing and symbols. The use of multi-media was exceptional.
- Displays were age appropriate and evidenced the school's aspirations for pupils. Pupil voice was evident, for example, a request to put their photographs on certain displays.
- There was excellent evidence of pupils' progress over time and the many ways the school seeks to promote and accelerate learning, pupil outcomes and self-esteem.
- The priority the school gives to SMSC and British Values was clearly evident.
- All the learning environments observed were clean, tidy and well organised in which equipment and resources were easily accessible for pupils and staff. The school presented as a calm, orderly and purposeful organisation.

*The school improvement priority to raise standards in reading and writing was strongly promoted in all curriculum areas as were opportunities to develop pupils' organised skills and independence.*

### **Pupils Attendance**

- A member of the senior leadership team (SLT) takes the strategic lead on attendance whilst a TA with responsibility for attendance support deals with day to day tasks. Absences are rigorously followed up by the school.
- Monitoring progress against attendance has made parents/carers far more aware of the link between the two.
- Multi-agency involvement and relationships with parents/carers supports positive attendance outcomes, raising the profile of attendance in the school.
- Taking into account medical conditions and complex welfare needs for a small number of pupils, the school is maintaining high levels of attendance compared to similar special schools nationally.

### **The impact of writing focus (SIP target 13)**

- The school identified that pupils' achievement in writing was lower than other strands in English and in maths. As a result, an action plan was developed and implemented to raise standards in writing through a cross curricular termly focus. This was underpinned by a programme of whole school professional development, for staff and parents/carers. Training by a literacy consultant proved invaluable and inspirational for staff.
- Learning walks undertaken by staff, governors and student leaders and also during the current review evidence the development of the key skills in writing in different areas of the curriculum.
- A case study research project undertaken by the English department demonstrates progress in written work and in speaking and listening. Writing for different genres and subjects was well evidenced throughout the school.

### **Behaviour policies, procedures and practice (SIP target 9)**

- A member of the SLT ably supported by a behaviour coordinator and behaviour support team (BST) has ensured outstanding practice in the school's approach to behaviour, validated by the recent external safeguarding review.
- Increasingly refined systems to record behavioural incidences are carefully analysed and outcomes used effectively to inform interventions. The nature of, and level of behaviours are rated on a 1-5 scale, type one being low level disruption whilst five representing physical assault that in some instances will carry a penalty. The behaviour data also informs multi-agency meetings and this multi-agency work has benefited many pupils both within school and at home. The behaviour team have developed an innovative means of recording case studies on a single sheet of A4 providing a clear overview for an individual pupil of areas of concern/issues, strategies deployed and agencies involved.
- Data shared on SIMS evidence that in 2014-2015 compared to 2013-2014:
  - Merit points slightly increased
  - Behaviour incidents reduced significantly
  - Serious behaviour incidences decreased by more than 50%
- Weekly BST meetings have been re-established and provide a valuable forum to discuss individual pupils, share knowledge and evaluate strategies agreeing actions for the following week. Risk assessments could be triggered in extreme cases.
- Twelve staff recently attended two day Team Teach training, bringing the total of staff trained to twenty four. The training was highly rated by staff and developed their understanding in significant areas including the range of strategies and techniques and the importance of focussing on de-escalation in preference to physical restraint.
- The implementation of policies, procedures and practice are underpinned by comprehensive training for staff at all levels, increasing their knowledge and understanding of, for example, a range of safeguarding issues, child protection and multi-agency working.
- In the external safeguarding review, pupils stated that behaviour was excellent in the school. They recognise that some of them have challenges with anger and frustration but where they exist staff deal with them very effectively.
- Technology such as Class Dojo and HeartMath is used well to help students to manage their own behaviour and to support rewards and penalties in an interactive and creative way.

*Overwhelming evidence was gained during the review to confirm that the school is compliant in all aspects of behaviour policies, procedures and practice.*

### **The impact of the focus on SMSC and British Values in tutor groups (SIP target 7)**

- Each key stage has carefully planned their curriculum to promote, pupils' spiritual, moral, social and cultural development, preparing them well for the responsibilities of adult life.
- British values of democracy and respect for the rule of law are promoted through well-chosen topics such as the European Referendum, and Youth Parliament.
- Pupils learn right from wrong through topics such as the harmful effects of drugs, alcohol and tobacco, positive relationships, the rule of law and mutual respect.
- Pupils learn about different cultures, faiths and international issues by discussing news items such as the Syrian refugee crisis.
- Each department has developed a more cohesive approach over the year helping pupils to become more aware of themselves, the qualities of other pupils and by taking on their own responsibilities.
- Evidence of the impact on improved pupil outcomes are recorded in numerous ways including photographs and pupils' self-assessment.

*SMSC and British values have been successfully embedded in each key stage by thoughtfully considered planning and practice, making highly effective use of tutor group lessons. The heads of department have identified that an area for development is to develop SMSC case studies for tutor groups to evidence learning outcomes over time.*

### **The quality of continuing professional development (CPD)**

- The school's own planning for school improvement places a strong emphasis on regular and frequent training opportunities for all staff.
- A well planned annual CPD cycle affords professional development in different forms both at an individual and whole school level informed by the outcomes of appraisal and school improvement priorities.
- The CPD lead has developed a simple but effective rating system for training in which staff are required to rate on 1-5 scale in terms of the knowledge and understanding they have gained and the potential impact on their work. All scores are collated, analysed and outcomes inform future training. Evidence of the impact is also evidenced through learning walks and lesson observations.
- The BFET TaSS team have made a valued contribution to the professional development of staff particularly regarding pupils with complex needs. They have also worked collaboratively with staff to assess individual pupils and develop sensory profiles.
- Strong evidence of the impact of the training delivered by the literacy consultant was gained during the learning walk and lesson observations providing many examples of writing across the curriculum.

*The outstanding quality of continuing professional development for all staff at different stages of their careers promotes highly effective practice across the school. In the next academic year the school intends to provide further training to support its work with pupils with sensory, complex and profound multiple learning disabilities.*

### **Parent/Carers views of the school**

- The parent interviewed stated that she appreciated the fact that the school focussed on the positives of what her child could do and that gave her son the confidence to challenge himself to attempt new activities that previously he would not have considered. Her son particularly enjoyed thematic lessons and the after school club, Rawchestra.
- She greatly appreciated the regular progress reports and advice on how she could help her son and the way in which staff were approachable and welcoming.
- She was adamant that she would not change anything in the school, saying "Everything is good".

## **The quality of teaching and learning**

### **WWW**

- Learning is exceptionally well planned and differentiated to provide an interesting, stimulating range of creative, well paced, challenging activities; consequently pupils progress in lessons and over time.
- Pupils clearly enjoy their learning and are highly motivated, engaged and demonstrate sustained concentration.
- Staff work as a cohesive team in each class, they share high expectations and promote pupils` independence.
- Exemplary relationships between staff and pupils impact on learners` confidence self-esteem and enthusiasm.
- Classrooms are calm and purposeful promoting effective learning.
- Teachers demonstrate excellent subject knowledge and make good use of age appropriate resources including multi-sensory and technology.
- Behaviour management strategies are consistently well used.
- Excellent use is made of staff, peer and self-assessment, questioning and feedback that help pupils to understand their achievements and the next steps in their learning.

### **EBI**

- Further develop peer assessment in all lessons where appropriate.
- Teachers evaluate the impact of an activity during the course of a lesson and are confident to deviate from their plans.

## **SUMMARY**

The quality of teaching, learning and behaviour is extremely effective. There is an unwavering commitment for continual improvement for the benefit of all pupils thus maintaining the outstanding quality of education in the school. Systems for self-evaluation to ensure the maximum impact of teaching and learning are robust. A strong sense of warmth, welcome and community pervades the school.