

Prosperre Learning Trust - Spring Term 2018 Quality Assurance Visit:

School name	Pioneer House High	Head teacher	Wendy Godfrey
Chair of Governors	Jenny Andrews	QA professional	Sheila Cairns
Date and length of visit	Tuesday 13 March and Friday 16 March 2018: 2 days.	School's judgement of overall effectiveness	O / G / RI / I
Meeting attendees and roles	SLT: Linda Jones -EHT/CEO of the Prosperre Learning Trust; Caroline Pauls-DHT;		
	Governing Body: Governors receive the QA report.		

Progress towards 2018 targets: Attendance

	2018 Targets	Half term 1 data 2017	Half term 2 data 2017
Overall absence	5%	%	5% (95%)
PA	%	%	14.3%

Behaviour: school's averages

	Number of pupils	Number of days	School %
Fixed term exclusions since Sept '17	0	0	0
Permanent exclusions since Sept '17	0		

Key purpose for the spring term visit

The purpose of the QA Spring visit to Pioneer house, was to carry out a 'deep-dive' 2-day review into the quality of teaching and learning, linked to the school's main priorities in the School Development Plan.

Quality Assurance Partner Focus: Teaching and Learning, Curriculum Development, Staff Voice

Objective 1:

- The majority of teaching is consistently outstanding and none is less than good.

Objective 2:

- An increased proportion of pupils make progress which is good or better in Music.

Objective 4:

- To develop effective team working at all levels to ensure successful growth

Activities undertaken by SLT alongside the QA professional

Description of the activity:	Evidence base used:	People involved and their roles:
First Day: - Learning Walk-music. - Meeting/discussion structured teaching and learning lead. - KS4 Music lesson observation. - Discussion with Music and MFL lead - KS5 Functional skills lesson observation.	- Structured teaching approaches to music. - Lesson observation criteria. observation notes. - Evidence of music and MFL action plan. - Lesson observation criteria and observation notes.	- Linda Jones -EHT/CEO - Kiya Dunn-responsibility for structured teaching and learning. - Linda Jones-EHT/CEO - Caroline Pauls-DHT observation and Music and MFL lead. - Caroline Pauls- DHT. - Sophie Elliot -NQT 2 nd term. - Michelle Darby- RQT.

<ul style="list-style-type: none"> - KKS3 PE Lesson Observation. <p>Lesson observation findings feedback and discussion with DHT</p> <p><u>Second day:</u></p> <ul style="list-style-type: none"> - KS5 Maths lesson observation. - KS3 English lesson observation (Guided reading session) - Lesson observation findings feedback discussion with HT - Staff Voice - Work Scrutiny. 	<ul style="list-style-type: none"> - Lesson observation criteria and observation notes. - Lesson notes - Lesson observation criteria and observation notes. - Lesson observation criteria and observation notes. - Lesson notes. - discussion notes from 1:1 sessions. - notes from looking at a selection of books 	<ul style="list-style-type: none"> - Caroline Pauls-DHT. - Caroline Pauls-DHT - Sheila Cairns-QA - Wendy Godfrey-HT - Michelle Darby -RQT - Wendy Godfrey-HT. - Declan Campbell-RQT - Wendy Godfrey-HT - Sheila Cairns -QA - Sophie Elliot-NQT; - Declan Campbell-RQT; - Kiya Dunn-teacher leading structured teaching approaches. - Simone Tanswell-TA 2; - Maggie Kennan- (temp) TA1. - Wendy Godfrey-HT - Sheila Cairns-QA
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Strengths

<ul style="list-style-type: none"> - All lessons had clear lesson plans linked to relevant modules. Teachers are using planning effectively to help students learn well. They know the young people very well and match learning to their specific needs. - Lessons are paced well enabling progress to be made. Lesson content is well structured and introduced progressively with increasing challenge. - Students enjoy their learning. They demonstrate a good level of independence, a good level of problem solving and higher-level thinking. Also, they choose their resources and how they will approach the task. Classrooms are calm and purposeful environments. - Teachers ensure that appropriate equipment is made available to help students achieve success in their work. They are taught to use resources well. - Lessons are well structured and resources are personalised to aid learning. The high emphasis on use of visuals to connect with students and aid communication, are exemplary in having the desired impact on learning to promote pupil progress. - The quality of education provided by the school is effective. The quality of teaching and learning is effective and, as a result, pupils and students achieve very well. - In the music session, independent students are becoming familiar with the style and sound of Jazz music. Students are provided with the opportunity to play instruments and to listen to a variety of Jazz music. The lesson focused on listening and responding, composing and performing. Individual targets focused on composition. The learning objectives were clear to understand the musical terms tempo and dynamics. The visuals used to support understanding were vivid, aided moving up or down and enabled students to compare and contrast successfully. The progression was evident from having a focus on one of the elements to provide stretch and challenge in trying both elements, moving one at a time. - The music specialist commissioned by the school is passionate and talented. His enthusiasm pervades the session and 'hooks' the students to do their very best. His use of video clips is inspiring and highly motivating in students being encouraged to identify the instrument being played. The teacher is persistent and insistent in keeping pace of the lesson. Modelling and coaching students to play the right notes on their instruments. Again, the use of visuals is excellent and these underpinned the young people's success.
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- The teachers involved bring live music into the session and widen students' experience of having live music, which is highly motivating and uplifting. Students showed a high level of skill and worked hard to improve their performance.
- Students are exposed to and encouraged to learn the subject specific vocabulary and the right terminology in all lessons.
- Key Stage 4 music students are observed working towards performing at the 'Irish Music Showcase' the following day. There are differentiated groupings all working at their own level. All students are taking part, enjoying the experience and having fun, but equally focused on keeping the pulse and in time to the rhythms.
- Teacher expectations are generally very high across the school and students are provided with a high level of challenge.
- The structured lessons ensure students' success. The pace of learning is tight and extremely well managed. Lessons are well differentiated and individual learning objectives are clearly identified, indicating teachers have secure knowledge of the students' abilities and where they need to go next.
- Music is linked to literacy and numeracy. The focus of one of the lessons was a differentiated listening and responding activity. Students listened to two versions of the same song and were asked to identify the instruments being played. They listened to similarities and differences of two songs to compare and to develop an understanding of key features of Irish Folk songs. Students were asked to choose which song they liked best, to have an opinion. Students used white boards and pens to record. Some of the students had a visual board and symbols to select correctly.
- Teachers recap the previous lesson to link learning for students. During the lesson, the teacher recapped what learning objectives each young person was working towards and linked these to the songs they were learning.
- The quality of the teaching and learning impacted well on students making at least good progress in the lessons. Teachers are demonstrating a deep knowledge and understanding of the subject they teach. They generally identify where students have made mistakes or haven't understood and step in appropriately to help them.
- The 6th form students are encouraged to complete multiple-step word problems through challenge cards. Resources are well made and personalised to meet the wide range of learning needs more effectively. In an activity that dealt with understanding the use of negative numbers to represent debt, none found this a comfortable activity and didn't want to be in debt! They persevered with the other activities and with concepts they found challenging. All are keen to succeed. They are beginning to use trial and error growing in resilience when a problem isn't solved the first time.
- Additional adult support, including that of teaching assistants is generally both productive and helpful in supporting young people to learn and stay on task. All relationships are very strong and the young people have trust and confidence in the adults working with them.
- Some sixth form members are supporting and working in some classes such as PE and music. They are working alongside the other students, who respond very positively to them.
- Behaviour for learning is generally good. Most staff manage this very effectively, making the maximum use of lesson time and in co-ordinating lesson resources to good effect.
- A positive climate for learning is created across the school.
- The NQT is very well supported by the RQT, through coaching, modelling, mentoring enabling the NQT to achieve very well.
- Some structured feedback in books enabled students to respond and record. This was powerful and enabling for students.

Areas for development

- A small minority of students become disengaged during lessons. This is observed mainly where teaching is either inexperienced, being new to the profession, or new to teaching in specialist support provision. Further support and help is planned to increase consistency across the school.
- To ensure that all teachers identify feedback opportunities to students in lessons and not accept too readily, what students present as their first piece of work.
- Although detailed planning was in place, in one lesson there was a lack of emphasis on practice and review. As a result, students were not always successful in securing new learning to a good level. This lesson required a greater use of visuals to demonstrate structure and skills in order to ensure further increase in pupil progress to (80%).
- Teaching Assistants create a positive approach to engage students and maintain their interest but need to be reviewed regularly to assess how well they are empowered to respond.
- As a result of staff work book scrutiny, actions have been identified including embedding a 'plan, do, review cycle' for learning as part of everyday practice. Also, to review time management in classes to establish more effective ways of working with students so that they can review their learning whilst continuing to

maintain the pace of the lesson. Include pupil voice, as some teachers have begun to do, in feedback sheets.

Actions to be taken before the next QA visit

- As above.

QA professional's additional comments and overall summary

- In the light of the progress made since September 2017, the evidence gathered and the impact reported, does not indicate any changes to the School's SEF judgments. The QA agrees with the school that the overall effectiveness is good. The quality of teaching and learning is also good.
- The Education Adviser noted in the report of visit (December 2017) that the school was using the International Primary Curriculum and needed to consider how progress is to be tracked. The school has worked to establish expected progress for pupils working on IPC and has verified this expectation with similar schools. It has made significant progress in identifying a quantifiable progress over the course of a term and a year which would indicate whether a pupil is on track to make expected or above expected progress. Work to customise the progress tracking tool for IPC will strengthen the school's capacity to analyse progress and set challenging targets. The school has introduced 'See-Saw' an evidence tool for assessment, which was implemented from last March but has been more securely embedded over the past twelve months. Young people have ownership too and can contribute on-line. The school has plans to make this facility available to parents in the near future.
- The SDP identified success criteria for the improvement to the music, MFL and PE curriculum offer. Clear action plans are in place for all of these subject areas and progress towards these actions is well in hand. In Music, students have the offer of instrumental lessons within school because of the employment of a music specialist. As a result, there is an increasing uptake and greater enthusiasm for music, including performance. The quality of teaching music is of a high level from specialist and non-specialist teachers. There has been a substantial increase in whole school music opportunities, which has resulted in students' interest levels being high and their enthusiasm for music vastly increased. The music sessions in particular, had the 'WOW' factor!
- **Students' Progress**-The evidence from music lessons observed would show that the percentage of students making good or better progress has substantially been increased from the (46%) making good or better progress and (23%) making outstanding progress in Music (2016-17). It is likely that the (80%) targets will be achieved in Music. The same challenging targets are set for pupil progress in PE and MFL, which students are on track to achieve.
- All pupils, including pupil premium students, are on track to achieve outstanding progress targets of (80%) in MFL, Music and PE and to exceed these.
- **Staff voice**- shows that all staff feel very well supported by the school. Leaders provide excellent support and training for teachers, particularly those in the early stages of their careers, and for teaching assistants. Opportunities are ensured for developing a career. One teacher is on the national accredited course NPQML. Performance management is tight and linked to targets for success/SDP. CPD is linked to school priorities such as curriculum guidance, teaching and learning elements, structured learning approaches, ELKAN. Recognition that training was inclusive for all. Everyone was integrated as part of the team regardless of experience and qualification and that everyone can be the best of their ability.
- There was a recognition all are new to building the school and that everyone has something to bring to the team and share.
- The teaching teams are strongly collaborative with a good strong ethos established. Good appointments have been made and peer development process is established from the beginning. All share the same vision and aspirations.
- **Work scrutiny**-The school has in place a policy for work scrutiny and practice case studies to evidence progression. Work scrutiny uses an individual teacher crib sheet proforma. Staff find it challenging to make evidence clear about a young person's progression in learning. Teacher feedback and self-evaluation have developed over the past year revising and simplifying to prevent over-complication and to have a greater clarity of what feedback is to be given to the young people. A recent school scrutiny of work showed that knowing the student well was important. There was a need identified for cross referencing of evidence where this was held in more than one place. Evidence does not always show how this is given to students. As a result of this scrutiny, actions have been identified including embedding a 'plan, do, review cycle' for learning as part of everyday practice. Also, to review time management in classes to establish more effective ways of working with students so that they can review their learning whilst continuing to maintain

the pace of the lesson. Include pupil voice, as some teachers have begun to do, in feedback sheets. (these points for action are included in the 'areas for development'. See section above.)

- **Other:**

- Numbers on roll are increasing steadily. Currently at 53 students this will increase to 75 students in 2018/19 and again to 100 students in 2019/10.
- 'Fantastic Friday' on Friday afternoons has been introduced across school groups from Year 7 to 6th Form. Teachers offer carousel of activities including design, bikes maintenance, sound and image and wilderness workshops, which is about forest schools. The young people do all of the activities as a taster and then make a choice.
- Attendance is a challenge and there are 3 post-16 students, with specific reasons for poor attendance, being carefully monitored. Persistent absence is in part, as a result of families taking holidays in term time. The school has an attendance plan in place for those who require this.

Overall Summary:

Senior leaders prompt decisive action has led to improvements in the quality of teaching. The teaching and learning across the school is developing very well and continues to strengthen in consistency. Learning is well planned and builds on what students already know and can do. Teachers plan lessons that engage and enthuse students. Teachers provide clear explanations to move learning on. They use well thought through questioning skills to check the accuracy of students' work and correct mistakes. Where teachers' feedback is effective it helps students make good progress. Teachers foster good attitudes to learning and provide activities that make learning fun. Students generally engage well and concentrate. Work is usually set at the right level of challenge, which supports students in remaining engaged and often enthused from beginning of the lesson to the end. They make good progress overall as a result.