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| **web Autumn Term 2018 Quality Assurance Visit: Special Schools** |

**This report should be read in conjunction with the previous term’s QA report**

***Please note:*** *the final report should be returned to the relevant SSQA by* ***26th October 2018.*** *Please make sure that the final report does not exceed 4 sides, has been proof read, agreed with the school and that ALL sections are complete, including the most up to date data.*

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| **School name**  **and contact number** | | **Pioneer House High**  **0161 436 3009** | | | **DfE number** | | | **142893** | | |
| **Head teacher** | | **Wendy Godfrey** | | | **Chair of Governors** | | | **Jenny Andrews** | | |
| **QA professional** | | **Sheila Cairns** | | | **Date/length of meeting** | | | **15/16 October 2018** | | |
| **Meeting attendees and roles** | | **SLT: Caroline Pauls-DHT; Diane Ainsworth -DHT KS5; Kiya Dunn-AHT** | | | | | | | | |
| **Governing Body:** | | | | | | | | |
| **Last Ofsted**  **grade and date** | **N/A** | | **School’s current judgement of overall effectiveness** | **O / G / RI / I** | | **% pupils eligible for FSM 2018/19** | **53%** | | **Pupil premium allocation 2018/19** | **£3038.75** |
| **Number of children looked after 2018/19 & in which year groups** | | **1 pupil Y7** | | | | | | | | |

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| **Summary of end of Key Stage outcomes: Pupils who made expected progress in 2017/18 towards achieving recognised accredited awards.** |
| **Key Stage 4** |
| Challenging whole school pupil progress targets set and achieved in 2016-17 have been improved upon in 2017-18’   * 2017 (78%) students made outstanding progress, across all strands in English and this has been increased in 2018 to (94%) of students who made outstanding progress in English overall. * 2017 (76%) of students made outstanding progress, across all strands in Maths and this has been increased in 2018 to (90%) of students who made outstanding progress in Maths overall.   The gap between the progress of pupil premium pupils and non-pupil premium in target areas in 2017-18 has been reduced from:   * 28% to 4% in Speaking and Listening, from * 12% to 0% in Music, from * 5% to 0% in PE.   Whilst the gap between the progress of pupil premium pupils and non-pupil premium in MFL has increased slightly from (4%) to (6%), there has been a significant increase in the number of pupils making outstanding progress overall, with (94%) pupil premium pupils made outstanding progress in MFL while (100%) non-pupil premium pupils made outstanding progress. School targets for 2017-18 in respect of pupil premium have been met. |
| **Key Stage 5** |
| Students achieved external accreditation with City and Guilds. The following were achieved in 2017/18:   * Skills for Working Life Certificate -3 students at E2 and I student at E1. * Functional Maths-3 students at E2 and I student at E1. * Functional English-3 students at E2 and I student at E1.   The school plans to extend this success 2018/19 to broaden the curriculum accreditation offer at KS5 and to introduce accreditation at KS4 in personal progress, Maths and English.  The school leaders have identified that it is essential that the curriculum offer ensures progression from KS4 to KS5 allowing students to progress both in the level of qualification on offer and breadth of areas studied. The move is being planned away from the current Maths and English curriculum to a more applied/functional curriculum in KS5, through stand-alone functional skills or as part of students’ Personal Progress. |

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| **Behaviour and attendance** | | | | | | | | | | | | | | | | | | |
|  | **2016** | | | | | | **2017** | | | | | | **2018** | | | | | |
|  | **School target** | | **School actual** | | **National** | | **School target** | | **School actual** | | **National** | | **School target** | | **School actual** | | **National** | |
| **% absence** |  | |  | |  | |  | | 94.9% | | 97% | | 97% | |  | |  | |
| **% PA** |  | |  | |  | |  | | 17.6% | | 10.8% | | 15% | |  | |  | |
|  | **No. of pupils** | **No. of days** | | **School %** | | **Nat. %** | **No. of pupils** | **No. of days** | | **School %** | | **Nat. %** | **No. of pupils** | **No. of days** | | **School %** | | **Nat. %** |
| **Fixed term excl.** | 0 | 0 | | 0 | |  | 0 | 0 | | 0 | |  | 0 | 0 | | 0 | |  |
| **Permanent excl.** | 0 |  | | 0 | |  | 0 |  | | 0 | |  | 0 |  | | 0 | |  |

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| **Number of instances of Physical/Non-Physical Interventions** | | | |
|  | **2016** | **2017** | **2018** |
| **Physical** |  | **59** |  |
| **Non-physical** |  | **100** |  |

**School Self Evaluation: September 2018**

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| **Outcomes for pupils: evaluation and supporting evidence** |
| * The percentage of pupils making outstanding progress has substantially been improved from the end of last year in all core subjects. * **The focus subjects** of Music, and MFL were identified at the end of the last academic year, as areas to improve the percentage of pupils making outstanding progress. In Music, the improvement is significant, moving from (46%) of pupils making good or better progress to (97%) of pupils making outstanding progress. In MFL, pupils making outstanding progress is significantly improved from (100%) of pupils making good or better progress to (97%) of pupils making outstanding progress. * **Pupil Premium students-** the SIP target was to reduce the gap between PP students and non-PP students in English: speaking and listening to (10%). This target was exceeded and the gap is reduced to (4%). In MFL, MUSIC and PE the target was (80%) of pupils to have made outstanding progress. These targets in each subject have been exceeded. * **Gifted and talented students-** **In 2016-**17 35% pupils made outstanding progress in all strands of Maths, 38% pupils made outstanding progress in all strands of English. In 2017-18 77% pupils made outstanding progress in all strands of Maths (90% 16-17 Maths G&T pupils retained this status in 17-18); 73% pupils made outstanding progress in all strands of English (77% 16-17 English G&T pupils retained this status in 17-18) * **At Key Stage 3,** Pupils’ progress in English has improved from ( 69%) making outstanding progress in 2016-17 to (93%) by the end of the year. The areas of reading, speaking and listening have seen the greatest increase in pupils’ outstanding progress. In maths, the percentage of pupils’ making outstanding progress (64%) in 2016-17 has improved to (86%) of pupils making outstanding progress end of year. The school’s (80%) outstanding progress targets in core subjects are exceeded. * The School leaders have identified the need for further clarification of expectations of good and outstanding pupil outcomes so that the school can articulate expected and above expected pupil progress across all subjects, whilst maintaining high expectations. This will be achieved through continued progress moderation sessions with similar schools outside the Trust. |
| **Outcomes for pupils: Summary statement by QA professional –**  The school’s self-evaluation processes and the range of evidence used by the school, to reach their SEF judgement is robust and accurate.  The school self-evaluates outcomes for pupils as outstanding. The QA agrees with this judgement. During the July QA visit, a selection of evidence folders documenting samples of writing and maths work were scrutinised. The work for writing is well scaffolded and the evidence of progress is very strong from the start of the year to the year end. For example, in the students’ pieces of writing, progress in sentence structure, use and range of vocabulary, quality of descriptive writing, all work is impressive in both quality and presentation. Progress outcomes for pupils are excellent this year in all subjects from their starting points. The achievement of pupil premium pupils has improved significantly, exceeded targets set and reduced the gaps with non-pupil premium pupils. A ‘culture of excellence’ has been developed over this year and the level of consistency significantly improved to achieve high outcomes for all students. In the same vein, school leaders are seeking further clarification of expectations, to further improve the way the school assesses pupil outcomes across all subjects. Networking with other similar schools within the City, enables collaborative working, in order to achieve clarification of good and outstanding pupil outcomes, in terms of progress. This innovative work is unprecedented, exciting and raises the ceiling of what might be achieved. |
| **School self-evaluation judgement** O / G / RI / I |
| **QA professional (Based on the evidence seen are you able to confirm the school’s judgement?)** Yes / No |

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| **Effectiveness of leadership and management: evaluation and supporting evidence** |
| * The Headteacher and core staff have worked diligently over the past two years in establishing the new school from its initial opening in September 2016, in temporary accommodation on the Piper Hill site. In September 2017 there was a partial handover to the permanent premises at Yew Tree Lane with a full handover at the end of November 2017. * The school’s ambitious and determined headteacher ensures that all staff have the highest expectations of students and the impact of her work has been transforming. * The school opened in September 2016 with 25 pupils, expanding to 53 pupils on roll and double the staff during this period of significant change. Despite this high level of turbulence, the school’s strong leadership and willing, committed staff team have maintained a steady, tenacious course to establishing the school. The numbers grew still further this September 2018 to 75 pupils across all year groups and key stages. As a result, new staff have been appointed, one NQT and four Teaching Assistants at TA1. Work is in progress to maintain, embed and extend the very high standards met at the end of the last school year in 2017. * The new appointment of a Deputy Headteacher KS5, in June this year, is a key post for the further development of all work-related learning across the school. All students are to complete a structured and coherent pre-internship programme in KS5. The vision is to ensure that all students are exceptionally well prepared for their next stage of development and well-planned transitions support steps towards sustainable destinations. * Governors and leaders have ensured that clear progression routes are visible to all staff. They, in turn, have risen to the challenge of developing their skills in order to meet the opportunities to grow in their careers. An example of this are 2 NQTs who joined the school in September 2016 and have made strong, sustained progress in the quality of their teaching. They are both now consistently delivering outstanding lessons. The school’s CPD, coaching, mentoring and support programmes have been highly effective, together with an effective performance management programme, which embeds school development priorities within staff progress targets. This process ensures that school development is owned by all staff, who are held accountable for student outcomes. * Leaders are relentless in their drive to ensure sustained excellence in outcomes and are rigorous in their process of review, moderation sessions, and revision of expectations, with similar schools outside the Trust, in order to maintain the high achievement of students. * Governors are very strong, with an impressive set of skills to support and guide the school. They are actively involved and visit the school on a regular basis. Challenge is ever present and governors are robust in their questioning to hold the school to account. |
| **Effectiveness of leadership and management: Summary statement by QA professional –**  The school’s self-evaluation processes and the range of evidence used by the school, to reach their SEF judgement is detailed and accurate. Pioneer House has established itself as a school which is highly effective in providing robust, enriched, high quality provision and excellent outcomes for all the students. The significant impact of the Headteacher and her team is exemplary in all that has been achieved in establishing the new school and in securing the school’s good capacity for continued improvement. This strength of senior leadership is pivotal in order to meet further challenges in the future as the school expands yet again to have 100 students on roll at the end of next year. The Headteacher and Governors have made good appointments to ensure that recruitment is of a high standard. Staff are deployed very effectively across the school to use their strengths and maximise the best learning outcomes for all students. The whole school community embodies a strong, can-do culture, through which staff and pupils celebrate their success and as a result, all can make excellent progress. Leaders expectations are consistently high and drives excellence in school improvement. |
| **School self-evaluation judgement** O / G / RI / I |
| **QA professional (Based on the evidence seen are you able to confirm the school’s judgement?)** Yes / No |

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| **Quality of teaching, learning and assessment: evaluation and supporting evidence** |
| * A key priority the school has identified for 2018/19 is to maintain a robust understanding of outstanding teaching and learning by teachers and all classroom staff so that they plan and deliver outstanding lessons which embed pupils learning securely. The SLT members carry out regular learning walks and provide constructive feedback to teachers and class teams. The staff work very well as a unified team and collaborative sharing of good ideas and resources support the delivery of strong lessons for students. * Successful strategies used by staff include opportunities to talk for writing, this work is observed in an English lesson on Romeo and Juliet with visual pictures telling the story of the Capulets and Montagues. Students were asked to complete sentences/statements, for example, I am Juliet’s cousin… The skills and process of the lesson were displayed on the screen for students, for example, guided read, speaking and listening, review type up all of which are well differentiated for each student. Another student was asked his opinion and could explain this to the adult. The expectations are high and the student was able to write why the Capulets were related to Juliet and gave two events they were involved in. Learning is well scaffolded to support good outcomes. In another class students are using colourful semantics to structure a sentence and key question words such as why, what, where, and who. * Relevant modern texts are used such as Roald Dahl’s Matilda to engage the reader. Opportunities are provided for partner reading and in sharing book reviews. * Students have clear targets for learning such as in writing. Teachers reinforce these throughout the lesson. * Students are given a handwriting booklet to practice joined script and as a result, improvement in letter formation and quality of handwriting is evident. * Curriculum leaders all have clearly defined action plans to ensure outstanding teaching and learning is sustained and maintained. CPD is delivered by leaders and is both relevant and precise, to maintain outstanding quality teaching and learning. Training includes an emphasis on Curriculum development, with Curriculum for life-employability, (the school is part of a pilot is being trialled re- life skills development across Manchester; the school also participated in the trial and roll out of a safeguarding curriculum, with MCC leading Healthy Schools in Manchester). Staff Performance management targets are linked to the whole school priorities. In literacy, the whole school strategy is being embedded and secured. * An Accreditation Action plan is established for the 6th Form. The offer of accreditations is being extended. The suite of accreditations gives evidence of students’ progress over 3 years with a strong offer and progression into accreditations. * The Assessment action plan, linked to Classroom Monitor, has assessment outcomes bands (AOB) instead of the use of levels, assessment is redefined in light of what students can do and are tailor made for each student. Clarification is being investigated to raise expectations even further and secure a revised recognition of what good and outstanding progress should look like. |
| **Quality of teaching, learning and assessment : Summary statement by QA professional –**the school’s self-evaluation processes and the range of evidence used by the school, to reach their SEF judgement are rigorous, robust and accurate. The QA observed highly differentiated lessons and teaching and learning, which is highly responsive to the individual needs of students. Committed and skilful teachers, supported well by enthusiastic and effective teaching assistants, set the highest of expectations for their pupils. This leads to consistently high-quality learning. Teachers have a shared approach to planning and assessment, meaning they are constantly discussing how they can do things better in order to improve outcomes for students. |
| **School self-evaluation judgement** O / G / RI / I |
| **QA professional (Based on the evidence seen are you able to confirm the school’s judgement?)** Yes / No |

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| **Personal development, behaviour and welfare: evaluation and supporting evidence** | |
| * LA data shows that at (95%) Pioneer House has the best 2017/18 attendance figures of all specialist support schools in the City. Pupils categorised as persistent absentees are subject to robust attendance management plans and monitoring. * An external Behaviour Audit completed 2/7/2018, found that the school met all standards at a very high level. “ there is a strong ethos of mutual respect in the school and the behaviour policy emphasises positive strategies to encourage good behaviour choices” “Very high priority is given to pupil welfare, who are encouraged and facilitated to communicate any concerns.” “Excellent use is made of the ‘IRIS’ and CPOMS software systems to track behaviour incidents, pre-empt escalation and evidence impact of adaptations.” The audit found three minor areas for improvement and all of these areas have now been addressed. * PSHE and Citizen curriculum is both flexible and adaptable in order to suit the students more exactly. * The MCC Healthy Schools’ programme launch was attended by school and ideas emerged from consulting students in schools within Manchester. Pioneer School’s newly formed School’s Council will be running this and linking it with Tutor-Time sessions and into young Citizenship. Students’ individual progress /skills are going to be tracked through a self-evaluative tracking sheet. Staff are looking at Tutor-times with ideas to offer a themed focus week or day for example, accessibility of texts. * Parent partnership is strong and being enhanced even further through the use of a web-site to actively engage them. A morning coffee session is on offer and the chance to implement future themed events. * Two members of the newly formed School Council spoke to the QA on the day of visit. They are both very proud of their school and want to make a difference. They approached the Headteacher to set up the council and she fully supported their initiative. Students are voted onto the Council and with a representative from each class, voted by their peers. | |
| **Personal development, behaviour and welfare: Summary statement by QA professional –**  The school’s self-evaluation processes and the range of evidence used by the school, to reach their SEF judgement is extremely robust and accurate. Attendance is good because the students are very keen to be at the school. All that the school offers gives them a sense of belonging, and their differentiated needs are accurately and precisely met. Staff have a full understanding of students learning needs and ensure they are being highly inclusive. It is remarkable how very quickly students settle into the school’s welcoming culture and ethos with a real sense of achievement which is instilling self-confidence. | |
| **School self-evaluation judgement of behaviour** O/G/RI/I | **School self-evaluation of personal development and welfare** O/G/RI/I |
| **QA prof: (Are you able to confirm the school’s judgement?)** Yes / No | **QA prof: (Are you able to confirm the school’s judgement?)** Yes / No |

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| **Key priorities 2018/19 and issues to be addressed/monitored by the governing body** |
| **Key Priorities 2018/19:**  **Leadership and Management**   1. **Further clarification of expectations of good and outstanding pupil outcomes so that school can articulate expected and above expected pupil progress across all subjects.**   This will be achieved through:   * Continued progress moderation with schools outside the Trust * Expected progress statements for all non-trust curricula * Revision of the assessment policy and pupil progress guidance, as appropriate * Testing out the revised policy and guidance over the school year  1. **Embedding of strategic distributed and extended leadership in the school so that staff at all levels have the opportunity for aspirational professional development which inspires effective school improvement**.   This will be achieved through:   * Robust staffing structure, with clearly articulated roles and responsibilities, to drive school improvement * Curriculum leadership roles, shared between a SLT and teachers * Promoted posts for TAs to support teaching and learning   **Teaching, Learning and Assessment.**   1. **Maintenance of a robust understanding of outstanding teaching and learning by teachers and classroom staff so that they plan and deliver outstanding lessons which embed pupil learning securely.**   This will be achieved through:   * Structured CPD * Regular SLT learning walks with constructive feedback to teachers and class teams * Collaborative development opportunities   **Outcomes for Pupils.**   1. **100% pupils make at least good progress in English and Maths and 85% make outstanding progress** 2. **Aspirational yet achievable accreditation in KS4 and 5 ensures that pupils are exceptionally well prepared for the next stage of their education, employment or training.**   This will be achieved through:   * Finalising City and Guilds EL1 accreditation in Food Skills in KS5 * Personal progress and core subject accreditation and Entry Level and Level 1 in KS4 * Clear and coherent curricular progression through the Key Stages which ensures appropriate preparation for the next stage. * An appropriate careers education programme across school which is consistent with Gatsby standards   **Effectiveness of 16-19 Study Programmes**   1. **Further development of all work-related learning across school, so that**: 2. all students complete a structured and coherent pre-internship programme in KS5 3. students are exceptionally well prepared for their next stage of development and 4. well planned transitions support steps towards sustainable destinations |

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| **Key focus for spring term visit with QA professional OR for SLT to follow up (Including detailed activities)** |
| **List the detailed quality assurance activities that will take place at the spring term visit, from which first hand evidence will be gathered to support QA judgements and school self-evaluation.**   |  |  | | --- | --- | | **Key focus:** | **strategic distributed and extended leadership in the school** | | **Activity 1** | Discussion with curriculum leaders re- action planning and self-evaluation of impact. | | **Activity 2** | Teachers’ planning and impact on students’ outcomes | | **Activity 3** | Staff voice. | |