

Prospere Learning Trust - Summer Term 2018
Quality Assurance Visit: Pioneer House Specialist Support School.

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

School name	Pioneer House High 0161 436 3009	Head teacher	Wendy Godfrey
Chair of Governors	Jenny Andrews	QA professional	Sheila Cairns
Date and length of visit	16-17 July 2018 2 days.	Last Ofsted grade and date	N/A
School's judgement of overall effectiveness	🟢 / G / RI / I	QAP's judgement of overall effectiveness	🟢 / G / RI / I
Meeting attendees and roles	SLT: Caroline Pauls - DHT; Diane Ainsworth - DHT KS5; Kiya Dunn -TLR Structured Learning (AHT from September 2018).		
	Governing Body:		

Attendance: Progress towards 2018 targets

	2018 Targets	Half term 4 data 2016/17	Half term 4 data 2017/18
Overall absence KS3/4	(5%) 95%	%	95.5%
Overall absence KS5			85.10%
PA (less than 90%)	6%	%	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		

- Purpose of the summer term 2-day QA visit is to review progress towards the School's key development targets 2017/18. School leaders, who have led development in addressing the targets, gave presentations to demonstrate the actions taken and evidence to show the extent of impact on key targets and subsequent initiatives.
- School Development Targets identified by the school for 2018/19.

Pupil Progress

SDP Academic targets 2017/18:

- **In core subjects** -English, Maths and Science: to ensure that (100%) of students make at least good progress in English and Maths; to ensure that (80%) of students make outstanding progress in English and Maths;
- **Focus Subjects** -Music and MFL: In Music, to improve the percentage of pupils making at least good progress from (46%) 2017 to (90%) 2018; In MFL, to improve the percentage of pupils making outstanding progress from (62%) 2017 to (75%) 2018;
- **Pupil Premium** – English-(speaking and listening) to reduce the difference between PP and non-PP pupils making outstanding progress from (28%) 2017 to (10%) 2018.
- In MFL, to increase the percentage of PP students making good or outstanding progress from (33%) 2017 to (80%) 2018. To increase the percentage of Non-PP students making good or outstanding progress from (29%) 2017 to (80%) 2018.
- In Music, increase the percentage of PP students making good or outstanding progress from (16%) 2017 to (80%) 2018. Increase the number of non-PP students making good or outstanding progress from (28%) 2017 to (80%) 2018.
- In PE, to increase the percentage of PP students making good or outstanding progress from (62%) 2017 to (80%) 2018. Increase the number of non-PP students making good or outstanding progress from (73%) 2017 to (80%) 2018.
- **Gifted and Talented** -English and Maths: all students who made outstanding progress in all three strands of English and Maths in 2016/17 to continue to make outstanding progress in all three strands.

School Self-Evaluation against the current Ofsted Framework (August 2016).

Effectiveness of leadership and management: evaluation and supporting evidence	
<p>SDP priorities: 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.</p> <ul style="list-style-type: none"> A talented and collaborative group of senior and middle leaders carry out their roles exceptionally well. This team will be further strengthened with the new appointments made. The DHT KS3/4, who is undertaking her NPQSL, has revised music modules, together with the music specialist, and linked these to Classroom monitor. Leading MFL, students learn best by the use of concrete elements to support learning. The new modules are being launched in September. School data shows pupils have made significant progress in MFL over this year. Improvement in teachers using the modules and language within the class context, across the curriculum and including rewards, have all supported the improvement. Also, the use of 'Speakee' modules, increasing content and looking for opportunities where using language might fit, all support students being better engaged in using language more confidently. The use of ICT and games are fun ways to help students enjoy using language more. Leaders have identified that progress of pupils to be captured using I-pads, video and photographic evidence, is a next step for further improvement. From September there is a rolling two-year programme to ensure coverage in every area. Enrichment has been a key focus of lessons through student performance and knowledge and involvement in outside culture. Students have taken part in Music Showcase at the Royal Northern College of Music. The Drama group is established and the school looks forward to combining drama and music, to produce a 'school performance' next year. The TLR member of staff for structured learning, appointed as an AHT from September 18, had a focus this year to bring structured teaching and learning to the school, teachers and teaching assistants. She is undertaking her NPQML, in order to build capacity for teaching and learning in specialist provision, including for NQTs. She has delivered training for staff with the occupational therapist and speech and language therapist, on factors affecting learners. The SDP priorities identified gaps to be addressed and this leader chose music as part of her NPQML. Music has seen a significant increase in the percentage of pupils making outstanding progress. Her work has focused on 'sensory sensitivities' and in how staff can identify when a student is struggling or is overwhelmed in order to remove barriers for them to access learning. Next steps identified for further improvement are to develop the use of 'See-Saw' to film and use in self-evaluation to bring students' prior learning into the next lesson. 	
<p>Summary statement by QA professional:</p> <p>In the light of the progress made since September 2017, the evidence gathered and the impact reported, does not indicate any changes to the SEF judgements. The school self-evaluates the effectiveness of leadership and management as outstanding. The QA agrees with the school's judgement. The significant impact of the HT and DHT has been remarkable in all that has been achieved in establishing the new school, whilst transferring to the new build. The school's ambitious and determined headteacher ensures that all the staff have the highest expectations of students and the impact of her work has been transforming. She has led a relentless pursuit in achieving a clear shared vision at a swift pace. The school has good capacity to achieve this vision. She has been pivotal in making the right appointments to ensure recruitment is of a high standard. Deployment of staff is highly effective in utilising strengths and minimising weaknesses. Team working is very strong and an exceptional strength of the school. Growth of the two NQTs, appointed in September 16, has been highly effective this year. Both are taking partner leadership roles of a curriculum core area over next year, as part of succession planning.</p>	
School self-evaluation judgement	O / G / RI / I
QA professional judgement (based on the evidence provided)	O / G / RI / I
Quality of teaching, learning and assessment: evaluation and supporting evidence	
<ul style="list-style-type: none"> The school has seen rapid and sustained improvement in the quality of teaching, which is now firmly embedded, through robust CPD and a highly collaborative culture, ensuring the consistency across the school. The next steps in learning for students are very clear and effectively support the students to make the best progress possible. The high ambition and focus on effective practice is communicated to all in the classroom. Teaching assistants are making a significant contribution to students' learning. Feedback to students is individualised. Learning is recorded and evidenced in books and on-line, which enables staff, students and parents to be clear about learning over time. An engaging curriculum, which has a strong practical and applied focus, ensures that the students' interest is sustained and their thinking is challenged. Leaders lesson observations confirm that teachers are using effective, well considered strategies for increasing student independence in learning, using self-assessment checklists. Feedback has been refined and developed to ensure that students are engaged effectively with self-assessment and understand their next steps in learning. All students are developing their resilience and thrive in the school's very well managed learning environments, including those who have experienced significant challenges in the classroom. 	
<p>Summary statement by QA professional:</p> <p>In the light of the progress made since September 2017, the evidence gathered and the impact reported, does not indicate any changes to the SEF judgements. The School self-evaluates the quality of teaching, learning and assessment as outstanding. The QA agrees with this judgement. The quality of teaching at Pioneer House has strengthened significantly over the past two years and increased the level of consistency to become outstanding. The QA observed highly differentiated lessons and teaching and learning, which is highly responsive to the individual needs of students. Staff are relentless in their drive to strengthen, develop and improve what they do in order to improve students' outcomes. The level of students' engagement and involvement with their learning in lessons has greatly increased over the year. This has impacted highly positively on increasing the percentages of students making outstanding progress.</p>	
School self-evaluation judgement	O / G / RI / I
QA professional judgement (based on the evidence provided)	O / G / RI / I
Personal development, behaviour and welfare: evaluation and supporting evidence	

SDP priority – for pupils to have attendance of (95%) and for PA to be less than (6%).

- At Key Stage 3 and Key Stage 4 attendance is (95.54%). There are 3 students identified with persistent absence, all with related illness, one student has been issued with an attendance management plan. Holidays in term time affected the attendance of one of the students but it was authorised because of special circumstances.
- At Key Stage 5 attendance is challenging (85.10%) and 6 students have been identified with persistent absence, most are due to related illness and not a concern re -safeguarding. However, one student has found transition into Pioneer House hard and was issued with a behaviour plan. This young person is now back on track and attendance has improved this term. A further more challenging student has very low attendance and an attendance management plan issued as a result. Support also includes collection from home to school and close multi-agency working with a social worker.
- At the beginning of the summer term the school undertook an internal Behaviour review. Findings collated demonstrated that pupils' behaviour in shared areas is very good. Pupils arrive and leave school in an orderly and courteous way. They settle into classrooms quickly. IRIS records enable robust analysis of trends of incidents of challenging behaviour. There are two students who have had a high level of 1:1 support and a highly differentiated curriculum who are now making good progress in managing their own behaviour.
- The school had an external review of Behaviour in school and leaders are awaiting the written report following the behaviour audit. Students' behaviour for learning has significantly improved as has staff management of behaviour.
- Staff team working is very strong and highly effective. Each member of staff has high levels of accountability and ownership. As a result, a calm, safe environment is created within school. Systems and practices are robust, rigorous and well embedded.
- Staff readily tackle the use of inappropriate language and low-level disruption. Discriminatory or prejudiced behaviour is recorded and dealt with swiftly through a range of effective approaches.
- Staff and pupils are developing a good awareness of all aspects of safeguarding through a targeted programme of CPD and lessons including mental health, safe and positive relationships and on-line safety. The latter and Citizenship are included in every Computing module delivered. A highly differentiated whole school SRE day supported students to understand about safe and healthy relationships at a level which was individually appropriate.
- Pupils are learning to understand how to keep themselves healthy through the newly established Healthy Lifestyles Curriculum. The young Citizens curriculum, class based Good Citizens Awards and post incident debriefs prepare students to be responsible for their own actions. The school takes every opportunity to engage with the local community in order to model and develop, skills knowledge and understanding to be active citizens.
- The Lead for PE is in the process of securing qualifications in PE and Sport. The school is seeking a Sports leader qualification. PE enabled students to take on leadership roles in leading other students.
- Engagement of students in lessons is very high. The learning environments have helped students to feel secure and remove anxiety for them to be able to work in small groups, through the scaffolding of learning, all of which supports their good behaviour. Students are encouraged to ask for help and to help one another.
- 'Fantastic Fridays' is a whole school activity in cross-school groups. Students say they love these days.

Summary statement by QA professional:

In the light of the progress made since September 2017, the evidence gathered and the impact reported, does indicate a change to the SEF judgements. The school self-evaluates personal development, behaviour and welfare as outstanding. The QA agrees with the school's judgement. Attendance is regularly reviewed and a regular item in whole staff meetings and SLT meetings. Data gives evidence of a strong and improving picture. Recent LA data shows that at (95%) Pioneer House High School 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. They work towards individually negotiated rewards, which once established are effective in improving attendance and punctuality. Students' resilience to challenge has been a key focus for improvement. This was an impressively strong feature within lessons and of students readily helping each other. It is also impressive how staff are highly skilled in anticipating what the students might do and intervene appropriately. Routines are well established and successful in creating a learning environment.

School self-evaluation judgement of behaviour	G/RI/I	School self-evaluation of personal development and welfare	G/RI/I
QA judgement (based on the evidence provided)	G/RI/I	QA judgement (based on the evidence provided)	G/RI/I

Outcomes for pupils: evaluation and supporting evidence

- **In the core subjects**, the school's data shows that the percentage of pupils making outstanding progress has significantly increased in English overall, from (99%) of pupils making good or better progress at the start of the year to (94%) of pupils making outstanding progress by the end of the year. In reading, (100%) of pupils had made good or better progress at the start of the year and this percentage has increased to (96%) of pupils making outstanding progress by the end of this year. In writing, the improvement is from (100%) of pupils making good or better progress at the start of the year to (89%) of pupils making outstanding progress by the end of the year. In maths, (97%) of pupils were making good or better progress at the start of the year to (90%) of pupils making outstanding progress by the end of the year.
- 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.

- **At Key Stage 4, There were no KS4 students on roll Summer 2017.** Pupils' progress in English has improved across the year from September 2017 to (91%) of pupils making outstanding progress by the end of year. In maths, the percentage of pupils making outstanding progress has improved across the year to (94%) by the end of the year.
- **Key Stage FE,** Pupils' progress in English has improved from (87%) of pupils making outstanding progress in 2016-17 to (96%) making outstanding progress by the end of the year. In maths, pupils' progress has improved from (87%) making outstanding progress in 2016-17 to (94%) making outstanding progress by the end of year.
- 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.

Summary statement by QA professional:

In the light of the progress made since September 2017, the evidence gathered and the impact reported, does indicate a change to the SEF judgement. The school self-evaluates outcomes for pupils as outstanding. The QA agrees with this judgement. A selection of evidence folders documenting samples of writing and maths work were scrutinised during the visit. 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. 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.

School self-evaluation judgement

● / G / RI / I

QA professional judgement (based on the evidence provided)

● / G / RI / I

Effectiveness of the Sixth form Provision

Quality and Standards: evaluation and supporting evidence

Key SDP target to establish an enterprise curriculum across the school. To establish an employability programme for KS4 students. To establish an Independent Life Skills curriculum for KS4 and KS5 students. To increase the numbers of modules delivered to KS5 pupils in Skills for Working Life. Develop modules in functional English, Maths and ICT using C and G materials. Increase work placements. Tracking leavers into Post school destinations.

- Leaders have high expectations and aim for all pupils to be making outstanding progress in each of the eight Enterprise Skill areas. All KS3 pupils have a skills profile which will contribute to their work profile in KS4.
- The school recruited a DHT in June 2018, with the skills and experience in leading an acclaimed post 16 SEND provision at an outstanding special school. The newly appointed DHT, with responsibility for KS5, has devised an action plan based on Enterprise, Employability and Independence as part of the whole school SDP. The developing curriculum places a significant emphasis on employability, skills and personal development.
- Other Key appointments include a TA4 skilled member of staff with responsibility for managing personalised pathways, supporting work placements and developing the range of work placements available to students. Also, a job coach has been employed to strengthen capacity in sourcing and supporting work placements.
- The school has achieved City and Guilds Centre approval for Skills for Working Life and Functional Skills, being judged "low risk" in relation to the certification of post 16 students in Functional Skills.
- School leaders have invested in a planned and systematic way in strategic developments, to embed, refine and secure outstanding enterprise and employability education across the school in a strong and unique offer which leads to outstanding 16-19 pre-internship provision
- All students have had a structured supported or independent work placement which has contributed to their Skills for Working Life accreditation.
- Leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment and meets all the requirements of 16-19 provision. It prepares them very well for future employment. (100%) of post 16 pupils follow C and G accredited programmes in Skills for Working Life and Functional Skills. They are on track to achieve as least Entry Level 2 accreditation.
- There are three students who have secured and sustained paid employment at the weekend as a result of skills gained in school. The delight and pride on their faces was a joy to see, whilst talking to them.
- 2017/18 (75%) of Year 14 leavers/3 students have achieved an Entry Level 2 Certificate in Skills for Working Life from City and Guilds. The other student (25%) has achieved an Entry Level 2 Award in Skills for Working Life from C and G. (authorised absence as a result of medical treatment limited the number of modules he had been able to complete).
- In recent City and Guilds Functional Skills exams (100%) of leavers were successful in passing Entry Level papers in Reading and Writing. (3) students passed at Entry Level 2 and one student passed at Entry Level 1.
- Students in observed in lessons are thoughtful, caring and respectful citizens. They show each other respect and offer help to each other. This is a particular strength. The conduct is modelled by staff to good effect. Enterprise skills involve team working, self-management and working with the provider to ensure accurate assessment of these skills. The Enterprise curriculum captures this in a 'taught way', followed up in tutor-time and in unstructured times.
- Transition programmes are in process and the Year 6/7 pupils aspire to become like the current sixth formers who are helping them. These young people are excellent role models showing the younger pupils how to behave by modelling correct behaviour and Pioneer House expectations. This shows how well sixth formers understand the expectations and they are observed working with the younger pupils in a very sensitive way. Relationships are already in place and the sixth formers are positive role models providing anchor points when the younger pupils arrive in school. There is further potential to embed this.
- In the action plan 2018/19, the school is looking to offering Quality Standards Mark "Inspiring IAG" which can be achieved at Bronze, silver and gold standard. The school is awaiting approval. Work on Careers development, leaders acknowledge as work in progress.
- There is to be a three-year tracking of students' destinations after leaving sixth form.

Summary statement by QA professional:

In the light of the progress made since September 2017, the evidence gathered and the impact reported, does not indicate any changes to the SEF judgements. The school self-evaluates quality, standards and effectiveness of 6th form provision as good. The QA agrees with this judgement. Expectations are consistently high and pupils rise well to the challenge. They enjoy and take pride in their learning and as a result, they make at least good or better progress. The quality of teaching in KS5 is deemed by the school to be outstanding

and this was seen by the QA on the day of visit. Teachers use innovative approaches to ensure greater independence and pupils are fully engaged and involved in lessons. Their level of independence is impressive. The new DHT is well placed to take this area of the school further towards excellence.

School self-evaluation judgement

O / **G** / RI / I

QA professional judgement (*based on the evidence provided*)

O / **G** / RI / I

Key school improvement priorities and issues to be addressed 2018/19.

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

2. **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:**
 - a) all students complete a structured and coherent pre-internship programme in KS5
 - b) students are exceptionally well prepared for their next stage of development and
 - c) well planned transitions support steps towards sustainable destinations