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| **Prospere Learning Trust - Spring Term 2019 Quality Assurance Visit:** |

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| **School name** | **Pioneer House High** | **Head teacher** | **Wendy Godfrey** |
| **Chair of Governors** | **Jenny Andrews** | **QA professional** | **Sheila Cairns** |
| **Date and length of visit** | **Tuesday 12 March and Thursday 13 March 2019** | **School’s judgement of overall effectiveness** | **O / G / RI / I** |
| **Meeting attendees and roles** | **SLT: Caroline Pauls-DHT; Diane Ainsworth -DHT KS5; Kiya Dunn-AHT** | | |
| **Governing Body:** Governors receive the QA report. | | |

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| **Progress towards 2018 targets: Attendance** | | | |
|  | **2018 Targets** | **Half term 2 data 2018** | **Half term 3 data 2019** |
| **Overall absence** | **3%** | **4.17%** | **5.4%** |
| **PA** | **15%** | **13.78%** | **21.1%** |

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| **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** |  |  |

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| **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; Leadership and Management, Personal Development, Behaviour and Welfare: attendance, safeguarding, curriculum, Effectiveness of 16-19 provision, which are all aspects linked to the school’s main priorities in the School Development Plan 2018/19. **Quality Assurance Partner Focus:**   |  |  | | --- | --- | | **EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT** | | | **Expected outcome 1:**  Expectations of good and outstanding pupil outcomes are further clarified so that school can articulate expected and above expected pupil progress across all subjects. | **Expected outcome 2:**  Strategic distributed and extended leadership in the school is embedded so that all staff have the opportunity for aspirational professional development which inspires effective school improvement. |  |  | | --- | | **EFFECTIVENESS OF TEACHING AND LEARNING** | | **Expected outcome 1:**  Teachers and classroom staff maintain a robust understanding of outstanding teaching and learning so that they plan and deliver outstanding lessons which embed pupil learning securely. |  |  |  | | --- | --- | | **OUTCOMES FOR PUPILS** | | | **Expected outcome 1:**  100% pupils make at least good progress in English and Maths and 85% make outstanding progress | **Expected outcome 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. |  |  | | --- | | **EFFECTIVENESS OF 16-19 PROVISION** | | **Expected outcome 1:**  Further development of all work-related learning across school, so that   1. all students complete a structured and coherent pre-internship programme in KS5 2. students are exceptionally well prepared for their next stage of development and 3. well planned transitions support steps towards sustainable destinations | |

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| **Activities undertaken by SLT alongside the QA professional** | | |
| **Description of the activity:**  **First Day:**  Learning Walk-Teaching and learning. (L1 MFL Gp 2 SE, PE Gp1 DA; L2 MFL Gp5 MW, Literacy Gp 6 DAin;   * Learning Walk – (L3 MFL Team teaching Gp3 KD, Gp4 DR). * Discussion and feedback. * KS5 Functional skills lesson observation. * KKS3 PE Lesson Observation.   Lesson observation findings feedback and discussion with DHT  **Second day:**   * **Effectiveness of 16-19 Provision:** CEIAG, accreditation, work placements – * Discussion meeting with Curriculum Leadership Structured Learning, Communication * Discussion meeting with Curriculum Leadership Maths. * Discussion meeting with Curriculum Leadership English. * Discussion and feedback to Senior leaders. | **Evidence base used:**   * Observations. Pupils learning. Learning environment and resources. Deployment of staff. * Lesson observation criteria. observation notes. * Evidence teachers’ planning. * Pupils’ progress in lessons; * Pupils work in lessons. * Notes from discussions; * Scrutiny of documentation; | **People involved and their roles across the two days:**   * Wendy Godfrey -Headteacher;      * Caroline Pauls-DHT * Dianne Ainsworth -DHT KS5 * Sophie Elliot – RQT * Michelle Darby-Curriculum lead Literacy. * Declan Campbell-Curriculum lead Maths. * Kiya Dunn-AHT Structured learning, communications. |

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| **Strengths** |
| * The quality of education provided by the school is highly effective in enabling all pupils /students to achieve their very best. The quality of teaching and learning is very effective, with an increased high level of consistency, despite the growth of the school. As a result, all pupils and students achieve very well. Teacher expectations are high across the school and students are provided with a high level of challenge, which has been very carefully planned. * There has been significant improvement in the planning structure and provision of PE, which is now exemplary practice. The visual support is well displayed, and helps students to understand what skills they are learning in the lesson. The session was fully active, the learning flowed and students worked hard. * Once again, all lessons observed had clear lesson plans linked to relevant modules. Teachers have embedded the use of planning to successfully help students learn well. They have very strong knowledge of the young people they teach and learning is accurately matched to their specific needs. 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, is exemplary. The use of visuals is now well embedded and highly effective in their positive impact on students’ learning and ownership of their own learning. * The pace of lessons is appropriate and enables students to make good progress. Lesson content is well structured and introduced progressively in small learning steps with increasing challenge. Carousel activities observed in Modern Foreign Languages lessons supports this well. * Students enjoy their learning and they want to be in school. They are demonstrating a good level of independence in learning. Classrooms are calm and purposeful environments, focused on learning. * In the MFL sessions, students are becoming familiar with the numbers of Mandarin, Spanish and German. * The teacher had created a book depicting the Tomato Festival celebrated in Spain. Students discuss what is happening in the photos. Once again, the use of visuals is excellent and these underpinned the young people’s success. Teachers’ quality of questioning made the students look and think. Students are provided with and encouraged to learn the subject specific vocabulary and the right terminology in all lessons. * Key Stage 5 -Guided reading session was exemplary. The task was age appropriate in students taking turns to read sentences in a letter and then work to independently answer the questions relating to the letter, using full and complete sentences. They were finding the language in the text to write the sentences, thus linking reading and writing. The extension activity enabled students to read their reply aloud to the other students. There was real dignity to the provision resulting in high achievement of the students. * Teachers are demonstrating a deep knowledge and understanding of the subject they teach. * Additional adult support, including that of teaching assistants has substantially been improved through training and support to make a strong contribution to students’ learning in lessons. * Behaviour for learning is strong across the school. Staff manage this highly effectively, so that no learning is lost or disrupted. The one incidence where this was not the case on the day of visit, involved a supply teaching assistant who had not yet established a relationship with the young people in the group, or embedded strategies for managing the young people well. Senior staff responded immediately to support and seamlessly de-escalated the situation. The key element of the School’s behaviour policy is staff being dynamic and responsive personalising their approach for each individual student. Strategies used within the school are successful in establishing a culture of students’ self-management. Pioneer house are innovative in how they get students back on track and focused on learning in class. * NQTs and RQTs are very well supported by excellent practitioners in senior leadership roles, through coaching, modelling, mentoring. All NQTs and RQTs have grown to achieve exemplary practice themselves and shown themselves to be ready for curriculum leadership roles. |

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| **Areas for development** |
| * Embed the current excellence in practice securely across the school. |

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| **Actions to be taken before the next QA visit** |
| * As above. |

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| **QA professional’s additional comments and overall summary** |
| * In the light of the progress made since September 2018, 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 outstanding. The quality of teaching, learning and assessment, personal development, behaviour and welfare, outcomes for pupils are all outstanding.   **Leadership and Management:**   * Effectiveness of leadership on the 16-19 provision is outstanding. The Careers curriculum have devised success criteria to measure pupils’ progress across the whole school. This work is ‘trail blazing’. Skills for working life in City and Guilds have been in place from September 2016 . Skills for Independent Living are in place at Key Stage 4 Entry level 1 and at Key Stage 5 at Entry Level 2 for progression of those skills. The school has broadened accreditations for young people, such as portfolio based Maths Entry level 1 Key Stage 4 and Entry level 2 at Key Stage 5. Also, Arts Bronze Award and English Level 2 at Key Stage 5. This has ensured significant development for the sixth form but also for Key Stage 4. Entry level at Key Stage 4 and 5 shows a coherent pathway across the school and maps progress tracking from Key Stage 3 into Key Stages 4 and 5. * The development of students’ confidence is clearly growing all the time enabling them to achieve success. This creates the identity of the school in where they go in the future, for them to be well placed to continue to make progression beyond the school. * The way the school defines the sixth form offer is unique in this context, in terms of realising the vision, and makes this provision exceptional. * Collaborative team working is a significant strength and ensures success. * CPD in January 2019, focused on the new Progression Guidance and planning for progress, through shared documentation. As a result, this guidance is being newly implemented. Pupil progress is being tracked cross the year rather than termly and the judgement of outstanding progress is expected to become more aspirational within the target-setting process. The emphasis of progress being over a Key Stage allows for pupil variance year on year. Leaders arrived at this decision from knowing pupils and how they learn, not wanting to set a ‘ceiling’ of achievement. * Moderation is with other specialist provision schools such as, Melland, North Ridge and Piper Hill. It’s as a result of this work, that Pioneer House has re-defined the terms of ‘ good’ and ‘outstanding’ progress to ‘expected’ and ‘better than expected’, with achievement previously rated as outstanding now defined as expected. The rationale has been agreed with other colleagues in the other schools. Expected progress is now ‘one assessment band’ across a Key Stage. The plan is to vary expectation of progress for each student, depending where they are at a Key Stage. For example, a student starting at the previously defined P6 or P7 level, then the expectation is a different rate of progress compared to those students who might be at a higher starting point. Thus, Pupil Progress is differentiated, by considering the students different starting points and Key Stage.. * In September 2018 the school has begun its third year with an established staff team. Highly effective CPD has increased capacity in school leadership through being relevant and sharply targeted. Careful structuring and the strategic development of staff has clearly communicated to them the opportunities for professional development within the school for professional development and progression to leadership positions. * Curriculum leaders are mentored by senior leaders. The English and Maths curriculum leaders are supported by each of the DHTs to develop strength and impact within the school. Both have presented to staff in training, to further embed the established vision and values. The Maths curriculum lead has delivered CPD to the whole school and has introduced the change to teach maths from using the procedural method of teaching maths to the conceptual method, for teachers to understand the concepts they teach. He has started a Teaching Assistant numeracy programme involving theory, demonstrations and application. This has proved to be successful. Analysis of data shows that using and applying maths is the weakest area and a focus for improvement. This work includes developing a bank of resources to support the process of CPA (Concrete, Pictorial, Abstract). Pupils on accreditation routes are on track to achieve. Accreditation includes City and Guilds and Gateway Qualifications. * The English curriculum leader gave examples of how learning is structured into small building blocks leading to success. Four stages have been identified leading to students’ independence in learning, derived from staff feedback. Examples include the use of Structured Strips which enable success. Live marking and verbal feedback within lessons link to prior learning, gap revision and building on prior learning, all of which secures and deepens learning. This is impressive work. Training for staff on teaching phonics has increased staff confidence. The initiative Reading A-Z has increased consistency of practice across the school. * Accredited national qualifications are also being taken up by the AHT and DHT. The KS5 DHT is undertaking a post grad Masters in Careers Leadership.   **Quality of Teaching and Learning:**  The strengths of teaching and learning are highlighted at the beginning of this report.  **Outcomes for Pupils:**   * Students are targeted for early intervention from the school’s autumn data. The new progress guidance increases greater robustness around strategic target setting. The early indications are this is working well for the school. Pupil premium students are on track to perform better than non-pupil premium students. Leaders have identified skills of reading, writing and using and applying, as key areas to be improved. * Pupils are on track to make the progress expected of them. Using the previous expectations for progress all students are making at least good progress in all strands of Maths and English across KS3 and 4, with the vast majority making outstanding progress. New progress expectations have been introduced in Spring 2019. * KS3 and KS4 data across the whole key stage indicates that all pupils are making expected progress in Number and Reading across both Key Stages. The vast majority are making expected progress in writing, with only one student not making expected progress. The focus on writing is impacting well and all but one student has made at least one descriptor progress in the Autumn term. Using the new guidance, ‘Above expected progress’ is evident across all areas but in particular Reading (25%), Number (27%) and shape, space and measures (25%).   **Personal Development, Behaviour and Welfare:**   * Attendance in the first and second years of the school opening was good and at (95%) at the start of 2017, with Persistent Absence at (10%). However, the school will find this challenging to maintain, with the increase of student numbers on roll. Regular contact with parents, sharing of expectations and support for families to ensure their children attend regularly. Parental engagement and partnership have been further established through the introduction of initiatives such as the weekly ‘Parents for Tea’. The school’s PTFA has been established this school year. * Planning for attendance and strategies for improvement are put into place for individual students in PA or for those at risk of PA. * Behaviour and attitudes to learning are at least good and mostly excellent across the school. For example, in the KS5 guided reading lesson. The school provides ‘emotional opportunities’ for students to put their behaviour right, to take ownership and they are supported to do this. A positive learning culture is being created and students work towards rewards, which is very important and motivating for them. * The rapid growth of the school brought in a need for a more formal pastoral approach to both Tutor Time and Collective Worship. This school year has implemented a planned programme in each of these areas. * The PSHE curriculum was re-launched as Healthy Lifestyles, including PE lessons, relationships and safety aspects of PSHE. New modules were introduced at the start of this year to ensure key aspects of the PSHE curriculum were covered considering the independence, understanding and needs of young people. Additional modules focus on SRE, online risks and mental health. The school is part of Healthy Schools Manchester. * The Citizenship curriculum was re-launched as ‘Young Citizen’ and new modules were introduced to ensure key aspects of the Citizenship curriculum were covered. * The school has embarked on the ‘Digital Advantage Project. The Young people in KS5 are devising a web-site called ‘Careers Hive’. This is a digital hub with resources for young adults with SEN/Disabilities who are making the transition from school into further education, training and employment. The website will host a variety of information on careers advice in writing CVs and interview techniques designed to help young people explore their options and to find the appropriate support. It will look at training apprenticeships, further education and supported internships. These are to be linked to organisations who specialise in helping young people with disabilities, into work. * The school participated in the Mentally Healthy Schools Pilot over the past two years with Place2Be. Two senior leaders and 10 staff are trained in developing a mental health strategy and focus in school. Students were also through working with mental health representatives from the world of sport on the benefits of a healthy body and mind. * The school’s ‘Curriculum for Life’ pilot supports students in developing skills for life such as communication and problem solving. It forms part of the Tutor programme and some aspects of the whole curriculum. Students choose challenges and work towards them whilst monitoring their own progress and evaluating their achievements.   **Overall Summary:**  The Headteacher and governors have made a strategic and systematic approach to develop and strengthen distributive leadership over time. This third year of the school opening is in developing curriculum leadership for English and Maths. The two RQTs leading the core subjects are being well supported by the two DHTs and the AHT for curriculum. A QA calendar has been created for implementation of the curriculum role and responsibilities. Leaders are ensuring that all teachers (NQTs and RQTs) understand the requirements of curriculum leadership, to strengthen skills and expectations for successful succession planning. As a direct result, the school is growing significantly in strength and purpose. Much has been achieved in a relatively short time to a level of excellence. The school’s identity is emerging more clearly, becoming well defined and has been steadily changing to meet and address the students’ needs. Initiatives are identified as a result of leaders knowing the young people and their learning needs very well and in understanding what it is they require. Team working is substantially strong leading towards a culture of excellence being created and embedding throughout like a golden thread. |