

2017-18

Pioneer House High School

Self Evaluation Framework

End of Year 2017-18

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Pioneer House High School
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Leadership and Management		
Leadership and management at the end of the school's second year is judged to be outstanding		
OFSTED Descriptors: Outstanding (1)	Evaluation and evidence	School Improvement priorities 2018-19
<p>Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.</p> <p>Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.</p> <p>The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.</p> <p>Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy</p>	<p>SUMMARY: <i>Expectations</i> The Pioneer House High School community embodies a strong can-do attitude through which staff and pupil progress is celebrated, as a result students and staff make excellent progress. Leaders' expectations are consistently high and this sets the tone and pace for characteristically strong school improvement. Leaders and governors have ensured that clear progression routes are visible to staff, who in turn have risen to the challenge of developing their skill to meet those opportunities. For example, NQTs joining the school as it opened have made strong, sustained progress in the quality of their teaching and are now delivering consistently outstanding lessons A similar ambition is clearly evident for all pupils.</p> <p>EVIDENCE Challenging whole school pupil progress targets set and achieved in 2016-17</p> <ul style="list-style-type: none"> • 78% pupils made outstanding progress, across all strands in English in 2016-17. • 76% pupils made outstanding progress, across all strands in Maths in 2016-17. have been improved upon in 2017-18 when • 90% of pupils made outstanding progress in Maths overall and • 94% made outstanding progress in English overall across the year. <p>The gap between the progress of pupil premium pupils and non-pupil premium in target areas in 2017-18 has been reduced from</p> <ul style="list-style-type: none"> • 28% to 4% in Speaking and Listening, from • 12% to 0% in Music, from • 5% to 0% in PE. 	<ul style="list-style-type: none"> • 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.



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<p>catch-up premium and special educational needs funding, secures excellent outcomes for pupils.</p> <p>Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.</p> <p>Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.</p> <p>Leaders and governors use high quality professional development to encourage, challenge and support teachers' improvement. Teaching is highly effective across the school.</p>	<p>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 (the 6% gap equates to 1 pupil). School targets for 17-18 in respect of pupil premium have been met.</p> <p>In the March Quality assurance visit the QA partner noted that <i>"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... 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!</i></p> <p><i>Students' Progress</i>-The evidence from music lessons observed would show that the percentage of students making good or better progress has substantially been increased... 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.</p> <p><i>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."</i> (Spring Term 2018 Quality Assurance Visit report)</p>	
<p>Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and</p>	<p>SUMMARY: Teaching and Learning</p> <p>Strong pupil progress is underpinned by highly effective teaching across school. A strategic and incisive CPD programme, coupled with lesson observations, learning walks and constructive feedback to teachers, has ensured that the quality of teaching and learning has strengthened significantly.</p>	



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<p>innovate in ways that are right for their pupils.</p>	<p>EVIDENCE Moderated lesson observations by the EHT and SLT in Summer 2018 judged that teaching in all observed lessons was typically outstanding (80%) and none was less than good. In the good lesson (1 teacher) there was evidence of outstanding teaching in some aspects. This meets whole school targets set for the year and is a significant improvement on the quality of teaching and learning at the end of 2016-17 when teaching in all observed lessons was at least good with 25% being outstanding.</p> <hr/> <p>SUMMARY: Staff development Leaders have nurtured a lively, collaborative culture within school, all staff relish opportunities to learn from one another and are keen to develop all aspects of their teaching. As a result the quality of learning has improved and learners are developing self-motivation, independence and initiative. . Further development opportunities for all were secured in Summer 18 by the school’s first peer development week, resulting in a sharing of good practice across the school. External professionals leading a recent Digital Advantage project commented that pupils showed great creativity and resilience in approaching their challenging tasks.</p> <p>EVIDENCE Peer development week records, staff training records, staff voice</p>	
<p>The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p>	<p>SUMMARY: Curriculum The school has a particular focus on developing Enterprise, Employability and Independence skills in line with the proposer group and LGB’s vision. Leaders are developing the curriculum offer rapidly in order to meet this aspiration, whilst taking account of the demands on teachers. ‘Off the peg’ curricula, such as International Primary Curriculum, Enabling Enterprise and existing Trust schemes of work have been adapted to ensure that pupils acquire the appropriate knowledge, understanding and skills. The school takes a test and learn approach to curriculum development refining content and assessment to ensure excellent engagement, challenge and learning. The</p>	



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<p>Pupils’ spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school’s work.</p>	<p>tracking of pupil progress remains a priority and leaders have adopted and adapted available strategies effectively.</p> <p>The curriculum areas of Healthy Lifestyles and Young Citizen address pupils’ behaviour and welfare, including their physical, mental and personal well-being, safety and SMSC development. Pupils are well prepared for life as a young adult in modern Britain</p> <p>EVIDENCE</p> <p>Schemes of work, school resources, teacher planning, collapsed timetable days</p>	
<p>Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.</p>	<p>SUMMARY: <i>Equality and Diversity</i></p> <p>Discriminatory or prejudiced behaviour is recorded and dealt with in a timely manner through a range of approaches including individual work and group teaching. For example, a Y7 pupil reported to his parent that he was being bullied and refused to come into school. As a result class teacher delivered a bespoke lesson to the rest of the class to consider the pupil’s point of view together and the HT made a social story for the pupil to support his understanding of how the school were dealing with and resolving the issue. The pupil and his family had the confidence to return to school and bullying behaviour ceased.</p>	
<p>Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils’ welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to</p>	<p>SUMMARY: <i>Safeguarding</i></p> <p>The Section 175 audit completed by the HT and safeguarding governor concluded that safeguarding in school was effective in 2016-17. The HT is the designated safeguarding lead and the DHT was trained in July 2017. The school takes immediate action to respond where pupils are identified as being at risk of neglect, abuse or sexual exploitation, reporting concerns using local MSCB and MSAB protocols. The school uses CPOMS to record all safeguarding issues.</p> <p>The DSL participates fully in multiagency planning, action and review at Early Help, Child in Need and Child Protection level.</p> <p>Safeguarding training is included in staff induction and the staff CPD programme. All staff have completed certificated Level 2 Safeguarding in Education training.</p>	



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<p>support pupils who are at risk or who are the subject of a multi-agency plan.</p> <p>Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.</p>	<p>The safeguarding team was strengthened by the appointment and deployment of a school nurse from December 2017. This development was further improved by the inclusion of the behaviour and attendance lead on the team from June 2018.</p> <p>A Section 175 audit will be completed and submitted to the LA in September 18</p> <p>EVIDENCE Section 175 audit May 2017; LGB minutes; staff induction records; staff training log; CPOMS records)</p>	
<p>Teaching, learning and assessment</p>		
<p>Teaching, learning and assessment at the end of the school's second year is judged to be outstanding</p>		
<p>Outstanding (1)</p>	<p>Self-Evaluation and evidence</p>	<p>School Improvement priorities 2018-19</p>
<p>Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.</p> <p>Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.</p>	<p>SUMMARY</p> <p>Teaching at Pioneer House has strengthened significantly over the past two years and is now consistently outstanding, highly differentiated and responsive to individual learning needs. This rapid and sustained improvement in quality is embedded through robust CPD and a highly collaborative culture ensuring that there is consistency across school in terms of establishing next steps in learning and supporting pupils who achieve less than expected progress. There is no complacency in the school about the quality of the offer to students and staff work tirelessly to strengthen, develop and improve what they do in order to improve outcomes for pupils.</p> <p>This high ambition and focus on effective practice is communicated to all in the classroom. Feedback to pupils is timely, appropriate and individualised; learning</p>	<ul style="list-style-type: none"> 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.



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<p>Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.</p> <p>Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.</p> <p>Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.</p> <p>Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.</p> <p>Teachers are determined that pupils achieve well. They encourage pupils to try hard,</p>	<p>is recorded and evidenced in work books and on-line so that staff and pupils are clear about learning over time.</p> <p>An engaging curriculum with a strong practical and applied focus ensures that pupils' interest is sustained and their thinking is challenged.</p> <p>All teachers have PM targets which drive improved outcomes for pupils</p> <p>EVIDENCE</p> <p>Challenging whole school pupil progress targets set and achieved in 2016-17</p> <ul style="list-style-type: none"> • 78% pupils made outstanding progress, across all strands in English in 16-17. • 76% pupils made outstanding progress, across all strands in Maths in 16-17. <p>have been improved upon in 2017-18 when</p> <ul style="list-style-type: none"> • 90% of pupils made outstanding progress in Maths overall and • 94% made outstanding progress in English overall across the year. <p>The gap between the progress of pupil premium pupils and non-pupil premium in target areas in 2017-18 has been reduced from</p> <ul style="list-style-type: none"> • 28% to 4% in Speaking and Listening, from • 12% to 0% in Music, from • 5% to 0% in PE. <p>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 17-18 in respect of pupil premium have been met</p> <p>Moderated lesson observations by the EHT and SLT in Summer 2018 judged that teaching in all observed lessons was typically outstanding (80%) and none was less than good. In the good lesson (1 teacher) there was evidence of outstanding teaching in some aspects. This meets whole school targets set for the year and is a significant improvement on the quality of teaching and learning at the end of</p>	
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<p>recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.</p> <p>Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.</p> <hr/> <p>Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.</p> <p>Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.</p> <p>Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.</p>	<p>2016-17 when teaching in all observed lessons was at least good with 25% being outstanding. (Lesson observation records)</p> <p>Lesson observations confirmed that teachers were using well considered strategies for increasing student independence in learning, using success criteria checklists. Feedback has been developed and refined so that in school so that pupils engage effectively with self-assessment and understand their next steps in learning. All students, including those who have experienced significant challenges in the classroom are developing their resilience and thrive in the school's very well managed learning environments. (Lesson observation records)</p> <hr/> <p>SUMMARY: Reporting to parents</p> <p>Parental engagement with the school is good. In 2017-18 100% of parents and carers attended EHCP reviews. Parents responding reported that they are very happy with their child's placement in the school. 100% parents agreed or strongly agreed that their child is happy in school, feels safe, is making good progress and is taught well.</p> <p>Parents are informed of their child's progress through termly reports and face to face meetings in the Autumn and Spring term.</p> <p>Homework is set on an individual basis so that pupils can practice recent and familiar learning in a different context.</p> <p>Teachers habitually challenge derogatory language and stereotyping in and out of school, promoting opportunity and diversity. Significant time, planning and ingenuity supports independent travellers to manage the freedom that unsupervised travel brings, tacking derogatory language and in appropriate behaviour out of school</p>	
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<p>Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.</p>	<p>EVIDENCE</p> <p>In a recent questionnaire 100% parents agreed or strongly agreed that their child is happy in school, feels safe, is making good progress and is taught well.</p> <p>Over 93% parents strongly agreed that they receive valuable information regarding their child's progress, 7% (1 parent) agreed that they receive valuable information regarding their child's progress.</p> <p>90% parents strongly agreed that the school deals effectively with bullying, 7% agreed and 13% parents did not know whether the school deals effectively with bullying.</p> <p>(CPOMS records, travel plans, HT walk rounds, informal feedback)</p>	
<p>Personal development, behaviour and welfare</p>		
<p>Personal development, behaviour and welfare is judged to be outstanding</p>		
<p>Outstanding (1)</p>	<p>Self-Evaluation and evidence</p>	<p>School Improvement priorities 2018-19</p>
<p>Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.</p> <p>Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.</p> <p>In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They</p>	<p>SUMMARY: <i>Behaviour</i></p> <p>Pupils develop their confidence as they move through school and they typically take pride in their work and their school. Behaviour planning and intervention is strengthening and becoming systematic, as a result the frequency and intensity of incidents of challenging behaviour has significantly reduced for the vast majority of pupils. Challenging behaviour is addressed through highly individualised behaviour intervention planning and support with success. All staff work hard to promote high standards of behaviour. Teachers and other adults are skilled in managing and minimising low level disruption in the classroom and this is working very effectively. Pupils are proud of their work and enjoy their learning</p>	



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<p>are prepared for the next stage of their education, employment, self-employment or training.</p> <p>Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.</p> <p>Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.</p> <p>For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.</p> <hr/> <p>Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.</p>	<p>EVIDENCE</p> <p>An in-school behaviour review saw that behaviour in classrooms and shared spaces is very good. Pupils arrive and leave school in an orderly and courteous manner, settling into the classroom quickly. IRIS records allow for a robust analysis of trends in incidents of challenging behaviour; for example, two pupils who have had a high level of 1-1 support and a highly differentiated curriculum are making good progress in managing their own behaviour.</p> <p>(HT walk rounds, lesson observations by the EHT and HT, IRIS records, behaviour review Summer 18)</p> <hr/> <p>SUMMARY: Attendance</p> <p>Attendance is a strong and improving picture. Pupils categorised as persistent absentees and are the subject of attendance planning and monitoring. These pupils work towards individually negotiated rewards which, once established, are effective in improving attendance and punctuality. Meetings with parents provide a forum to resolve attendance issues in other ways, for example, through CAMHS referral. Attendance data is reviewed a regular item in whole staff briefings and SLT meetings</p>	
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EVIDENCE

At the end of the spring term reported attendance sat at 95%, with persistent absence at 14.3%. There are several students, with specific reasons for poor attendance, who are being carefully monitored. One of these students has recently transitioned to a new provider.

Additional to this persistent absence is, in part, a result of families taking holidays in term time.

The vast majority of pupils in PA at the end of the Autumn Term 2017 and therefore subject to monitoring and/or attendance plans have displayed significantly better attendance throughout the Spring Term 2018.

Name	Autumn Term %	Spring Term %
Student 1 Y13 (CAMHS)	89.7	47
Student 2 Y7	88.8	100
Student 3 Y14 (medical)	88.8	49
Student 4 Y14	87.9	96
Student 5 Y10	82.8	100
Student 6 Y11	81.1	93
Student 7 Y7	81	91
Student 8 Y12	58.6	34

Attendance for all registration groups has been maintained or improved from Autumn 17 to Spring 18.

- Key Stage 3 Independent: 97% to 98%,
- Key Stage 3 Structured: 93%,



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- Key Stage 4: 94% to 97%,
- Key Stage 5: 89% to 92%.

Recent LA data shows that at 95% Pioneer House High school has the best 2017-18 attendance figures of all specialist schools in the city

(Attendance records, attendance improvement plans, meeting records, LA attendance data 2107-18)

Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.

Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.

The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.

Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding

SUMMARY: Pupil Welfare

Staff tackle inappropriate language and low level disruption in a timely way. Discriminatory or prejudiced behaviour is recorded and dealt with in a timely manner through a range of approaches including individual work and group teaching. 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.

On-line safety and citizenship is included in every Computing module delivered. Where issues arise through out of school use of Social Media the school is proactive in working with students and parents so that pupils understand how to engage positively with on-line safety. The school is a member of Digital Schools and CEOPS, information on digital safety was made available at parent and carer days in March 17.

The school makes strategic, strenuous and sustained efforts to ensure that pupils understand how to keep themselves healthy embedding this drive in the newly established Healthy Lifestyles curriculum which promotes pupils' understanding of how to stay and feel safe. The Young Citizens curriculum, class based Good Citizen awards and post incident debriefs prepare students to be responsible for their own actions. SMSC is at the heart of the Pioneer House HS curriculum, a Young Citizen curriculum specifically addresses student understanding of their



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<p>of healthy relationships and are confident in staying safe from abuse and exploitation.</p> <p>Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.</p> <p>Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.</p>	<p>own citizenship. The school takes every opportunity to engage with the local community in order to model, demonstrate and develop the skills, knowledge and understanding to be active citizens.</p> <p>Participation in the GM Mentally Healthy Schools rapid pilot has involved focused work with students to develop an understanding of the impact of exercise on positive emotional and mental wellbeing; the Healthy Lifestyles curriculum addresses themes of healthy relationships; incorporation of innovative local curricula (I-Matter) into the offer to students ensures that the curriculum is relevant, appropriate and evidence based.</p> <p>EVIDENCE</p> <p>A highly differentiated, whole school SRE day in December 2017, piloting materials from the I-Matter curriculum, supported students to understand about safe and healthy relationships at a level which was individually appropriate. The success of the day led to the launch of the I-Matter curriculum to schools across the city held at Pioneer House HS. KS5 pupils supported the launch and feedback from HTs and subject leaders attending the launch were extremely positive.</p> <p>(I-Matter launch feedback sheets; Link governor feedback, LGB minutes)</p> <p>A Y7 pupil reported to his parent that he was being bullied and refused to come into school. As a result, the class teacher delivered a bespoke lesson to the rest of the class to consider the pupil's point of view together and the HT made a social story for the pupil to support his understanding of how the school were dealing with and resolving the issue. The pupil and his family had the confidence to return to school and bullying behaviour ceased.</p>	
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Outcomes for pupils		
Pupil outcomes are judged to be outstanding		
Outstanding (1)	Self-Evaluation and evidence	School Improvement priorities 2018-19
<p>Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.</p> <p>The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.</p> <p>Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold</p>	<p>SUMMARY</p> <p>The challenging whole school targets set for 2016-17 were met and benchmarked against Trust expectations. (In 2016-17 50% pupils had moved to Pioneer House from Piper Hill.) These exceptionally good first year results are supported by extremely positive relationships and teamwork within school, frequently commented upon by visitors and parents. At the beginning of 2017-18 similarly challenging whole school targets set with progress benchmarked against Trust expectations. (In 2017-18 nearly 30% pupils had moved to Pioneer House from Piper Hill.)</p> <p>Challenging whole school pupil progress targets set and achieved in 2016-17</p> <ul style="list-style-type: none"> • 78% pupils made outstanding progress, across all strands in English in 2016-17. • 76% pupils made outstanding progress, across all strands in Maths in 2016-17. <p>have been improved upon in 2017-18 when</p> <ul style="list-style-type: none"> • 90% of pupils made outstanding progress in Maths overall and • 94% made outstanding progress in English overall across the year. <p>Now that the school has robust data relating to pupil outcomes over two years this will be moderated against outcomes for pupils working at similar levels in other special schools locally.</p> <p>At every point the effective and engaging curriculum develops the skills which pupils need to become confident learners, moving on to the next stage of their education. The school is constructing a systematic and functional system of accreditation which reflects the school's curriculum and ensures that pupils are given systematic recognition of the skills they have gained to prepare them for the next stage of education, training or employment.</p>	<ul style="list-style-type: none"> • All pupils make at least expected progress in English and Maths and over 50% make better than expected progress • 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.



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<p>thoughtful conversations about them with each other and adults.</p> <p>Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check.</p> <p>For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress from starting points is above average across nearly all subject areas.</p> <p>Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships,</p>	<p>A system is being developed in 2017-18 to track pupils into their post 19 destinations in order to provide the school with data on the extent to which pupils are prepared for their next steps within and beyond school.</p> <p>EVIDENCE</p> <p>Challenging whole school pupil progress targets set and achieved in 2016-17 have been improved upon in 2017-18 when 90% of pupils made outstanding progress in Maths overall and 94% made outstanding progress in English overall across the year.</p> <p>In 2017-18 75% of leavers (3 students) have achieved an Entry Level 2 Certificate in Skills for Working Life from City and Guilds. The remaining 25% (1 student) have achieved an Entry Level 2 Certificate in Skills for Working Life from City and Guilds. This exemplifies the significant increase in expectations for these students which Pioneer House embodies.</p>	
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<p>employment or training. These destinations strongly support their career plans.</p>		
<p>The effectiveness of 16-19 study programmes</p>		
<p>The effectiveness of 16-19 study programmes is judged to be good</p>		
<p>Outstanding (1)</p>	<p>Self-Evaluation and evidence</p>	<p>School Improvement priorities 2018-19</p>
<p>Leaders pursue excellence. They improve provision and outcomes rapidly and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as learners' retention, progress and skill development.</p> <p>Throughout the time spent on their study programmes, learners and groups of learners make substantial and sustained progress from their starting points. Rates of retention are high for almost all groups of</p>	<p>SUMMARY: <i>Teaching and Learning</i> Expectations in KS5 are consistently high and pupils rise to the challenge. They enjoy and take pride in their learning, they make very good progress. Teaching in KS5 is consistently outstanding; teachers use innovative approaches to ensure greater independence and pupils work reliably and conscientiously in lessons.</p> <p>EVIDENCE</p> <ul style="list-style-type: none"> • 87% pupils made outstanding progress, across all strands in English in 2016-17. • 87% pupils made outstanding progress, across all strands in Maths in 2016-17. • 96% KS5 pupils made outstanding progress across all strands in English in 2017-18 • 94% KS5 students made outstanding progress across all strands in Maths in 2017-18 <p>SUMMARY: <i>Curriculum</i> The developing curriculum places a significant emphasis on employability skills and personal development. The school has achieved City and Guilds centre approval for Skills</p>	<ul style="list-style-type: none"> • Further development of all work related learning serves a growing KS5 population, so that all students complete a structured and coherent pre-internship programme in KS5



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<p>learners. Any gaps in the progress or retention of groups with similar starting points are closing.</p> <p>Teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme. Teaching enables learners who fall behind to catch up swiftly and the most able to excel.</p> <p>High quality and impartial careers guidance ensures that learners follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future. Learners understand the options available and are informed about local and national skills needs.</p> <p>Leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior</p>	<p>for Working Life and Functional Skills, being judged “low risk” in relation to certification of post 16 students in Functional Skills.</p> <p>The school has invested, in a planned and systematic manner, in strategic developments to embed, refine and secure outstanding enterprise and employability education across school in a strong and unique offer which leads to outstanding 16-19 pre-internship provision.</p> <p>September 2017: the school appointed a skilled TA4 member of staff with responsibility for managing personalised pathways, supporting work placements and developing the range of work placements available to students.</p> <p>February 18: the school employed a job coach, strengthening the capacity to source and support work placement.</p> <p>June 2018: the school recruited a DHT, with skills and experience in leading an acclaimed post 16 SEND provision at an outstanding special school, to increase capacity for leadership of the KS5 provision.</p> <p>EVIDENCE</p> <p>All KS5 students have had a structured supported or independent work placement which contributed to their Skills for Working Life accreditation.</p> <table border="1" data-bbox="622 949 1435 1367"> <thead> <tr> <th>Placement</th> <th>No. students</th> <th>I/S</th> <th>Per week</th> <th>Duration</th> </tr> </thead> <tbody> <tr> <td>Hair House Boutique</td> <td>1</td> <td>I</td> <td>½ day</td> <td>Term</td> </tr> <tr> <td>Piper Hill HS</td> <td>1</td> <td>I</td> <td>1 day</td> <td>Term</td> </tr> <tr> <td>Mess Cafe</td> <td>2</td> <td>I</td> <td>1 day</td> <td>Term</td> </tr> <tr> <td>Mess Cafe</td> <td>2</td> <td>S</td> <td>½ day</td> <td>6 weeks</td> </tr> <tr> <td>Shine Hair Boutique</td> <td>1</td> <td>S</td> <td>½ day</td> <td>6 weeks</td> </tr> <tr> <td>Community Farm</td> <td>3</td> <td>S</td> <td>1 day</td> <td>6 weeks</td> </tr> <tr> <td>Brinnington Hall</td> <td>3</td> <td>S</td> <td>½ day</td> <td>6 weeks</td> </tr> <tr> <td>Specialist Electronic Recycling</td> <td>2</td> <td>S</td> <td>1 day</td> <td>5 weeks</td> </tr> </tbody> </table>	Placement	No. students	I/S	Per week	Duration	Hair House Boutique	1	I	½ day	Term	Piper Hill HS	1	I	1 day	Term	Mess Cafe	2	I	1 day	Term	Mess Cafe	2	S	½ day	6 weeks	Shine Hair Boutique	1	S	½ day	6 weeks	Community Farm	3	S	1 day	6 weeks	Brinnington Hall	3	S	½ day	6 weeks	Specialist Electronic Recycling	2	S	1 day	5 weeks	
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<p>attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment.</p> <p>Learners are confident and conduct themselves well. They are punctual. They have excellent personal, social and employability skills and undertake high quality non-qualification activities and work experience that matches their needs. Attendance rates are high.</p> <p>Learners are safe and feel safe. They are thoughtful, caring and respectful citizens. They take responsibility for keeping themselves safe and healthy and contribute to wider society and life in Britain.</p> <p>Almost all learners progress swiftly to higher levels during their study programme. Almost all learners complete their study programmes, achieve qualifications relevant to their career aims and move on to</p>	<table border="1" data-bbox="622 304 1435 341"> <tr> <td>On-site caretaking</td> <td>2</td> <td>1</td> <td>2x ½ days</td> <td>Term</td> </tr> </table> <p>100% of post 16 pupils follow C&G accredited programmes in Skills for Working Life and Functional Skills and are on track to receive at least Entry Level 2 accreditation.</p> <p>Three pupils have secured and held down paid employment at the weekend as a result of the skills gained in school.</p> <p>In 2017-18 75% of Y14 leavers (3 students) have achieved an Entry Level 2 Certificate in Skills for Working Life from City and Guilds. The remaining 25% (1 student) have achieved an Entry Level 2 Award in Skills for Working Life from City and Guilds (authorised absence as the result of medical treatment limited the number of modules he had been able to complete.</p> <p>In recent C&G Functional Skills exams 100% leavers were successful in passing Entry Level papers in Reading and Writing; 3 passed at EL2 and one at EL1</p> <p>(Curriculum map, City and Guilds approval records, QA assessor visit report, TA4 recruitment records, course registration) <i>See self evaluation of personal development, behaviour and welfare.</i></p>	On-site caretaking	2	1	2x ½ days	Term	
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