



Pioneer House High School Self-Evaluation July 2022-23

Our School Intent is to develop individuals who have a love of learning and have the skills, knowledge and understanding needed to meet the challenges of the 21st century and to enter the world of work.



Our curriculum aims:



Our curriculum at Pioneer House is underpinned by four pillars which link directly to the Preparation for Adulthood outcomes. This ensures that the curriculum end point for all subjects are tightly focused on outcomes which will support students in their life after Pioneer House. Subjects, and taught content, are carefully chosen to directly support the acquisition of knowledge and skills to enable students to live fulfilled lives as active, young citizens.

Our curriculum pillars are:



At Pioneer House we offer all students:

- A stimulating, challenging, engaging and inclusive learning environment;
- Appropriate teaching and learning strategies, well suited to the learning needs of the pupils;
- Individualised, appropriate learning opportunities;
- Support for pupils to make informed choices and decisions in both the school and workplace and throughout their lives;
- Varied and engaging enrichment opportunities so that our young people can engage with leisure, cultural and sporting activities and events in the local community and the wider city;

- **A whole-school work ethic which encourages pupils to be immersed in a task orientated culture from the beginning, building their expectations and understanding of the world of work.**

'The Headteacher, together with her team and governors have continued to strengthen this outstanding school, which is exceptional in its intent, implementation and impact of its curriculum in meeting the needs of students who attend the school. They are deeply committed to ensure students are well prepared for adulthood and ensure that they have the range of employability skills needed. Students achieve a high level of success and are extremely well prepared for their next steps in either education or employment after school ends'. (QA visit Summer 2023)

Context

Position statement and characteristics

'The school has developed a highly positive learning culture throughout the school. There is a strong culture of high aspirations for all students regardless of their starting points and therefore, students' expectations of themselves are high of what they can achieve. They take pride in their accomplishments and so do their parents. They delight in developing new skills and in knowing they can make a worthwhile contribution to their school and the local community. Their level of independence is greatly increased as they move throughout school. The school's curriculum offer supports students in developing into mature, confident, happy and responsible young people who are enabled to continue growing and to flourish in the wider world beyond school'. (QA Report Summer 2023)

Summary Judgements	
Key Aspect	Judgement
The overall effectiveness of the school	Outstanding
The quality of education including outcomes of students at the school	Outstanding
The behaviour and attitudes of the students	Outstanding
The personal development of the students at the school	Outstanding
The quality of leadership and quality of management of the school	Outstanding
The effectiveness of 16-19 provision	Outstanding

Pioneer House High School is an outstanding vocational free school for 11 – 19-year-olds, situated in Northern Moor and draws pupils, with severe learning difficulties, from Wythenshawe, South, East and Central areas of the city. Pupils are typically working up to and including Y2 outcomes when they join the school in Y7 or Y3 outcomes in Y10. Students join the school from both mainstream and specialist schools at Years 7 and 12, although we do accommodate intake of pupils joining within all year groups, subject to capacity. The demand for a placement is high and from 2023 we will have 142 students on roll, in a school originally built for 100 students. With a new build in progress to expand the exceptional provision, the new Sixth Form will be complete by November 2023. Pioneer House has been established as a special needs school since 2016.

Pioneer House High school is located in Wythenshawe, which is ranked at number 1730 out of 32844 in terms of total deprivation in the UK according to statistics provided by the Indices of Deprivation 2015. This means Wythenshawe is classed as within the highest 6 per cent of deprived areas in the UK. Wythenshawe is demographically a disadvantaged area with 66.4% of our pupils receiving free school meals. This poses problems when attempting to organise and fund trips as many students' families at our school would struggle to afford additional costs.

The school's curriculum design is clearly set out in the whole school curriculum plan. The diversification of our curriculum ensures that the needs of all students are met and each student is equipped and prepared for success in the future having gained the appropriate skills to be an effective citizen in modern Britain. Classes are carefully structured and staffed according to need. Our curriculum covers all the statutory content of the national curriculum plus topics that are culturally, socially, ethically and morally relevant alongside incorporating the pupil's interests, development and learning needs. The curriculum allows for students to study a wealth of topics alongside a spiral curriculum of skills. The curriculum supports clear developmental outcomes which are personalised and well differentiated to suit the needs of a wide variety of learners. The curriculum is inclusive and ambitious and provides flexible learning pathways.

Leaders have an unwavering commitment to ensuring that every student has access to an ambitious curriculum. Curriculum leaders have thought carefully about the curriculum that they want all students to learn, including those of lower ability. The curriculum is very well organised, and leaders have thought deeply about the key knowledge and skills that students should learn, and the order in which the content should be taught, making learning relevant and relatable. A wide range of real-life opportunities in different contexts are provided for students, enabling them to practice their skills, through a continuous revisiting of them throughout the school'. (QA Report Summer 2023)

The significant and sustained growth and development achieved by the school since opening is evidence that Pioneer House continues to be highly effective with a strong capacity for continued improvement to meet future challenges. The school has become well established within the local authority as an innovative and successful specialist provision and beacon of excellence across the city at all levels. The school prides itself on its involvement in the sharing of good practice with schools both within the city and beyond, and demand for places in the school continues to far exceed the number of places available.

'Over the past three years, since the arrival of the current Headteacher, the school has made significant strides forward in terms of the enriched, revised curriculum offer and its accessibility for all students. The students are flourishing within the school's renewed ethos, vision and values. It is testimony to the significant strength of leadership at all levels this has been achieved'. (QA Report Summer 2022)

Leaders have the highest expectations of what students can achieve in their learning and behaviour. The unrelenting ambition for all students starts from the moment they join the school. The curriculum places no ceiling on success, preparing all students exceptionally well for their next steps in education and adult life.

'This was my first visit to Pioneer House, and I was hugely impressed by the quality of the school's work, staff's drive and commitment and the outcomes achieved by the young people who attend'. (QA Report Autumn 2022)

Pioneer house school has a wide array of curriculum enrichment areas which allows for students to practice and demonstrate their skills and knowledge across subject areas. These areas include a Horticulture Area, Forest School, Sensory room, Community Café, Independent Living Bungalow, Construction site, Catering and Hospitality Kitchen, and many more. Students are supported to meet their EHCP targets by a bespoke SKILLS BUILDER curriculum which is embedded into the school's curriculum offer.

'Outside we observed the construction course. Here the students, in full safety workwear/uniform, were completing a 'Working in Construction' module. Some were repairing tools; others were building - putting together a large German engineered storage shed and all were following instructional texts and listening to guidance from the tutor. It was super to see the young people so immersed in what they were doing and being successful'. (QA Report Summer 2023)

The post 16 department builds on previous learning from KS3 and 4 to further develop and support students to become as independent and as active in their communities as they possibly can be. The curriculum includes functional numeracy and literacy, vocational pathways and independent living skills. All students in Post 16 can study for a range of recognised and accredited course and supported internships. No student leaves Pioneer House NEET.

'The school's unique selling point (USP) is its high-quality vocational offer and the preparation for each student in readiness for the world of work. Expectations for students gaining employment, education or training after leaving Pioneer House are high and as a result, all leavers go on to known destinations with a higher level of students having accessibility to employment opportunities. The school's rigorous improvement made to the curriculum offer has been hugely effective in ensuring that (100%) of students last year moved onto sustainable destinations, college places and internships. There have been no NEET students for the past year'. (QA Report, Summer 2022)

At Pioneer House there is a clear and ambitious vision for providing high-quality education to all students. This is realised through strong, shared values, policies and practice.

"This was an extremely positive and uplifting visit to Pioneer House. I was hugely impressed by the work done to enable the young people at Pioneer House to build their life skills and work towards accredited courses and possible employment. The curriculum is planned deliberately to meet the personal needs of each young person and to meet their EHCP targets through real-life experiences. To that end, this year, the senior leaders have worked assiduously to take achieve the targets set in the school improvement plan. The fulsome evidence listed below is but a snapshot of the work carried out and the subsequent achievements. Senior leaders do not rest on their laurels and are constantly thinking about how to improve the provision further. This has been a very good year for all involved. Very well done! "(QA Report Summer 2023)

The school uses evidence based and research informed practices including action research for developing the offer for both students and staff. This includes approaches from the EEF, the Cambridge Great teaching Toolkit, and DfE recognised approaches.

Pioneer House has clear evidence of an unrelenting focus on CPD and individual professional development that is centered on the needs of the students in the school. This has enabled school leaders to develop new teachers and support staff to reflect our expected high standards, in the classroom and across the wider school rapidly and effectively. As of June 2023, from a cohort of 13 teachers (including 4 SLT) 10/11 were observed to deliver secure and consistent practice, with 1 ETC observed to be successfully meeting teacher standards. This was supported by using established Trust training and key strategic links.

'Priorities for staff CPD are fully calendared across the year and aligned to the school's improvement plan. Staff training is robust and of a high level, to ensure all staff meet the high expectations demanded of them and to secure maintenance of a high level of consistency across the school. The school's culture and ethos are strongly established and embedded like a 'golden thread' throughout. Team working is extremely strong and highly productive'. (QA Report Autumn 2022)

Pupil Characteristics (November 2022)									
	All Students	Capacity	Capacity %	Boys %	Girls %	PP%	LAC %	EAL %	SEND %
Year 7	29	55.23	44.8	72.4	0	3.4	100%	29	55.23
Year 8	21	71.4	28.6	66.7	0	14.3	100%	21	71.4
Year 9	26	61.5	38.5	61.5	0	11.5	100%	26	61.5
Year 10	16	62.5	37.5	68.8	6.3	12.5	100%	16	62.5
Year 11	24	58.3	41.7	79.2	8.3	12.5	100%	24	58.3
Year 12	12	83.3	16.7	66.7	8.3	8.3	100%	12	83.3
Year 13	7	42.9	57.1	0	0	14.3	100%	7	42.9
Total	135	62.2	37.8	65.9	2.9	10.4	100%	135	62.2

Ethnicity	Percentage
White - British	53.6
Other Ethnic Group	5.8
Any Other Black Background	1.4
Other Pakistani	-
Any Other Mixed Background	2.1
Arab Other	-
Black - Somali	1.4
White and Black Caribbean	3.6
White European	2.1

Other Black African	2.1
Refused	0.7
Black Caribbean	2.9
Other Asian	-
Pakistani	7.9
Indian	2.1
White Other	12.2
White and Black African	1.4
Bangladeshi	-
White and Asian	0.7

Leaders have a very comprehensive overview of their response to staff concerns/ surveys about wellbeing and workload. School has exceptionally strong evidence of leaders working effectively to reduce the workload for staff and support their wellbeing, whilst ensuring this as a result continues to have a positive impact on the provision for all students.

'Wow!! So happy for you that you can now call that glitter you sprinkle GOLD!! What a pleasure today was seeing you and your team and hearing all about the hard work and dedication you give to ensuring that you have the wellbeing of your staff at the heart of everything you do, it really was so evident. You and the team have absolutely embedded a culture of care (not an easy thing to do) and everyone I spoke with today spoke so highly of you and the leadership team and how supportive you all are.

*Staff were also very aware of how lucky they are with access to the required resources, skills & knowledge to give the best possible support to your pupils and I really was blown away by how much pride they all take in their roles. The work towards reducing workload and ensuring that training and CPD is relevant and focussed was also appreciated and recognised by staff, something to be really proud of'. **(One Education Staff Wellbeing Audit Summer 2023)***

In response to the COVID-19 pandemic and the impact it has had, Pioneer House remain focussed on renewing and restoring the school community. Curriculum leaders' have adapted the sequencing of the curriculum to maximise the learning of students. With quality first teaching to engage all, students, are supported in building on prior knowledge and remembering more.

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Awards and Quality Assurance

- ❖ Skillsbuilder Flagship Status (**Spring 2023**)
- ❖ Bronze Rights Respecting School Award (**Summer 2022**)
- ❖ Gatsby Benchmark – School has met all 8 benchmarks with 100% success in each area (**2020, 2021, 2022, 2023**)
- ❖ IQLM Award (**Summer 2023**)
- ❖ One Education GOLD Staff Wellbeing Award (**Summer 2023**)
- ❖ Healthy Schools – Silver (**Summer 2023**)
- ❖ One Education Safeguarding Audit (**Spring 2023**)
- ❖ External Behaviour Audit (**Autumn 2022**)
- ❖ Rainbow Flag Award (**underway 2023**)
- ❖ Artsmark Award (**underway 2022/2023**)
- ❖ Eco Award (**underway 2023**)
- ❖ The Music Mark (**Autumn 2023**)

The overall effectiveness of the School

Self-Evaluation Judgement:
OUTSTANDING

Pioneer House is an exceptional school. The clear and ambitious vision for providing high-quality education to all students is realised through strong, shared values, policies, and practice.

'It is inspiring how rapidly the school has paced its progress on school improvement priorities over the past three years to achieve its unique identity and uplifting to see how much the students have settled into their routines and are rising to meet the school's high expectations of them'. (QA Report Summer 2022)

Leaders follow the mantra 'we have never arrived' constantly striving to drive forwards, ever evolving, using research to develop our thinking, and having a clear strategic vision as a group of educators.

'There is very strong practice of the dissemination of solid, skilled practices across the school, in order to maintain and continue to improve the upskilling of all staff. Consistency of provision is of a high level. A significant shift has occurred, due to the excellence of training and support offered to all staff. The upskilling of staff has resulted in building capacity and collaborative team working becoming even stronger. (QA Report Autumn 2022)

Leadership and Management of the school continues to effectively support the continued provision of a curriculum offer of exceptional quality, including a vocational learning offer which is responsive to current labour market trends. This ensures that all students have the opportunity to reach their full potential and are able to progress on to meaningful and sustainable destinations beyond Pioneer House.

Pioneer House continues to embed high expectations in terms of teaching and learning and student progress through the implementation of a continually revised, relevant and highly engaging Pioneer House curriculum. This is delivered alongside highly effective student-centred pastoral support. There continues to be a drive to expand realistic and relevant accredited learning opportunities, the impact of which is that students are exceptionally well prepared for their next steps.

'Discussion with a group of school leavers revealed that they were proud of themselves in all they had achieved at the school. One leaver said she felt 'amazing' since coming to Pioneer House because the school had helped her to learn and know that she could achieve well, but her previous school had not

helped her to feel that way at all. This student is on an internship at college to become a chef. She is so excited about this opportunity and passionate about her signature dish'. (QA report Summer 2022)

The importance of building capacity, upskilling, succession planning and talent management ensures leaders at every level can grow, contribute, be successful and support the achievements of the very best outcomes for the students.

'Under the Headteacher's guidance, leaders at all levels, including middle leaders, are growing strongly in their effectiveness. Distribution of leadership responsibilities has been very carefully and thoughtfully planned. As a result, leadership of the school has been strengthened significantly and is firmly growing into a highly effective team' (QA Report Spring 2021)

Capacity of staff leadership is excellent. Staff are led extremely strongly by the headteacher. Leadership is distributed effectively across the school at all levels. It is also very strong at class level. Class teams work in unison and collaboration is highly impressive for the benefit of the students. (QA Report Autumn 2022)

In terms of School Improvement, it could be believed that in some settings the pandemic slowed down curriculum developments, however not at Pioneer House. School took this opportunity to embrace further developments and through a thorough and robust blended offer and clear strategy for school improvement, the pandemic didn't detract from the vision of leaders at every level. As a result of the school's strong systems already in place before COVID-19, Pioneer House continued to meet the needs of all students, due to having a clear understanding of students' individual needs and what extra help was required to meet the curriculum expectations.

'Excellence has been achieved across this year despite COVID, such as the remote learning offer, curriculum leadership developments, work of governance, reporting to governors, Vocational and Careers working, accreditation, the 3i's of the Curriculum in practice. MHWB of staff and pupils. Community belonging including work on anti-racism, Collaborative working across all Trust schools.' (QA Report Summer 2021)

Furthermore, post pandemic, safely resuming the many curriculum enrichment activities, including clubs, trips in the local community, the invitation of external speakers into school, travelling on the tram/bus, shopping and residential, ensured that no child was unnecessarily disadvantaged during this unprecedented time. At Pioneer House we pride ourselves in recognising the importance and necessity of providing these sorts of opportunities in support of our student's preparation for adult life.

'Residential are part of outdoor education and take place at the Red Ridge, Outdoor Education Centre in Wales. They provide significant challenges for students in being away from home. Opportunities presented enable everyone to be successful at something and to overcome their fears, with immediate opportunities to revisit and build on all learning experiences. The school has good visual examples as evidence of students' achievements. Good, plentiful opportunities for students help to develop and practice their social skills. Students and teachers work more collaboratively in unfamiliar situations and activities. Students are working towards their Duke of Edinburgh bronze and silver awards and are able to reflect on their experiences'. (QA Report Summer 2022)

The quality of leadership remains first class. The significant work has continued, ensuring that the leadership team has the capacity to undertake a range of new projects most effectively, without diminishing the quality of leadership at Pioneer House. This work is excellent, based on very secure knowledge and understanding of how to strengthen collaborative team working and utilise the key skills of all the staff to benefit the school as a whole. High quality training, coaching, mentoring and the development of staff, is very firmly established, practice is highly effective in ensuring succession planning of the highest order. This work is also shared and used in other schools within the Trust, to achieve the same high quality of Leadership and Management, with excellent results.

'Senior leaders do not rest on their laurels and are constantly thinking about how to improve the provision further.' (QA Report summer 2023)

All members of leadership have specific roles related to various aspects of the school's key focus areas. Leaders are confident in developing and implementing action plans for each of their areas to ensure outstanding outcomes. Leaders have clarity of their roles and how to improve them further. SLT have been set challenging performance management targets with measurable outcomes that ensure continuous improvement in their areas of responsibility.

'The school has developed a highly positive learning culture throughout the school. There is a strong culture of high aspirations for all students regardless of their starting points and therefore, students' expectations of themselves are high of what they can achieve. They take pride in their accomplishments and so do their parents. They delight in developing new skills and in knowing they can make a worthwhile contribution to their school and the local community. Their level of independence is greatly increased as they move throughout school. The school's curriculum offer supports students in developing into mature, confident, happy and responsible young people who are enabled to continue growing and to flourish in the wider world beyond school.' (QA Report Summer 2 2023)

Accurate, informative, and robust data is produced and analysed effectively to identify pupil under performance, subgroup underperformance and to inform performance management targets. Subject leaders analyse the data to identify patterns and trends in attainment. Progression guidelines are embedded within the school and all leaders understand what constitutes expected progress, and how to design and implement specific interventions when pupils are not making good progress.

'It appears over time; pupils know more and remember more in each subject. This links to the high ambition and the curriculum design'. (QA Report Spring 2023)

Leaders at Pioneer House believe in the importance of working in partnership with all stakeholders and through sharing knowledge, everyone can benefit from effective relationships that truly serve the needs, interests, and aspirations of all parties.

'School works in close partnership with next steps providers, parents and Career Connect to support smooth transition of students to their next destination.' (QA Visit Summer 2022)

School recognises the importance of providing opportunity for our school community, parents and carers to be given a voice. This collaborative working is vital in ensuring students receive a breadth of essential learning.

Student voice strongly emerged as desirous of more work to address self-care; cooking; handling money etc. Similarly, Parental care was clearly in favour of attention being paid to mental health of the pupils; self-care; travel; reading and writing and cooking and nutrition.

Consequently, the timetable has been amended so that from September 2023 from Year 7 to Key Stage 5, ALL pupils will receive a double lesson of cooking (real cooking – not food technology - designing a pizza box). In QAP's view – this is a fantastic move by senior leaders, and I applaud them for taking this radical approach and focusing on the real needs of the young people in their care. (QA Visit Summer 2023)

Pioneer House have worked collaboratively in all Trust working parties – wellbeing, literacy, community of belonging, safeguarding, and teaching and learning. Working continuously with the Special schools in the Trust on moderation, QA, sharing good practice gives extra rigour to all decisions made. Being outward facing, Pioneer House have completed moderations with various SEN schools and working groups, moderating rates of progress. Amongst the schools there is a likeness in cohorts and outcomes for students. Moderation demonstrated Pioneer House rates of progress are significantly in line with another similar outstanding special needs school with a similar cohort. Whilst giving validity and reliability to the broad rate of progress set, further credibility has been afforded to the rationale for differences in rates of progress across the trust and across key stage groups following this moderation.

'The curriculum is meticulously planned to meet the needs of pupils who are assessed on entry to the school and then are placed upon a particular pathway according to the school's projection of their likely outcomes.

School has adapted their progress rates to match the needs of their cohorts.

In 2019-20, Pioneer adjusted its expectations in response to three years longitudinal data that demonstrated that a large majority of students were making 'outstanding progress'. SLT differentiated the rates of progress dependent on students age and attainment.

Since then, SLT have taken many steps to ensure the validity and reliability of the expected progress rates set for our students. These include:

- *Reviewing and evaluating our curriculum to align sequentially with externally verified and moderated accreditation courses.*
- *Cross trust moderations*
- *Local SEND schools' moderations*
- *National SEND schools' moderations (QA Report Autumn 2022)*

Pioneer House leaders believe they are at the forefront in terms of specialist vocational education provision and well placed to share their good practice with others across the Trust and further afield, ensuring and promoting positive outcomes for students with SEND across the city and beyond. The school's staff work diligently with all partners to ensure the vocational learning offer is relevant, engaging and links closely to local labour market information in addition to being of the highest quality.

"Declan (ADT) is a dedicated Skills Builder Leader and we were proud to invite him as a guest speaker at our Skills Leader Networking Event in November 2022. Declan shared his experiences of the Skills Builder programme and was able to inspire and motivate a network of Leaders across the country. The Flagship Award at Pioneer House not only illustrates that the school is a shining example of best practice in skills education, but that the programme is having a tangible impact on their students and the wider community. Essential skills – like problem solving, creativity, and leadership – underpin the ever-changing skills required to be successful. They enable individuals to acquire, interpret, and develop their knowledge. The staff at Pioneer House understand that this is particularly important for students with additional needs. Having high levels of essential skills has been linked to higher academic performance, improved career outcomes, and greater wellbeing. The team at Pioneer House, led by Declan as the Skills Builder Leader, have worked incredibly hard to build an engaging and impactful skills programme for their students". (Sophie Deaville, a Senior Education Associate at Skills Builder Partnership)

Pioneer House continues to embed high expectations in terms of teaching and learning and student progress through the implementation of a continually revised, relevant and highly engaging curriculum. This is delivered alongside highly effective student-centred pastoral support. There continues to be a drive to expand realistic and relevant accredited learning opportunities, the impact of which is that students are exceptionally well prepared for their next steps. This bespoke curriculum has been designed to deliver a modern curriculum that addresses the new Ofsted framework. Preparation for this included in-depth training in the new framework for all staff. Subject leaders devised and developed bespoke schemes of work that ensure a clear sequence of learning that enables students to build on prior learning as they move through the curriculum. High-quality resources and bespoke curriculum enrichment areas ensure exceptionally high levels of engagement in learning. This deep, rich and broad curriculum covers all statutory content and is now thoroughly embedded this across the school.

'Staff have been most thorough in reducing repetition within curriculum content, being very careful in checking across all subjects, and revisiting curriculum intent and purpose. This is to further clarify intent and release more curriculum time wherever possible, in the pursuit of an exceptional education for all regardless of background. Also, to continue to raise expectations for students of lower ability, so that they can achieve the school's high ambitions for them. This work continues'. (QA Summer 2023)

The targeted, tiered CPD programme (underpinned by robust research from the EEF and the Great Teaching Toolkit) implemented during the academic year 2021-22 has ensured that all staff access high quality CPD which in turn will enable them to access opportunities for career progression in the future.

'The positive impact of CPD and training for all staff is significant in improving the consistency of outstanding teaching and learning across the school'. (QA Report Summer 2022)

'Staff CPD is carefully planned and targeted to support staff with the High-quality implementation of the curriculum. The school's approach to developing staff and delivering training is highly effective and a significant strength of the school. There is flexibility of how and when training is identified and delivered which ensures staff needs can be immediately addressed. Further targeted training is planned for staff'. (QA Report Spring 2022)

Senior leaders, teachers and teaching assistants are set specific performance development targets that are directly linked to whole school improvement, as well as their own classroom practice and areas of interest. All staff complete a self-assessment audit, highlighting personal areas of strength and areas for development and set specific targets to support moving forward in those areas highlighted. A robust model of quality assuring teaching and learning is in place ensuring triangulation of data, work, observation and student/teacher voice are used to gather evidence, inform CPD and develop outstanding teachers.

"I feel I have gained a lot from our discussions, in terms of the language related to our curriculum intent, implementation and impact." (ECT review of curriculum training Summer 2022)

Through the implementation of this robust, collaborative system, all staff have a clear understanding of their targets, how they link to school improvement and feel supported in the process.

'The School and the Trust's investment in developing all staff through high quality CPD training is exceptional. The school's structures, procedures and processes all support the staff, and those new to the school, to deliver good and outstanding lessons. The high expectations are made clear to all staff. Performance management is robust. Those new to the school and therefore less established, are extremely well supported to deliver a minimum of a good lesson'. (QA Report Summer 2022)

The Trust commission highly effective, robust external quality assurance and development professionals to support and challenge the school, ratifying current practice, whilst ensuring that there is high quality monitoring and assurance of Schools own self-evaluation and their next steps.

'It is inspiring how rapidly the school has paced its progress on school improvement priorities over the past three years to achieve its unique identity and uplifting to see how much the students have settled into their routines and are rising to meet the school's high expectations of them'. (QA Report Summer 2022)

Leadership & Management

Self-Evaluation Judgement:

OUTSTANDING

Leadership of teaching, including subject leadership continues to be outstanding. The improvement areas are identified, and leaders are able to monitor, assess and refine action plans regularly and rigorously, so that improvements continue to be rapid and sustained. Leaders have a highly ambitious vision for all pupils, linking to our school values and Intent. They are determined to ensure that all students have access to an exceptional curriculum, which is meticulously planned and sequenced to reflect and meet the needs, starting points and aspirations for the next stage of their life. This encompasses support for independence, healthy living, confidence, character building, resilience as well as being reflective of a student's EHCP outcomes. Leaders and all staff have high expectations and are committed to every student achieving their absolute best. Leaders continuously check on whether they are 'getting it right'

for students, relentless in searching for ways in which they can continue to improve further. Crucially, staff share these high expectations, and work tirelessly to understand and meet each student's special educational needs. At Pioneer House no one ever gives up on a student, and we are ambitious in our targets for every young person. We are passionate about learning.

'The school has developed a highly positive learning culture throughout the school. There is a strong culture of high aspirations for all students regardless of their starting points and therefore, students' expectations of themselves are high of what they can achieve. They take pride in their accomplishments and so do their parents. They delight in developing new skills and in knowing they can make a worthwhile contribution to their school and the local community. Their level of independence is greatly increased as they move throughout school. The school's curriculum offer supports students in developing into mature, confident, happy and responsible young people who are enabled to continue growing and to flourish in the wider world beyond school'. (QA Report Summer 2 2023)

Pioneer House High school promotes the values and ethos of a school committed to providing the highest standard of education to its students. The school ensures that outstanding practise is the heart of all the school does, to ensure pupils access an outstanding offer of education.

'The school was an oasis of calm and orderliness on the day of visit. This demonstrates how strongly the culture and ethos have become firmly established and strongly embedded throughout the whole provision. The whole school approach is strongly evident and impressive in its impact on developing the maturity of the students. A significant strength is in how students consistently see good role models from staff and other students, in how they are expected to behave and conduct themselves'. (QA Report Autumn 2022)

'The culture and ethos of the school are like a 'stick of rock' embedded securely throughout, creating the school's own unique identity'. (QA Autumn 2022)

The 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.

'School leaders and staff have established an excellent calm and purposeful school environment in which students 'thrive and flourish'. Students are achieving very well. They are very happy, feel safe and secure, confident, mature and understand the purpose of coming to school. Relationships are all of a very high order based on mutual respect. Educational provision throughout is so carefully planned and implemented that students are fully engaged and highly motivated in all learning' (QA Report Autumn 2022)

Leaders ensure that there is an inclusive culture at Pioneer House High School. Where students receive an education that is broad deep and rich and where staff feel supported in making this happen. Pioneer House High School believe gaming or off rolling is unacceptable.

'Pioneer House High school is a model of inclusivity. A whole school approach that centres on the individual. Teachers and pupils are relentless in their efforts to improve their expertise to help pupils. Leaders are open to seeking outside expertise to provide additional support where needed'.(External Disadvantage Strategy Review Autumn 2022)

Leaders support staff successfully. Adults work exceptionally well with leaders to form a united team, with all leaders holding staff well-being in the highest esteem. Staff feel valued and in turn give their all to the education of the students in their care.

'The team fits together like a jigsaw puzzle – recognising the interconnectedness of their work... This is a school where staff are empowered and supported to help pupils to thrive. Staff are role models for their pupils and their peers.'. (External Disadvantage Strategy Review Autumn 2022)

'Teaching Assistants (TAs) observed in all classes, are working very effectively and smoothly as part of a whole class team in supporting students to achieve well. They work seamlessly with the class teacher and cannot be identified apart. Their contribution in enabling the students to learn effectively, is significant. TAs enable the learning within lessons to flow faultlessly. Collaboration of students and teaching staff is high. Relationships are very positive and exceedingly productive'. (QA Report Summer 2022)

All leaders pride themselves in engaging effectively with students and others in their community, including, when relevant, parents, employers and local services. They strive to ensure engagement opportunities are focused and have purpose.

'Plans are shared with parents. Examples were shared where school has gone above and beyond to support families. One parent said 'this is a future creating school, not just a school for special needs children'. Plans regarding the use of the on-site café to increase engagement have begun'. (External Behaviour Audit – Summer 2023).

'The school's offer of support to families is extensive and is a true reflection of the sense of community and belonging that is apparent throughout the school'. (External Safeguarding Audit - Spring 2023).

Successful parent partnership is essential in forging the holistic approach of supporting students at Pioneer House, e.g. parents have received effective safeguarding support from the school, through for example and weekly texting. Furthermore, training has involved virtual E-Safety, 1:1 sessions to set up parent controls and reading. School has exciting plans for this to develop further when we launch our new café!

'School is very effective in working with parents as evidenced with a Parent voice survey. One parent gave the example of their child who, as a result of all the school's actions and practice, had shown a significant reduction in behaviour incidents and that the school had made such good progress with him to the extent that he was now able to go on to take up an internship at Wythenshawe hospital. The School has proactive engagement with parents and can clearly evidence that working together brings very positive results.' (QA report Summer 2021)

The use of external support and building successful partnerships is essential in providing the wealth of experiences, knowledge and opportunities for all.

'Quality learning experiences for pupils is at the heart of all that staff do, both in the formal and informal curriculum. Leaders are ego free, drawing on external expertise where needed. Leaders build partnerships (e.g. The Man Utd Foundation) to help 'find a way in'. (External Disadvantage Strategy Review Autumn 2022)

'The Occupational Therapist provides support for teachers in the classroom. She has delivered training for all staff and has observed how very well staff have utilised the training to impact effectively on students' outcomes. Social Communication skills development of students is supported by the SaLT therapist'. (QA Report Spring 2022)

'The school continues to work collaboratively with colleagues at Trust schools to further enhance employer engagement, increasing opportunities for students to visit local employers. Partnership working within the local community is being developed further to support students in gaining the skills and knowledge they need to achieve sustainable and meaningful employment in the future'. (QA Report Summer 2022).

Governance of the school is very strong. The governing body's experience, skills and expertise are used well to hold leaders to account about their actions. Governors are forward thinking and meet all the challenges that are required of them. Governing Body meetings and visits create a forum for a high level of constructive challenge towards leaders, so that school development is strong, effective, and consistent with the long-term vision for the school.

'Governors ask questions, are involved at a strategic level, meet subject leaders, review the SIP and Exception reports'. (QA Report Autumn 2022)

Through the robust reports and information produced by senior leaders and other staff members, governors have an excellent understanding of the school's work and can consequently challenge and support the school effectively. They know how additional government funding is spent and its' impact- for example that of pupil premium.

'Link governors are very clear about their role. They use the SIP, Head teacher report, Exceptions report to monitor what is happening. Governors are expected to be knowledgeable and up-to-date with their responsibilities. They undertake a lot of on-line training: some statutory, some recommended. They are expected to

make school visits. There is a formatted report for governors to complete and feedback to the governing body. An overarching work plan provides the year's overview of work and priorities. (QA Report Autumn 2022)

Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

'The Governing Body ensures the facilitation of a whole school approach to safeguarding, resulting in safeguarding and child protection being at the forefront, and these underpin all relevant aspects of process and policy development, which operate in the best interests of the child'. (QA Report Autumn 2022)

Leaders embed a highly effective culture of safeguarding with all stakeholders which ensures they are aware of the practice and processes needed to support the safety of all. All SLT are Level 1 Safeguarding trained with Lead staff level 3. Staff responsible for recruitment are Safer Recruitment trained. All staff have read Keeping Pupils Safe in Education Part 1 (Every) and are aware of the practice and processes within it. The school makes effective use of CPOMS to report safeguarding concerns, which are monitored and acted upon by Leaders across the school (CPOMS). Our Single Central Record is up to date and fully compliant this is regularly reported to the LGB and Lead governor for safeguarding. School commissioned a One Education Safeguarding Audit in Spring 2023 which found the school to be fully compliant with all Manchester Safeguarding Partnership policies and a model of excellent practice. A robust Trust safeguarding policy and procedures is fully adhered to. We have strong working relationships with a range of multiagency support services across the City including Manchester City Council, Manchester Healthy School Partnership, CAMHS, Pupils' Services, School Health, Physiotherapy, Occupational therapy, Music therapy and the Specialist Resource Provision team. We co-ordinate and utilise these services to holistically and effectively to meet all students' needs as appropriate.

Pioneer House has a 'culture of safeguarding' that supports effective arrangements to:

- identify students who may need early help or who are at risk of neglect, abuse, grooming or exploitation.
- help students reduce their risk of harm by securing the support they need or referring them in a timely way to those who have the expertise to help.

At Pioneer House, students are cared for well by the highly trained staff team. Students' welfare needs are dealt with sensitively, following the school's well-thought-out policies and procedures. Our highly trained, multi-disciplinary safeguarding team and all staff ensure that the school is responsive to the individual needs of our most vulnerable students and robust processes are in place to tackle bullying and discrimination. Safe recruitment is managed thoroughly, and clear and swift procedures are in place if allegation occurred around adults who may be a risk to students.

'The safeguarding and welfare of pupils is a priority for all staff at Pioneer House and is embedded through daily practise and procedures. Due to the heightened vulnerabilities of the pupils who attend the school, safety is of paramount importance and is managed through small class sizes, the low stimulus environment, safe spaces, staff training and through interactions with pupils. Staff know their children and families well and understand the importance of building relationships so that any concerns can be managed in a timely and effective manner'. (External Safeguarding Audit Spring 2023)

The importance of students developing the skills to safeguarding themselves is of paramount importance at Pioneer House and is woven throughout the curriculum offer.

'Staff ensure that there are many opportunities to teach safeguarding, through the Community of Belonging Curriculum, RSE and through core subjects, ensuring that messages are consistent and that pupils are regularly reminded of how to keep themselves and each other safe. Pupils confirmed this, by speaking confidently about trusted adults that they would discuss concerns with, and external agencies such as NSPCC and Child.Net, that they could access support from, whilst at home. Pupils are confident in their understanding of online risks, and what they can do to ensure that they are safe from exploitation.' (External Safeguarding Audit Spring 2023)

'Safeguarding is clearly embedded into the ethos of the school. Mental Health and Wellbeing of pupils is a priority at Pioneer House.....Safeguarding is covered throughout the curriculum across many strands'. (External Safeguarding Audit Spring 2023)

Leaders ensure all teachers receive focused and highly effective professional development. It is of paramount importance that teachers' subject knowledge and confidence consistently builds and develops over time, ensuring evolving improvements in the teaching of the curriculum.

It's exemplary how highly effective the impact of CPD training is being sustained and embedded, because of the distribution of leadership and reflection of practice, linking all elements, such as GTTK, in continually building upon the bedrock of strong practice. The offer is continually being streamlined, embedding developments, refining the offer and using research to underpin developments to improve even further. Induction of staff is also of a high quality and ensures teachers know how to teach in the classroom and that they can meet the diversity of students' needs very well'. (QA Report Autumn 2022)

Teachers use their secure subject knowledge to effectively challenge thinking and sustain interest, ensuring a challenging curriculum. Teachers have secured subject knowledge which enables them to develop and deliver a highly effective curriculum. One that is flexible when needed and enables lessons to move along at just the right pace for students at every level to make the best progress, leading to the next step in their learning. This teacher subject knowledge contributes to the development of the curriculum offer depending on the cohort and levels of students.

'When the school first opened, it catered for pupils who were functioning at the top end of cognitive delay/autism and developed a suite of accredited courses for this group. However, more recently, SLT have recognised the changing demographic of the school's population as more young people are admitted whose needs are greater and who require more time spent on building up basic life skills'. (QA Report Autumn 2022)

All curriculum leaders have received training in the new framework and expectations of Subject Leaders. This has promoted a secure and common understanding of the school's curriculum intent and what it means for their practice. Subject knowledge across all areas is of a high standard.

Subject leadership continues to grow and develop strongly. The positive impact of CPD and training for all staff is significant in improving the consistency of outstanding teaching and learning across the school'. (QA Report Summer 2022)

The curriculum that leaders have designed reflects their extremely high ambition for pupils. Leaders draw upon a wide range of research and practice to inform their thinking. This has enabled them to develop an inspiring curriculum, which prepares students for an adult life that is as fulfilling and independent as possible. Students thrive and achieve in this aspirational environment.

'The school has followed EEF guidance in using explicit teaching, flexible grouping, cognitive and meta cognitive strategies, regular low stakes diagnostic assessment and remote learning. School has used research and supporting evidence from the EEF to develop this plan. This Catch up plan is very much a working document. The EEF recommends that teaching is the most important lever schools have, to improve outcomes for their pupils and benefit all groups of pupils. The Catch-up funding report is aligned with the Pupil Premium report'. (QA Summer 2021)

Leaders and governors have ensured that clear progression routes are visible to staff. They feel encouraged and supported in their professional development and as a result have risen to the challenge of developing their skills 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 leadership and are now valued and successful members of the SLT.

'Building capacity in subject leadership with Curriculum Co-ordinators and developing the workforce has been a significant piece of work, led by Senior leaders. It has provided subject leaders with opportunities for collaborative planning and research. Teachers are supported by specialist subject TAs. Specialists teaching subjects is following the secondary model. There are opportunities for subject leaders to share good practice, develop strategic thinking skills with an overview of the curriculum, attend workshops to focus on action planning and evaluation of impact, data analysis and moderation planning meetings'. (QA Report Summer 2022)

'All Curriculum leaders have the opportunity to work across Prospere Trust Schools, within their curriculum area and have formed HUB groups to share good practice and research findings'. (QA Report Summer 2021)

An effective programme of performance management embeds school development priorities in staff progress targets so that the process of school development is collectively articulated and advanced. *'Performance Management of staff has been reviewed and revised this year. Staff have received Great Teaching Toolkit training (GTT) to ensure the consistency of high-quality teaching and learning across the school. The school uses 'Teaching Walkthru's' which is a 5-step guide to help teachers. The GTT is used as criteria in lesson observations to ensure clarity of expectations in teaching and learning. Teachers meet with their line managers and guidance sheets are used in discussion to support the consistency of teaching and learning, following lesson visits. There are pre-lesson discussions on teachers' planning, to ensure these are seen in action during a class visit'. (QA Report Summer 2022)*

Staff consistently report high levels of support for well-being issues. This includes a high effective mental health lead practitioner, a range of wellbeing activities and support for workload via highly effective scheme of work.

'Leaders have carried out a mental health and wellbeing survey and good feedback has been incorporated into an action plan to drive forward on further improvements. Staff voice is valued, and staff have ownership of their own mental health and wellbeing. Staff suggest and lead on their own wellbeing activities'. (QA Report Spring 2022).

'There is an identified link governor for staff wellbeing. Governors are kept well informed through leadership reports'. (QA Report Spring 2022)

Leaders make good use of all funding including pupil premium funding to diminish any gaps in performance for all groups. All Groups have similar high performance. Scrutiny of achievement data confirms that there is no historic or current variation in achievement by gender, disadvantage, LAC, ethnicity, EAL or access group. Where small variations occur, appropriate interventions, including the use of Pupil Premium, are applied with a high level of effectiveness. Higher attaining students are identified to ensure that there is the correct level of challenge in all aspects of their learning, resulting in high levels of engagement and achievement. Pupil premium funding is used effectively and the provision for these and ALL pupils is monitored and tracked meticulously. Staff have a very clear understanding of data and use the information it provides to challenge themselves as practitioners to ensure the best possible learning opportunities for all pupils.

'The intent statement is a model of good practice, defining disadvantage in the unique context of the school and its community. The need is clear, the ambition is clear, the approach is clear. The values that underpin the intent run through all the actions adults take – and the pupils embody these values. The focus is an ambition for the individuals.... Lesson visits were a mirror of the ambitions and expectations in the published disadvantage strategy. Pupils cross the school are proud of their work and are keen to share it.' (External Disadvantage Strategy Review Autumn 2022)

Leaders engage with their staff and value their contribution in relation to curriculum development and design. Staff feel fully involved in the process and consequently feel an ownership commitment to what is being taught.

'Staff voice raised their interest in ensuring that pupils gained strong independent living skills. As a result, they have been mapping subjects across the curriculum to identify where they can support preparation for adult skills outcomes'. (QA Summer 2023)

School leaders make highly effective use of incisive action planning to drive rapid school development. A similar ambition is clear for all students and 'pupil progress' evidence indicates typically outstanding progress. Leaders are clear that these excellent outcomes are no cause for complacency, adopting a rigorous process of review, moderation and revision of expectations with similar schools outside the Trust.

NEXT STEPS

- **Succession Planning** - To strengthen and further develop succession planning to clarify professional career pathways across the school. Identify individual's strengths and ensure they are the best fit in terms of roles and responsibilities, so that they can provide the right skill set within these roles to benefit students, other staff and the school.
- **High Quality CPD** - Develop a culture of continuous improvement, research and collaboration in pursuit of consistently inclusive high-quality teaching through continuing to develop and embed a high-quality Professional Development programme for all staff.
- **Safeguarding** - Work with the new Trust DSL and safeguarding network to ensure that with our increase in cohort, we continue to fulfil our statutory responsibilities to vulnerable pupils in relation to child protection and safeguarding. Provide appropriate training to all staff in order to maintain a continued highly effective culture of safeguarding and bring increased capacity to the safeguarding team.

Quality of Education

Self-Evaluation Judgement:
OUTSTANDING

What qualifies this judgement?

At Pioneer House there is ambition for all and staff at every level are involved in contributing to and producing an ever-evolving curriculum that is ambitious for every student, including those of disadvantage and provides the knowledge and cultural capital they need to succeed in life.

'Leaders have an unwavering commitment to ensuring that every student has access to an ambitious curriculum. Curriculum leaders have thought carefully about the curriculum that they want all students to learn, including those of lower ability. Also, establishing firmly, planned curriculum pathways for KS4 and KS5 students, ensuring robust development and acquisition of life skills, in preparation for adulthood and therefore increasing their prospect of future employment'. (QA Summer 2023)

The curriculum is coherently planned and sequenced with the full intent of students acquiring knowledge and skills for future learning and employment.

'The range of opportunities made available to the students is getting wider and more diverse. They are accessing more of what is on offer to mainstream students, locally, regionally and nationally. Expectations of what the students can achieve are high; staff are ambitious for their students'. (QA Report Summer 2023)

The curriculum intent and implementation are embedded securely and consistently across the school.

'All leaders and teaching assistants show a wider understanding across the school of the curriculum's intent/implementation/impact. The intent and implementation are embedded securely and consistently across the school'. (QA Report Summer 2022)

An engaging curriculum with a strong practical and applied focus ensures that students' interest is sustained, their thinking is challenged, and they become independent learners and citizens. Leaders and curriculum coordinators work relentlessly to develop practice to ensure this consistency is evident from what teachers do, showing they have a firm and common understanding of the curriculum intent and what it means for their practice.

'The school's work across this year, focusing on what a meaningful curriculum offer would look like for the students at Pioneer House, has been highly effective in continuing to refine and revise the curriculum, to ensure allocated time on the curriculum timetable is tightly targeted on the key priorities for the curriculum offer, without replication.'. (QA Report Summer 1 2023)

'Curriculum overview shows that leaders have given careful consideration to how learning is ordered. The curriculum has a focus on vocational learning. Leaders have considered intent; leaders have linked this to outcomes and the skills. This means that the curriculum is personalised.....There is robust moderation in place'. (QA Report Spring 2023)

'Removing barriers to learning is key, through delivering a relevant and engaging progression pathway for lower ability students, to be delivered at a slower pace and which promotes the students' wellbeing. The need is recognised to provide opportunities for students who learn at a slower pace, to develop their independence and life skills, as a foundation for further learning'. (QA Report Summer 2023)

The curriculum is very ambitious for all students. Learning is highly personalised to meet any additional needs and to match students aspirations, helping to successfully prepare for their next stage.

'The major important task of the school is to prepare students effectively for adulthood. This is being achieved through engaging them in a curriculum that supports their understanding of the society in which they live and work. The curriculum links closely to the preparation for adulthood outcomes and is work in progress. An appropriate and relevant curriculum is to have a greater focus on EHCP outcomes rather than academic qualifications, as part of their learning journey within the school. The intent is to build students' fluency and confidence, by enabling more frequent application of their knowledge, for example, to increase their independence and confidence with independent travel. Parent and student voice value this skill and say this is very important to be able to do. Teachers address students need for support in increasing their levels of resilience and in problem solving'. (QA Report Summer 2 2023)

Leaders celebrate students' achievements in all of the forms it may take and are aspirational for every student. They thrive and achieve highly through a broad, balanced and exciting curriculum which takes into account the complex and varied needs of all within the school. Students choose from the considerable number of extra-curricular opportunities that are designed to match their interests giving them the cultural capital experiences needed to be successful in the wider world.

'Preparation for Adulthood' is a newly implemented initiative to better address the needs of lower ability students. The school leaders understand that the needs of lower ability students are to be better met if they are unable to achieve accreditation in the time allocated. The focus was placed on what a meaningful curriculum offer would look like for these students. As a result, school is increasing opportunities for developing choice and in increasing learning opportunities for students to be able to make their own choice, including problem solving and developing resilience which is character building'. (QA Report Summer 2022)

[Curriculum Policies](#)

[Cultural Capital Booklet](#)

Leaders have created a highly effective, well designed and fully embedded curriculum, which is reflective of the high ambition leaders hold for all students from KS3 to Post 16. A wide range of research and practice informs thinking, enabling enabled leaders to develop an inspiring curriculum, which prepares student for adult life, allowing them to be fulfilled and as independent as possible.

'Leaders have an unswerving commitment to ensuring that every student has access to an ambitious curriculum. Curriculum leaders have thought carefully about the curriculum that they want all students to learn, including those of lower ability. The curriculum is very well organised, and leaders have thought deeply about the key knowledge and skills that students should learn, and the order in which the content should be taught, making learning relevant and relatable. A wide range of real-life opportunities in different contexts are provided for students, enabling them to practice their skills, through a continuous revisiting of them throughout the school'. (QA Report Summer 2 2023)

The curriculum at Pioneer House High School is carefully structured to provide students with the skills, knowledge and understanding to be active citizens and to enable them to take advantage of opportunities for employment and independence as they move into adulthood. The aim is for students to be engaged and curious learners and the curriculum offers many opportunities for the hands-on, practical learning that builds students character and resilience alongside their vocational skills.

The curriculum has a number of key 'building blocks' which take a systematic and strategic approach to developing and embedding essential skills, knowledge and understanding over time. This allows leavers to meet the complexities of the workplace with confidence and competence. Through the well planned spiral skills curriculum, students re-visit essential learning as they move through the school to build, develop and refine their skills. Careful timetabling, personalisation and individual route-mapping ensures that these key components work together to meet the needs of each individual.

"The curriculum is very well organised, and leaders have thought deeply about the key knowledge and skills that students should learn, and the order in which the content should be taught, making learning relevant and relatable. A wide range of real-life opportunities in different contexts are provided for students, enabling them to practice their skills, through a continuous revisiting of them throughout the school." (QA Report Summer 2023)

The strategies in pupils' education, health and care (EHC) plans are seamlessly interwoven into all aspects of the curriculum. Leaders and staff skilfully draw on the expertise of therapists and undertake research to think carefully about the knowledge, skills and understanding that students must learn in order to achieve future success.

'Small steps to success in teachers' planning, ensure clear learning intent of all lessons and clear goals of achievement, to enable all students to achieve their EHCP targets exceptionally well. (QA Report Summer 2022)

'High quality EHC plans support students to achieve the best outcomes possible. Skills for success are being embedded explicitly throughout the curriculum like a 'golden thread'. This is a journey from aspirations, identifying students' needs, aimed directly towards provision and outcomes. EHCP's are linked to skills builder and booklets have been created, showing evidence of photographs of students achieving the key skills, such as leadership and problem solving at each key stage and in the 6th form.' (QA Report Spring 2020)

Staff use their knowledge of students needs exceedingly well when planning learning. They continually check that students understand what they are learning and why, providing extra guidance and support when it is needed. When needed, staff will adapt how they teach so that students can better understand the knowledge they are learning. staff encourage pupils to work independently. Staff foster students' positive attitudes to learning and the determination to succeed and as a result, students flourish with the encouragement they receive from staff, become engrossed in their work and thoroughly enjoy learning.

'The educational provision, throughout the whole curriculum, is well matched to students' needs, resulting in students being highly motivated and fully engaged in learning, which contributes towards their success'. (QA Report Autumn 2022)

Staff have high ambitions for all students and will consequently allow the curriculum to evolve. for example, following a review by senior leaders or to take account of COVID-19. Where this is the case, these changes continue to enhance all students having access to an appropriately broad, ambitious, and exciting curriculum. They ensure all students have the highest quality education so that they can be prepared well for adulthood. Staff know students' needs extremely well and they successfully use this understanding to create a positive environment in which pupils continually thrive. The schools curriculum is mapped across to the Preparation for Adulthood outcomes ensuring the curriculum end points for all subjects are clear and directly link to students future prospects.

‘Review of the 2020 Curriculum - The focus was on the structure /sequencing from Key Stage 3 to Key Stage 4. Student voice strongly emerged as desirous of more work to address self-care; cooking; handling money etc. Parental care was clearly in favour of attention being paid to mental health of the pupils; self-care; travel; reading and writing and cooking and nutrition.

Consequently, the timetable has been amended so that from September 2023 from Year 7 to Key Stage 5, ALL pupils will receive a double lesson of cooking (real cooking – not food technology - designing a pizza box). In the Quality Assurance Partner’s view – this is a fantastic move by senior leaders and I applaud them for taking this radical approach and focusing on the real needs of the young people in their care’. (QA Report Summer 1 2023)

The school’s curriculum is coherently planned and excellently sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Students in key stage 3 follow a range of subjects chosen to meet the requirements of the National Curriculum, as well as prepare them with the skills and knowledge needed to be successful in a range of vocational qualifications in Upper School. Leaders go above and beyond the NC. This is evidenced within the Skills Curriculum, Personal Development, Community of Belonging, Enrichment and cultural capital opportunities. Leaders ensure pupils have access to a rich set of experiences including Food and Nutrition curriculum, Enterprise and Careers, Forest School, Residential, Duke of Edinburgh and a wealth of Community of Belonging initiatives throughout the year.

“Data indicates work on the curriculum has increased the consistency of students being enabled to achieve ambitious aspirations set for them. As a result, they have greatly improved their skills and confidence in being able to live independently and to be able to work for a living.” (QA Report Summer 2023)

“XXX has been asking to meet her boyfriend when he finishes work and travel home together. Last year neither myself nor XXX would have had the confidence for this, but with all the training in school I knew this would be possible. She now regularly uses public transport with her boyfriend and is able to do activities in the community independently.” (Parent quote July 2023)

Curriculum leaders have devised a range of highly successful curriculum pathways which are designed to meet the variety of needs of students. Our upper school Vocational Pathway offer incorporates a range of bespoke vocational subjects and accreditation to support the personal development of our students. This area of the curriculum provides students with the opportunity to gain nationally recognised and standardised qualifications that are underpinned by The Adult Literacy Core Curriculum and The Adult Numeracy Core Curriculum. This runs alongside our Skills Pathway offer which focuses on developing learners’ skills for life working towards the preparation for adulthood outcomes. The learning route has an emphasis on accessing the community and developing independent living skills.

Both pathways offer the subjects which develop students’ knowledge and understanding of personal finance, business, enterprise, independent living and the world of work. Some of this learning is accredited through awarding bodies including Gateway Qualifications, The Duke of Edinburgh Award Scheme and The Princes Trust. Teaching of communication and numeracy skills across the curriculum, including high impact from phonics teaching on children’s reading is exceptional.

Teachers have good knowledge of the subject(s) and courses they teach. They provide effective support for all curriculum areas. Curriculum leaders have developed module plans for each topic, which are supported by a rolling plan overview to ensure each subject meets the NC criteria as a minimum. The curriculum embeds knowledge over time, the repetition of key skills throughout each topic ensures that existing knowledge is built upon and that staff and students understand how to make future progress. Skills are interlinked and literacy and numeracy opportunities are embedded within module plans and lessons. Each topic has a ‘knowledge and skills’ pathway setting out key taught content that all students will access at a level appropriate for them. Teachers’ present subject matter clearly, promoting appropriate discussion about the subject matter. They check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

Staff expect all students to be as independent as they can be. They make sure that all pupils are taught to express their opinions and make choices. All students have the opportunity to attend residential's within each key stage, where they take part in group activities to challenge and inspire them. For many students this is the first time they have been away from home. The curriculum is very ambitious for all pupils. Learning is highly personalised to meet pupils' additional needs and to match their aspirations. This helps pupils to transition successfully to Post 16 and beyond.

'The Quality Assurance Partner observed in Core, Foundation and Accredited lessons/sessions. The learning was acutely pitched to each student's level. Within classes, work is differentiated even further to meet the precise objectives set'. (QA Report Autumn 2022)

'Implementation of the curriculum in all lessons is consistent, through robust structures, procedures, routines and a wide range of resources. Resources are tailor-made by staff and designed to meet individual students' needs more effectively. They make a significant difference in enabling students to access their learning well'. (QA Report Summer 2022)

[Rolling Plans 2023-24](#)

[Sprial Skills Map](#)

Reading is prioritised to allow students to access the full curriculum offer. Literacy is one of the three curriculum drivers and underpins the wider offer. Reading is identified within the SEF, SIP, Action Plans and medium-term plans which ensures it remains a priority across the whole school. Additional time is given to reading within 'Read and Reflect' time, allocation of time and tutor time. All classes have access to their own high engagement set of books, as well as phonics books at their learning levels. There is a well-organized library on site with levelled and curricular books suitable for all readers. Staff read books aloud to encourage students to enjoy stories. Lessons include sensory stories which utilize objects of reference to bring learning to life. All independent students have individual reading records and complete regular phonics assessments. There are a variety of reading interventions which encourage and support fluency and allow students to grow in confidence in their reading.

'The students have access to a more rigorous programme for teaching phonics and early reading. The Fresh Start programme is excellent and the resources, especially the Anthologies, are super. Pupils' writing is being developed at all stages of development as a result of the greater skill and confidence of staff'. (QA Report Summer 2023)

'Everywhere, in all maths lessons, pupils and adults used the mastery approach with manipulatives and visuals to support understanding'. (QA Report Autumn 2022)

'Reading continues to be a very important high priority for the school and continuing improvement is identified through actions within both whole school and subject curriculum action plans. Progress on actions are robustly monitored by QA processes both internal and external, by Governors and by Executive Leaders of the Prospere Trust. All plans are linked to the Prospere Trust Improvement Plan'. (QA Report Summer 2022)

Leaders are determined to make sure that all pupils can read. Reading modules are very clear in regards to the sequential approach to reading. Teaching is carefully adapted to the needs of the pupils. Fluency is supported through the implementation of phonics and Fresh Start reading intervention which run in tandem with the wider reading curriculum. Gaps are assessed and addressed within the English Action Plan. No students are allowed to fall behind as they are identified quickly, and interventions are implemented where appropriate. Classes have their own boxes of decodable and free-reader books with clear

guidance for staff so that students read books which match the sounds they are learning. Students who have moved beyond phonics can access a structured reading programme with a wide range of age-appropriate books from the onsite library.

“An extensive phonics library and reading programme is firmly in place and embedded, enabling students to access books at an appropriate reading level ensuring they are decodable. The school’s Rotating Library matches students reading levels and phonic phases for them to know which books they can access at their phonics level.” (QA Report Autumn 2021)

Teachers ensure that their own speaking, listening, writing and reading of English supports pupils in developing their language and vocabulary well. The school is becoming a Voice 21 school In September 2023 to implement the systematic and effective teaching of oracy to further develop students functional skills. Tiered vocabulary is embedded across the whole curriculum, this ensures students and staff can access disciplinary vocabulary for each subject area.

Pioneer House has developed it’s own ‘Writing for Independence’ model which sets out a strategic plan for breaking down complex writing tasks for students’. This model ensures staff are confident in how to use strategies such as Colorful Semantics and structure strips to support students to progress from single word writing to essays over time.

Pupils achieve exceptionally well because staff understand and address every individual pupil’s special educational needs and/or disabilities. Expectations are high. Staff are dedicated to giving each pupil the knowledge they need to succeed academically and model high expectations for each strand of English. The literacy offer is underpinned by a comprehensive CPD offer which includes induction for new staff. A subscription to Fresh Start ensures teachers and support staff can access hundreds of videos and teaching resources. There are comprehensive reading, writing and SLC strategies in place, these ensures aspirations are high and clearly communicated for each strand of literacy.

“Literacy is a key major focus for all teaching staff and forms a vital part of whole school CPD training every year. This includes annual 6-week phonics course for TA’s, to ensure that all staff are confident in supporting students in reading and spelling. Literacy leaders deliver whole school training focused on Reading and particularly in Guided Reading and Reciprocal Reading. This is in order to upskill all staff in using reading strategies correctly to promote comprehension and deepen students understanding of all the texts they read across all areas of the curriculum. To support the teaching of reading, there is a wide variety of curriculum module plans and resources available to staff. As a result of the high quality training received and resources, teachers are confident to differentiate activities and provide reading work which is tailored to individual student levels. Within Medium term plans, teachers look at all opportunities for enabling reading to work with student groups. There is a clear rationale for sequencing and a wide range of activities that promote understanding and comprehension of texts.” (QA Report Autumn 2021)

Pioneer House uses a robust, accurate and consistent assessment system which effectively informs target setting and celebrates teaching and learning. The assessment is used by all teachers, teaching assistants and students. The process gives clear next steps and annotates learning as students engage in individualised outcomes. Assessment is carried out in a way that it is not a burden on staff or pupils, assessment is used as a way to celebrate achievement.

Assessment is very effectively used by teachers and leaders to check understanding and inform teaching and learning. Students are assessed in each lesson. Retrieval practice is built into lessons, and staff check that previous knowledge is secure before moving onto new material as our learning structure prioritises opportunity to check for understanding and address misconceptions within the lesson. Each individual learning target is broken into smaller assessed targets to ensure even the smallest steps of progress are evidenced and celebrated. Each ‘step’ is used to plan, assess, and inform daily teaching.

'The school has a very robust and clear assessment policy based on the different pathways for the pupils in its care'. (QA Report Autumn 2022)

Teachers ensure they effectively use assessment to ensure planning is based on prior attainment and that students know what they are to do to achieve the next steps. This ensures that all students, regardless of their starting points, age or background make excellent progress in their lessons and over time. At Pioneer House the data evidences that current students in school, in every year group and across the curriculum make substantial and sustained progress that is monitored by senior leaders, curriculum leaders and the data team on a termly basis.

'It appears over time, pupils know more and remember more in each subject. This links to the high ambition and the curriculum design'. (QA Report Spring 2023)

All subjects are internally moderated on a rolling programme and external moderation is completed within the specialist sector of the trust, to demonstrate a consistent approach for all students. This has enhanced the skills and expertise of staff, whilst strengthening the schools own judgements.

Assessment data is triangulated with the work presented in student books and on the online learning platform Seesaw, as well through gathered lesson visit information. This robust process ensures that the data presented is accurate and meaningful, this then being used to inform effective action planning and implementation of interventions where necessary in a timely manner.

Teachers' subject knowledge and expertise ensures that the needs of all students are met precisely and, as a result, all groups of students achieve highly. Scrutiny of achievement data confirms that there is no historic or current variation in achievement by gender, disadvantage, LAC, ethnicity, EAL or access group. Where small variations occur, appropriate interventions, including the use of pupil premium, are applied with a high level of effectiveness. As a result, students who are looked after by the local authority or who are known to be eligible for free school meals make the same excellent progress as others in the school.

'The curriculum is meticulously planned to meet the needs of pupils who are assessed on entry to the school and then are placed upon a particular pathway according to the school's projection of their likely outcomes. School has adapted their progress rates to match the needs of their cohorts.

In 2019-20, Pioneer adjusted its expectations in response to three years longitudinal data that demonstrated that a large majority of students were making 'outstanding progress'. SLT differentiated the rates of progress dependent on students age and attainment.

Since then, SLT have taken many steps to ensure the validity and reliability of the expected progress rates set for our students. These include:

- ❖ Reviewing and evaluating our curriculum to align sequentially with externally verified and moderated accreditation courses.*
- ❖ Cross trust moderations*
- ❖ Local SEND schools' moderations*
- ❖ National SEND schools' moderations*

(QA Report Autumn 2022)

'The school has a very robust and clear assessment policy based on the different pathways for the pupils in its care'. (QA Report Autumn 2022)

'School has high expectations for all students. Leaders have adjusted the rates of progress to suit the Pioneer students. All have differentiated rates of progress based on their assessment baselines when in Year 7. School has high aspirations that students will leave school with Gateway accreditation qualifications to ensure they are successful in arriving at their next destination'. (QA Report Autumn 2021)

At Pioneer House the collection of robust data within an SEN context is extremely important. Data allows the delivery of an ambitious and aspirational curriculum which allows for the celebration of success through the provision of a clear learning pathway. Data provides the building blocks so that staff gain a 'bigger picture' understanding of how knowledge is embedded over time. Data is used to inform meaningful, rigorous and timely interventions.

'The data has been robustly analysed and the findings have been incorporated into the key priorities identified for the school this academic year and are written into the SDP. Strengths include, the ambitious curriculum offer for all pupils. High expectations of what pupils can achieve which pervade the school's work. Outstanding pupil progress in a number of key areas, including English and maths.' (QA Report, Autumn 2021)

Following Covid 19, through the thorough use of assessment, Pioneer House ensured there was effective support for students to catch up from the impact of the pandemic, identifying precisely what students did (and did not) know and identifying gaps in students' knowledge quickly upon their return to school. This support was then tailored to their specific needs, with interventions targeting specific gaps in the student's knowledge or skills. Pioneer House ensured the curriculum offer wasn't narrowed and skilled staff delivered these interventions to maximise impact. They were also implemented quickly to ensure gaps didn't widen further.

With the strong vision and clear intent for our curriculum, leaders at Pioneer House identify students' individual needs and plan appropriate support/interventions to help them meet curriculum expectations. Both SEMH needs and academic needs were considered throughout, supporting students in every capacity.

'Clear expectations are in place for key stage 4 and 5 accreditation, key dates and internal verification are established to ensure students' accreditation outcomes are not disadvantaged by the Covid-19 partial closure in 2019/20'. (QA Report Autumn 2021)

Tutoring has been delivered through one-to-one and small group sessions for those who needing additional help, to catch up post Covid 19 and for disadvantaged pupils, where specific gaps were identified. Due to the school-led approach to tutoring, staff knew the students and the school curriculum, which ensured that tutoring was embedded in the students' schooling, rather than an add-on. Timetable were strategically planned to ensure impact of missing elements of lessons was minimal.

'Impact of COVID catch up funding is evident in the school's progress expectations for students and the pre-end of year data. In the Autumn term 2020. The first half term was dedicated to the Recovery programme and the second half of the Autumn term returned to the normal curriculum. End of Autumn data was found by leaders to be very pleasing in the progress made by students in the core subjects. Also, progress of students was strong in the foundation subjects, with at least (90%+) of pupils making expected or better progress. Some students are working above expected progress because of the time put into enabling them to catch up'. (QA Report Summer 2021)

At Pioneer House we pride ourselves in recognising the importance and necessity of providing a rich and diverse range of opportunities in support of our students preparation for adult life.

'Planning local trips to college and in checking timetables, checking the number of stops left on route, all have supported students in being able to travel to college independently next year. Parents and students are delighted. The level of students' confidence has soared'. (QA Report Summer 2 2023)

'Residential are part of outdoor education and take place at the Red Ridge, Outdoor Education Centre in Wales. They provide significant challenges for students in being away from home. Opportunities presented enable everyone to be successful at something and to overcome their fears, with immediate opportunities to revisit and build on all learning experiences. The school has good visual examples as evidence of students' achievements. Good, plentiful

opportunities for students help to develop and practice their social skills. Students and teachers work more collaboratively in unfamiliar situations and activities. Students are working towards their Duke of Edinburgh bronze and silver awards and are able to reflect on their experiences'. (QA Report Summer 2022)

Teaching at Pioneer House has strengthened significantly and is now consistently outstanding, with highly adaptive teaching 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 students.

'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.' (QA Report Spring 2022)

This high ambition and focus on effective practice is communicated to all in the classroom. Feedback to pupils is timely, appropriate and individualised; learning is recorded and evidenced in workbooks and on-line so that staff and pupils are clear about learning over time. All teachers have PM targets which drive improved outcomes for pupils. A robust programme of coaching, mentoring and CPD ensures that initial teacher trainees and NQTs make rapid and sustained progress to become highly effective teachers.

'Teaching Assistants (TAs) observed in all classes, are working very effectively and smoothly as part of a whole class team in supporting students to achieve well. They work seamlessly with the class teacher and cannot be identified apart. Their contribution in enabling the students to learn effectively, is significant. TAs enable the learning within lessons to flow faultlessly. Collaboration of students and teaching staff is high. Relationships are very positive and exceedingly productive'. (QA Report Summer 2022)

'Lesson visits gave evidence of the highly positive impact the CPD training for all teaching and support staff has on strengthening subject knowledge, planning learning that engages students' interests, challenges their thinking, and enables them to practice and apply new knowledge and skills in order to deepen them. Lessons are carefully and thoroughly planned to address the students' own EHCP targets. Differentiation is clearly visible, and activities are devised with appropriate resources, to ensure students meet with success in achieving their bespoke targets. Learning intent is made clear so that students know what they are doing and understand the purpose of their learning. The correlation with their EHCP targets is tight and robust. Clear links are also made to their previous learning in helping students to make connections of all that they are learning, which supports them in learning exceptionally well'. (QA Report Summer 2022)

Support for Learning at Pioneer House is a strength, with a clear tiered system. Research, CPD for staff and links with external agencies is ensuring students are given the very best support and there are no barriers to learning. Staff embrace the opportunity to develop and hone their skillset.

'The Support for Learning team does interventions and is building capacity with staff, through the dissemination of key skills, to upskill all class teams and thus improving the universal offer for students across the school. Devising packages for staff to work with students and improving the consistency of practice even further. The intent, implementation and impact are all very clear to support each of the students in becoming whole, rounded person'. (QA Autumn 2022)

'An even tighter referral system is now in place. The Assistant Head has revamped the use of interventions and the process for referral. A Lead Assistant Head has a psychology degree and has knowledge of, and interest in, how the brain works. He is providing training on brains to staff eg: The reptile brain and what we see in classrooms when this is in operation. The improvements for the children are to be seen in the quality of education, the changes to assessment and to the greater skill and knowledge of ALL staff in their response to pupils' needs'. (QA Report Summer 2023)

Students are well equipped and ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Students with SEND achieve the best possible outcomes.

Academic Year	Number of Leavers	Supported Internship	Local FE Colleges Vocational Learning	Bespoke Pathway	Local FE Colleges Foundation Learning	Full-Time Employment	Independent/ Specialist College
2017-18	4	3	1				
2018-19	7	2		1	4		
2019-20	5	3		1		1	
2020-2021	19	3	10	1	4		1
2021-2022	18	3	3	3	5		1
2022-2023	18	3	4	7	3	0	1

The resources and materials that teachers select and produce – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. Effective deployment of staff have been highlighted as a strength in Senior leader lesson visits, OFSTED and QA visits

'Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They create and maintain a stimulating classroom environment that encourages students to be engaged in their learning, through well-planned and well-matched activities'. (QA Report Autumn 2022)

'The school is also exemplary in how it provides for a fully inclusive environment.' (QA Report Spring 2020)

'There is a positive, respectful relationship between adults and students. The environment is calm and well organised to promote positive learning.' (QA Report Spring 2020)

Pioneer House are fully aware that they play an important role in preparing students for life in modern Britain, and teaching them about the society and world they grow up in. Understanding that students are often first exposed to important political issues whilst in school. Some of these issues might define their future, proving to be the building blocks of a passion which goes on to shape their longer-term interests and career. We know teaching about political issues, the different views people have, and the ways students can engage in our democratic society is an essential part of a broad and balanced curriculum. Within our curriculum offer, our aim is to support students to become active citizens who can form their own views, whilst having an understanding and respect for legitimate differences of opinion.

We follow our legal duties ensuring we:

- prohibit the promotion of partisan political views
- take steps to ensure the balanced presentation of opposing views on political issues when they are brought to the attention of pupils

Staff have a clear understanding of the need to teach about political issues in many areas of the curriculum. When planning this, consideration is taken into how to school can ensure teaching aligns with political impartiality. School is mindful that any steps taken to ensure these legal duties are met should be reasonable and proportionate and the use of professional discretion to make sensible decisions on how best to apply this within our teaching and learning is key.

'Respect is a key concept for students to really understand. The curriculum modules have the right content and are teaching the right knowledge and skills but are also responsive to whatever is currently happening, such as an increase in boys' misogyny. This is negatively influenced by You tube and 'Andrew Tate.' School did a 'drop down' day to focus on boys being more respectful and girls, who are a very small minority, to focus on developing their resilience'. (QA Summer 23)

NEXT STEPS

- Great Teaching – Continue to embed the Pioneer House Teaching Model with a particular focus on assessment and feedback, ensuring assessment and feedback in all forms is used purposefully to close gaps and accelerate progress. Resulting in:
 - ❖ 100% of students achieve at least expected progress in English and Maths and 55% achieving better than expected.
 - ❖ 100% achieving at least expected progress in all other subject areas.
- Curriculum - Continue to refine and develop the Pioneer House curriculum, to ensure it is mapped against the Preparation for Adulthood outcomes and enables all pupils in school to excel and be ready for next steps in education, work and independent life with a particular focus on Digital Skills, Healthy Lifestyles, Science and sustainability, and Food and Nutrition.
- Literacy - Improve pupils' literacy skills and the percentage of pupils making at least expected progress in English, through development and implementation of a cross-curricular oracy strategy. This includes strategically mapping vocabulary instruction across the curriculum.
- Numeracy – Improve pupils' problem solving, independence and motivation in Maths and increase the percentage of pupils making at least expected progress through the development and implementation of oracy and reasoning in across the curriculum. This will enable students to talk about mathematical thinking and make connections.
- Support for Learning - Implement a tracking and monitoring system to measure the progress of students in our Support for Learning SaLT and OT programs. programs. By the end of the academic year, demonstrate an average 10% improvement in academic achievement, behaviour, and social skills for students participating in these programs, as compared to the baseline data.

What qualifies this judgement?

Pioneer House has high expectations for students' behaviour and conduct. Clear, consistent, and fair management of student behaviour has established a happy, secure and purposeful environment in which each young person is able to develop their full potential. Through the implementation of our Code of Conduct and our Home-School Agreement all stakeholders are aware of their responsibilities in maintaining a positive learning environment, with parents closely informed so that they can support and reinforce the systems in use.

'Relationships across the school are a significant strength. Staff teams, peer on peer, all model good relationships, the expectations of which are clearly set out in the school's code of conduct. There are clear values, aims, autonomy all of which feed into the Behaviour Policy and practice. It is sustainable and highly consistent practice'. (QA Report Autumn 2022)

The school operates a positive behaviour for learning policy, with the emphasis placed upon praising and rewarding good behaviour. School review and adapt the Behaviour policy where necessary, to ensure it is tailored to support our community to succeed. As a school we regularly revisit and review our processes with all staff to ensure a consistent approach in managing student behaviour across the school and provide on-going coaching and support available to all staff.

'The behaviour policy is explicitly clear in how parents and carers should support and help through the reinforcing of the behaviour policy at home wherever appropriate and supporting their child in following the school's behaviour policy and practice. Talking to students, parents and governors shows how extremely well the school's expectations for behaviour and conduct are communicated. All students are treated fairly and equitably under the Policy, with any factors that contributed to the behavioural incidents identified and considered'. (QA Report Autumn 2022)

All school staff are excellent role models, skilled in managing and minimising low-level disruption in the classroom and beyond, allowing students to enjoy their learning and in turn be proud of their work.

'All staff are clear in their responsibilities, to create a calm and safe environment for the students, establishing and maintaining clear boundaries and teaching students self-regulation. They are also responsible for clearly communicating the school's expectations, routines, values and standards through the teaching of behaviour/code of conduct and in every interaction with students. All staff are responsible for modelling expected behaviour and positive relationships for students. Regular monitoring by senior leaders and constructive feedback, ensures staff consistently implement the behaviour policy and practices across the school to a high level'. (QA Report Autumn 2022)

Inappropriate language and low-level disruption are tackled in a timely manner and any discriminatory or prejudiced behaviour, although infrequent, is recorded and resolved through a range of approaches including individual work and group teaching. 'Zones of Regulation' are fully embedded across the school to help students to self-regulate and reflect upon their behaviour. These have been found to support excellent classroom management and maximise leaning opportunities, evidenced through recent engagement with our quality assurance partner.

'Behaviour is exemplary. The vast majority of students are taking ownership and effectively learning to self-regulate. Where this still provides a challenge for a small number of students, staff manage it extremely well, so that its barely noticeable and doesn't distract others'. (QA Report Autumn 2022)

Knowledge of safeguarding and behaviour management practices is kept current and constantly reinforced through a comprehensive programme of CPD sessions provided for all staff, with further targeted sessions based on need. Staff are accredited through Team Teach in behaviour management, de-escalation techniques and are fully trained in the appropriate use of physical intervention should the need arise to keep everyone safe.

‘Teachers and TAs are fully aware of the behaviour policy, and they are using the language of the policy such as ‘safe, respectful and ready to learn’. All classrooms use the ‘Code of Conduct’ as a point of reference for managing students’ behaviour’. (QA Autumn 2022)

The school makes strategic, strenuous, and sustained efforts to ensure that students understand how to keep themselves healthy and safe primarily through the Healthy Lifestyles curriculum. The multiple strands of the curriculum allows significant focus on the development of safe and positive relationships as well as on the maintenance of good mental health and emotional wellbeing. The Young Citizens curriculum, and post incident debriefs prepare students to take responsibility for their own actions.

‘The lead DHT, is both the curriculum coordinator and safeguarding lead, because of the importance of these two strands. Healthy lifestyle intent is to ensure students become responsible members of their communities and the wider society. Development of life skills in real life contexts is of utmost importance and underpins the whole curriculum.

RSE has a two-year SDP priority focus and been a focal point of training over this year. Consideration and reflection have been given to aspects of implementation such as helping students to understand what consent means, understanding about personal space and saying no.’ (QA Report Summer 23)

SMSC is at the heart of the Pioneer House curriculum. The Community of Belonging work and tutor time programme specifically addresses students’ understanding of British Values, citizenship, and also that of being a good Mancunian! The programme has been developed to allow students to relate effectively to their own experiences. The school takes every opportunity to engage with the local community to model, demonstrate and develop the skills, knowledge and understanding to be active citizens. Following the COVID- 19 pandemic the school has made significant progress in developing links with a range of stakeholders and local organisations to support students’ understanding of how they can become active citizens and make a positive contribution to the society in which they live.

‘As part of Community of Belonging, the school is working towards the Inclusion Quality Mark, celebrating and valuing diversity and mutual respect for one another. The aim is to increase opportunities for cultural capital through developing a programme to engage all stakeholders, including engagement with the community, and increased parental engagement, through development of the community café and a programme of events.

The Curriculum is being reviewed to ensure that it effectively reflects the personal development of students. Also, that it further develops in students the Trust values of self-help, self-responsibility, democracy, equality, equity and solidarity. This is being delivered to students through tutor time programme and collective worship. Clear links are also made to Zones of Regulation, Behaviour Support Plans, Community of Belonging as stated and multi-agency working.” (QA Autumn 2022)

Our highly effective SMSC provision allows for an individualised approach to teaching and learning which mean that students thrive and make outstanding progress regardless of gender, race, religion, culture, sexual orientation or disability. Pioneer House is a highly developed, cohesive learning community.

‘The school has worked extremely hard to firmly establish a strong, positive culture that promotes excellent student behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment. There is a consistent whole school approach to maintaining high standards of

behaviour that reflect the values of the school. School leaders and staff clearly outline the expectations and consequences of behaviour to students. These are consistently applied across the school'. (QA Report Autumn 2022)

'There is high quality support for students' learning through robust SEMH plans and Wave 3 intervention'. (QA Report Autumn 2022)

On-line safety is included in all modules within the newly developed Digital Skills curriculum. Where challenging issues arise through out of school use of Social Media the school is proactive in working with students and parents so that students are able to understand how to engage safely and positively with online content. The school works hard to ensure that it is able to provide information on digital safety to parents regularly, through both our website and other communication platforms.

'Parents are offered online safety workshops together with virtual sessions'. (QA report Summer 2023)

Since the Covid-19 pandemic the school has been proactive in developing appropriate responses in relation to curriculum, risk assessment and behaviour policy /management. Following the partial school closure, the school ensured that students felt comfortable and safe on their return to school, allowing them time to remember how they learn best through our robust, bespoke recovery curriculum offer. Staff were proactive in addressing any students' concerns relating to Covid-19, allowing students to reflect on their feelings linked to their time away from school and develop appropriate coping strategies. Thorough risk assessments were undertaken, taking account of individual students and their complex needs where this required consideration, along with amendments to the behaviour policy to reflect COVID- 19 government guidelines.

'The early intervention and increased monitoring of behaviour, the recovery curriculum and the clarity of revised expectations are all factors considered to have had a significant positive effect.' (QA report Autumn 2020)

Leaders and teachers consistently communicate and apply high expectations through the school's behaviour policy. At the heart of the school's work is leaders' determination that all pupils will make good choices, communicate well and identify and deal with any difficulties they may face. This is seen in all aspects of school life. Staff are aware of the smallest signs that pupils may be finding things tricky and take proactive steps to help students to manage this. Students are supported exceptionally well to manage their own behaviour.

'The carefully devised and constructed curriculum is so right for these students in accurately addressing their learning needs. As a result, it encourages positive behaviours for them to learn extremely well. Across the school in all classes and provision, students are observed being fully engaged and highly motivated in their learning'. (QA Report Summer 2022)

The school's exceptionally high expectations on behaviour are understood well by all students. This is clearly evidenced by positive behaviour around school, within lessons and on entry to and exit from school. Students learn from the moment they arrive in school until they leave at the end of the day. Students achieve exceptionally well because staff understand and address every individual students' special educational needs and/or disabilities. Staff routinely celebrate student achievement by applying scaled rewards both in and out of lessons each and every day.

'School data analysis of behaviour data reveals the total number of incidents are accountable to a very small proportion of the school's population. These students have access to high-level intervention strategies. Behaviour has been very good with students taking increasing ownership of their regulation.

The use of calm space demonstrates a significant decrease across the school year, evidencing students effectively self-regulating while remaining in the classroom setting and also, staff show a high level of skill in managing behaviour in class teams'. (QA Report Summer 2022)

The school uses IRIS Adapt to record both serious and non-serious incidents, allowing for a robust analysis of trends of incidents of challenging behaviour. This information is used effectively.

'Robust systems for monitoring behaviour, included via the Support for Learning process which brings all key stakeholder under one system. Fortnightly behaviour snapshots taken. Full time member of staff available to support and model and gets information 'in real time' regarding behaviour. Analysis of all this information depicts action and where to implement support or provision'. (External Behaviour Audit Summer 2023)

The school's high expectations are understood well by all students. The school provides meaningful opportunities for students to exercise their right to share their opinions, take a lead and to have a meaningful impact within the school. This empowers students to be change-makers within their community. This is evidenced by positive behaviours towards peers, around school, within lessons and on transitions to and from school.

'There are ample opportunities given for student leadership across the school. KS4 have 'Mental Health Champion' roles and is part of the work experience offer. They have to apply, and a training package has been devised to prepare them for this role. KS4 students take a Year 7 student and use their own experiences to give advice. There is training and preparation for this task. Discussions with Mental Health Champions shows that they understand their roles and the impact they should be having. One student said he had supported his Y7 student and could see how much happier this person was as a result. He knows because the Y7 student is cheerful each time he sees him. His advice was to try and talk to his mum. It was about building good, positive relationships. The Teacher would 'step in' to further support if needed. This is all part of the whole school creating a community ethos and in supporting one another'. (QA Report Autumn 2022)

At Pioneer House bullying is not tolerated. The Leaders and staff are vigilant for any bullying behaviour. Should it occur, they take swift action. As a result, records of bullying are extremely rare.

'Students have a good understanding of what anti-bullying is and what behaviour looks like in class and staff support. They know the behaviour systems include praise and rewards'. (QA Report Autumn 2022)

Staff routinely celebrate student achievement as result, students are confident and feel they are a valued member of the school community.

'The school places a strong emphasis on praise and reward for good behaviour, avoiding giving attention to negative behaviour. School Leaders and staff aim to encourage all students to realise that they each have a part to play in the life of the school. Also, in encouraging excellence in students' performance and behaviour by praising achievement and attainment in all their experiences'. (QA Report Autumn 2022)

'The students' ownership of their learning, and the sense of pride they feel in their achievements is palpable'. (QA Report Summer 2022)

Behaviour planning and intervention is a strength of the school and systematic in its delivery. Staff tackle inappropriate language and low-level disruption in a timely and effective way. Discriminatory or prejudiced behaviour is recorded and dealt with appropriately through a range of approaches including individual work and group teaching throughout the curriculum. Staff and students are developing highly effective strategies and awareness of all aspects

of safeguarding through a targeted programme of CPD and lessons, including mental health awareness, safe and positive relationships, child on child abuse and online safety. As a result, the frequency and intensity of incidents of challenging behaviour has significantly reduced for most students. All challenging behaviour is addressed through highly individualised behaviour management planning and support with high levels of success. All staff work hard to promote high standards of behaviour. The Zones of Regulation approach is embedded throughout the school and teachers and other adults are skilled in supporting pupils to manage their behaviour effectively.

'Data analysis is year on year and demonstrates a consistent reduction in the number of behaviour incidents as the years progress. School has a proven track record of how effective management of behaviour is through the encouragement of students' self-regulation techniques and the effective application of interventions. Staff work with the students to identify what they need to do to self-regulate. There is stability in the classroom environment. All relationships are strong. Staff model good relationships for the students.'

Students' engagement with and attitudes to their learning is good in and outside of school and they are keen to succeed. Our lesson visits, learning walks & QA feedback data, shows high levels of pupil engagement, as does data and student voice.

'Students are fully engaged and extremely well motivated within activities. In one lesson on computing, although the lesson had ended, a few KS3 students were continuing with their task because it was lunch break, and they were engrossed'. (QA Report Summer 2022)

Attendance and punctuality remain a high priority across Pioneer House, with a drive on empowering staff and the wider school community to challenge absence and understand the links between attendance and attainment. To support this process a culture of praise and recognition will be at the forefront of the attendance strategy.

'Data is collected and analysed regularly and thoroughly. Staff know the pupils and their families well and understand the contexts within which they live'. (QA Report Autumn 2022)

Staff follow up assiduously on student absence and are quick to support attendance with parents and carers. The attendance team at Pioneer House meet weekly to discuss individual cases and identify families who may need additional support, this may mean completing an Early help referral and working with external partners Attendance last year was 91.8% which is strong when comparing to special schools both locally and nationally. Timely interventions are put in place to support student attendance. Termly behaviour and attendance assemblies and rewards celebrate both outstanding and improved attendance.

- Learners demonstrate their engagement with their education through strong attendance across the school, which is high (90.3% end of 2021/22) and has been strong throughout the pandemic and return to school especially when in comparison to Schools of a similar demographic.
- Pioneer House Cumulative Attendance Half Term 1-5 2022-2023 is 90.3% , 33.9% Absence, 6.2% PA Students, 3.5% SA Students

Comparison with National

National Special School Attendance Half Term 1-19th May* is 86.9%, 13.1% Absence, 39% PA Students

*DFE Pupil Attendance in Schools

Comparison with Manchester Local Authority

	% Attendance	% Absence	% PA Pupils	% SA Pupils
Manchester All Schools	92.71%	7.29%	23.72%	2.39%
Special Schools	83.14%	16.86%	50.71%	2.16%
Secondary Schools	91.93%	8.07%	25%	3.46%

(Manchester Local Authority Cumulative Attendance Data Half Term 1 to Half Term 4 2022/23 version 1)

Comparison of Piper Hill High School Half Term 4 Only

	% Attendance	% Absence	% PA Pupils	% SA Pupils
Pioneer House	91.80%	8.58%	32.41%	3.70%
Manchester All Schools	92.61%	7.39%	22.26%	2.82%
Special Schools	83.00%	17%	43.15%	10.79
Secondary Schools	91.6%	8.4%	23.93%	3.87%
EHCP in Special Schools	84.26%	15.74%	40.65%	9.07%

(Manchester Local Authority Attendance Data Half Term 4 2022/23 version 1)

Persistent absence (33.2%), although higher than pre-pandemic years, is lower in comparison to SEN Schools (54%) and other schools across the Trust. We have strengthened the attendance team with the appointment of an additional attendance officer and we have revised our attendance policy in line with national guidance following the pandemic to ensure we support our community to recover their good attendance habits.

School work collaboratively with of services including statutory services, social services, CAMHS and Early Help so that if the current provision at Pioneer House is not suitable then the School will work collaboratively with such services to ensure an effective transition can take place. This way reducing the risk significantly of a permanent exclusion.

'There is a brand new, Trust-wide attendance policy which already meets the 2023 expectations as outlined in 'Working together to improve school attendance' DfE May 2022. It is on the school's website'. QA report Autumn 2022

Students attitudes to all aspects of learning are consistently positive, they understand what is expected of them and follow staff instructions well. The school is an extremely orderly environment and behaviour is managed highly effectively by all staff. Students conduct themselves very well throughout the day including at lunchtimes and key transition points.

'Students arrive to lessons on time and immediately start working. No time is lost. They show a readiness to learn and to be engaged in lessons. As a result, they achieve well'. (QA report Autumn 2022)

Students develop their confidence as they move through school and they typically take pride in their work and their school. They arrive and leave school in an orderly and courteous manner, settling into the classroom quickly.

'All students show a pride in their work and take great care to do it well. Attitudes to their work are highly positive. Students are extremely respectful of each other and to the adults helping them. Relationships between staff and students are built on respect. Leaders have high expectations and students rise to the challenge these present. Staff are uncompromising in their high expectations for students' behaviour. As a result, students' behaviour across the school is exemplary. These students are expertly supported to overcome any barriers they face'. (QA report Summer 2023)

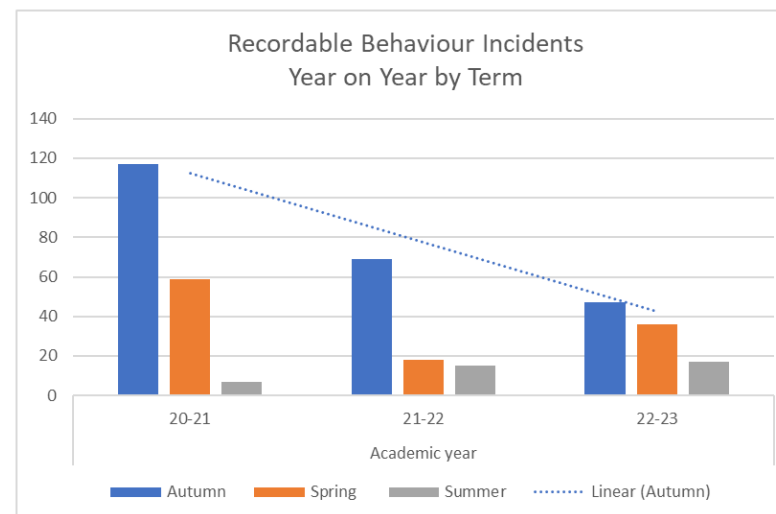
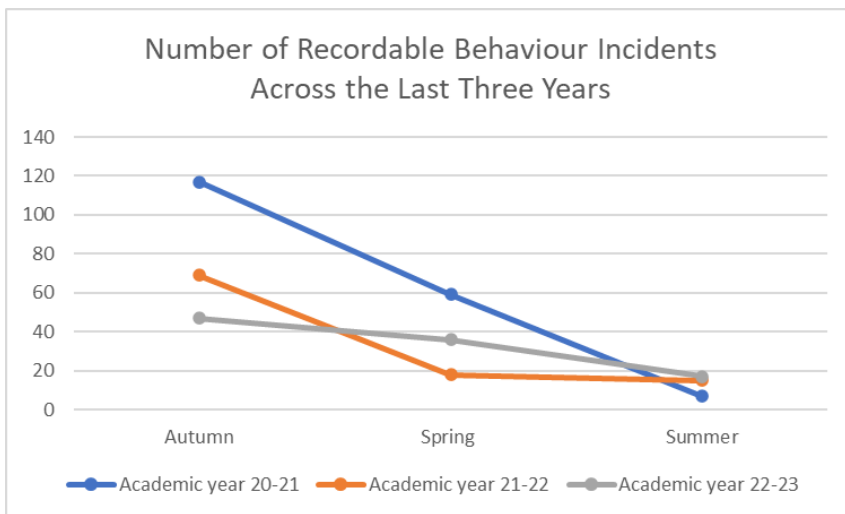
Staff manage pupils' behaviour well. Leaders ensure that staff are well prepared to support and resolve any behaviour concerns, including if there were any rare instances of bullying. Occasionally, if a student needs a break from class and their learning is interrupted, leaders have developed a wide range of strategies to support pupils to deescalate and return to their learning as quickly as possible.

'All staff use and apply proactive and positive management strategies, as part of their quality first teaching practice. As a result, staff have become highly skilled through the high quality of training, resulting in them being able to manage challenging behaviours extremely effectively and in supporting students to mature and flourish successfully within the school and out in the community'. (QA report Autumn 2022)

'The students show a significantly high level of engagement....The change has impacted on more active student participation.....the benefit of doing projects with students outside of school, shows in the impact on the positive data, reflecting students' high levels of engagement and participation'. (QA Report Summer 2022).

School environment is calm both within classrooms and in the wider community. Students recognise School as a place of belonging and show real pride in their place within School. Data from last year shows that incidents steadily decreased across the year. This was as a direct result of training new and existing staff, allocating time to focus on developing BSPs and Risk Assessments, having the behaviour team deployed effectively to Classes in need of support to model strategies and lead bespoke training.

'Case studies are secure evidence of the significant effect the schools, systems, processes and procedures have in enabling students to mature and flourish in their time at Pioneer House. As a result, they are able to make good life choices in becoming successful citizens in their communities'. (QA Reports Summer 2023)



At Pioneer House relationships among students and staff reflect a positive and respectful culture; pupils are safe and they feel safe, commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

'On the learning walk to classes, it was very apparent that school was a 'buzzing hive of learning.' The school is as any other mainstream High School. Students were all in uniform and there was greater sense of connectivity and cohesion'. (QA report Summer 2022)

NEXT STEPS

- Support for Learning - Use the EEF research on Improving Behaviour in Schools and the increased capacity of the SfL team to strengthen the Wave 1 universal offer for all students by focusing on enhancing their social and emotional learning and self-regulation skills. This target aims to provide students with the foundational skills necessary to succeed academically and thrive in all aspects of their lives.

Personal Development

Self-Evaluation Judgement: **Outstanding**

What qualifies this judgement?

At Pioneer House, promoting students' personal development is at the heart of our school offer. Our work to promote students' personal development is outstanding and we take pride in developing responsible, respectful and active young adults. We do this by promoting equality of opportunity, an inclusive environment, developing pupils' character and giving them the qualities, they need to flourish in society. Our promotion of students' rights and responsibilities is exceptional.

'The school consistently promotes the extensive personal development of students, going beyond the expected, so that the students have access to a wide, rich set of experiences. Students in each year group have access to an exciting cultural offer through the carefully planned provision of an engaging enrichment programme. This programme ensures ample opportunities for students to develop independence, resilience, and self-belief, and to develop strength of character, which in turn prepares them effectively, to be well placed and to feel included, within their own community. The wide range of opportunities on offer help to nurture, develop and stretch students' talent and interests'. These opportunities for students to develop their talents and interests are of exceptional quality. (QA Report Summer 2022)

Robust and embedded opportunities to develop learners' character, health & wellbeing are a key component of the curriculum. Our school values are rooted in the fabric of Pioneer House. Within our bespoke curriculum, all students are supported to develop an understanding of how to acquire and contribute to a healthy lifestyle promoting emotional literacy in a multi-faceted way. A highly effective structure, along with a detailed and responsive curriculum embeds these approaches on a daily basis. Highly skilled caring staff consistently use thoughtful approaches to help students manage their own behaviour effectively. Staff are skilled at sourcing and building external relationships, resulting in opportunities for students to liaise and plan projects collaboratively.

'Significant strength is in the school's culture in character building, through provision enabling many leadership opportunities (school council, sports leadership, ECO group, Mental Health Champions) as part of the students' personal development, to prepare them in successfully moving on from school and taking their place in the real world'. (QA Report Autumn 2022)

'There is a positive, respectful relationship between adults and students. The environment is calm and well organised to promote positive learning'. (QA report Spring 2020)

Adults are adept at providing a wide range of opportunities for students to develop their social skills. Visits into the local community and work experience allow students to hone their personal skills in real-life situations. Through their exposure to diverse situations and people in the community our students are able to become more adaptable and flexible. They learn to navigate different environments and adjust to changing circumstances which in turn prepares them well for the challenges of adulthood.

'Opportunities include the Digital Advantage Project. This provides a real-life experience and helps students to become engaged with a number of people from different sectors within the community. This interaction has a direct positive impact on developing their confidence, in addition to increasing their employability skills. Talking to students involved in the project, one of them explained that he wanted to take part because it would boost his confidence, he was shy and not confident in speaking. His involvement has succeeded in increasing his confidence and he has also felt confident in challenging the governors about how they would support the café. (QA Report, Spring 2022)

'To link with Community Partners in order to secure funding for potential community impact projects and develop work with a Digital Advantage volunteer. Leaders recognise that this work contributes significantly to character building, such as in developing and growing self-confidence and feelings of self-worth, particularly in public speaking. (QA Report, Spring 2022)

By the time students leave Pioneer House, they have developed into well-rounded young people who are able to make a positive contribution to society and feel valued within the communities in which they live.

'The school has ample opportunities for students to learn about British Values and appreciate what it means to be a member of a diverse society. Students are encouraged to develop a sense of their own self-worth by playing a positive role in contributing to school life and the wider community'. (QA Report, Spring 2022)

Pioneer house have successfully achieved the Quality Inclusion mark (IQM) and weave the Trust focus of 'Community of Belonging' throughout the curriculum. The school aim is to increase the opportunities to develop cultural capital through a programme of engagement with all stakeholders; the community and parents. It also includes increasing parental engagement through development of the community café and a programme of events.

'The range of opportunities made available to the students is getting wider and more diverse. They are accessing more of what is on offer to mainstream students, locally, regionally and nationally, staff are ambitious for their students'. (QA Report, Spring 2023)

The robust curriculum offer ensures we develop, highly successfully, students' understanding of appropriate behaviours in a range of different situations, e.g. the use of appropriate language, punctuality, attendance, dress and how to keep safe in face-to-face situations and when using social media sites. Students have a sound understanding of how their behaviour and attitudes will affect their future lives.

'The school has a carefully planned curriculum programme for the provision of students' personal development (PD). School leaders have invested a great deal of time in ensuring that personal development fully meets with statutory requirements and goes well beyond the national curriculum expectations'. (QA Report, Spring 2022)

Leaders at Pioneer House recognise the vulnerability of students attending school and devise where needed innovative, bespoke, essential curriculum opportunities to ensure our students are ready for life beyond school and to give them the skills to be safe and independent.

'My Money' curriculum and finance, are embedded early in the school's curriculum, for students to see the importance of managing their finance as early as possible, so that they are not taken advantage of. (QA Report, Spring 2022)

The school consistently promotes the extensive personal development of students, from personal hygiene, the community they live and the people they may meet along the way. As our students make the transition to adulthood, improved self-confidence will empower them to face challenges, make social connections, and excel in various aspects of their lives.

'The PD programme planned for students is also based on their personal needs, such as requiring support with personal care and hygiene. The school leaders have built in the essential executive functioning skills as the students move through the school. Students are helped to become more understanding of the city they live in and about the different types of families' QA Report, Spring 2022)

Relationships among pupils and staff reflect a positive and respectful culture; students are safe and they feel safe.

"All school leavers are able to have an adult conversation with the QA and demonstrate that they have developed and grown as mature, self-confident, self-assured young adults, passionate about what they are going to do in employment. Students learn about a range of careers and employability opportunities with access to a range of work experience opportunities, experientially and vocationally linked. The school is looking more at the softer skills, the experiential skills to build up towards the vocational skills. The school is successful in linking students' interest into a vocational pathway for them'. (QA Report, Summer 2022)

The highly effective SMSC provision allows for an individualised approach to teaching and learning which mean that students thrive and make outstanding progress regardless of gender, race, religion, culture, sexual orientation or disability. Pioneer House is a highly developed cohesive learning community.

The school's work on Social Moral Spiritual Culture (SMSC) aspect of PD has created a very strong offer for students. It provides a holistic approach that forms a 'golden thread' throughout all the aspects of the school's work. (QA Report, Spring 2022)

The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens, developing independence and confidence. Giving them the essential skills to be successful in employment and day to day life. These skills and attributes not only contribute to their personal growth but also enable them to make positive contributions to society.

'The 'skills for success' which are mapped across the whole curriculum, are also recorded on Classroom Monitor for tracking and checking, and provide a 'golden thread' throughout, linking them to all of the educational provision. Skills to success, being the golden thread throughout, include assessment of non-academic skills alongside the academic skills within the curriculum. They provide preparation for employment with the development of students' independent living skills to support them in becoming successful citizens. The enterprise and skills curriculum effectively prepares students with the essential executive skills required to support successful and active citizenship. The school has become successful in achieving the Skills Builder Gold Award accreditation'. (QA Report, Spring 2022)

Pioneer House provides exceptional quality, meaningful opportunities for students to encounter the world of work. Leaders are relentless in their quest to acquire the very best experiences for all.

'A focus of leaders' work has been to weave personal development of students throughout the curriculum, in preparation for careers, work experience and employability. The aim is for students to leave school with the right set of skills for their employability. Personal Development of students is around careers and employability'. (QA Report, Summer 2022)

'All students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. In doing so, pupils learn to recognise their own worth, develop a sense of their own identity and the ability to take their place in the community as well as respect for, and working with, others'. (QA Report, Spring 2022)

In line with school ethos, it is important to that students feel that they have a say in the running of the school and know that their opinions are important and can lead to changes made within their school environment. Implementing a democratic process through which students have the opportunity to become elected representatives for their class/year group/key stage and ensuring that the adults and students in school, work in partnership, share ideas, take action and strive for continuous improvement, leads to an outstanding Personal Development offer. Each year the students will elect a Student Council to voice opinions and lead the student body to improve a variety of aspects across the school, meaning pupil voice in school is clear and effective. Pioneer House has a clear picture of pupils' views and the changes that are most important to them through the student voice questionnaires.

'Student leadership opportunities underpin the school's rationale to develop their independence, which is based on research findings. In unstructured times students are empowered to working collaboratively with staff. Leadership opportunities develop the skills set of students, that further reinforce development of their resilience, independent team working and sense of responsibility. They are used as a means of behaviour intervention. Also, leadership develops students' knowledge and understanding of cultural capital'. (QA Report, Spring 2022)'

The school provides a wide range of opportunities to nurture, develop and stretch students' talents and interests, showing appreciation of these skills and providing opportunity using their skills to support others become role models and make good use of them.

'The school leadership programme for the students is having a positive effect on behaviour and attitudes of the small sample group involved. Several of the student leaders assist in the delivery of physical education and sports activities at recreational periods. This has helped to improve their behaviour through having ownership and in feeling a significant part of the school community'. (QA Report, Summer 2022)'

Pupil voice is a very important part of our annual review process and enables students to feel empowered with the targets they are developing. It is of paramount importance students at Pioneer House are provided with meaningful opportunities to exercise their right to a voice and to share their opinions, which have a meaningful impact. Empowering our students to make an impact within our community and have a say in what they need in school to be successful.

'Student Voice activity was undertaken to seek their views, in terms of very important, important or not important, on curriculum topics and content. They were asked to choose their top three. Mental Health, self-care and managing money came out as most important to them'. (QA Report, Summer 2023)

'The intent of the skills pathway is to develop the maturity of students for them to become good advocates for themselves and in making good choices. The intent is to help students understand the value of being part of the community and in being able to contribute and to connect with their local community. Providing students with ample opportunities for them to develop essential life skills. Parent and student voice recognises how very important this is'. (QA Report Summer 2023)

At Pioneer House the teaching and learning practice has been developed so that students can participate in meaningful self-evaluation during lessons, where appropriate to do so. This ensures that students can continue to build on their self-reflection and next steps thinking, alongside their resilience. Encouraging self-evaluation empowers our students to take ownership of their learning. They become active participants rather than passive recipients of knowledge, which is essential for lifelong learning.

'Students carry out self-assessment to know how well they are doing. They are familiar with class routines and lesson structure to be able to ask questions confidently'. (QA Report Summer 2023)

Teachers guide students in setting achievable goals for their learning. After each lesson, they reflect on their progress, identifying what they did well and where they need improvement. This process encourages students to actively monitor their own learning.

Students 'confidence, resilience and knowledge is nurtured so that they can keep themselves mentally healthy. This links into our students understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle. Students at Pioneer House are given ample opportunities to be active during the school day and through extra-curricular activities.

'Other programmes providing enrichment experiences that focus on the PD of students include Boxing, which is a part of a planned programme of interventions. Boxing raises self-esteem and self-awareness, increases self-confidence and self-worth, thus improving students' attitudes, behaviours and self-management. Boxing interventions help students, who have displayed significant behaviour issues, to get back onto a full timetable in school'. (QA Report Spring 2023)

Our Physical Education curriculum offer, supports the personal development of all at Pioneer House. Students have access to an outdoor gym facility, opportunity to visit gyms in the local community, Bikeability training, sports hall work and outdoor multi-use games area. Pioneer House also offer differentiated residential breaks, including Duke of Edinburgh Award, Red Ridge and Gyll Head.

'There are many enrichment activities provided and to which students have full access, such as basketball and netball inter-school fixtures, sports leadership, Football tournaments Manchester City, Sports days, the Prince's Trust and there are golden opportunities which present themselves with the Manchester United Foundation, providing realistic expectations of employability. The MU Foundation works well with the school and the work they carry out enables a very high level of students' active participation, which has become a significant strength.' (QA Summer 2023).

Students at Pioneer House are encouraged to understand, adopt and live out values that complement the key British Values of democracy, individual liberty, tolerance and mutual respect. Their understanding is developed over time through our Core Values delivered in weekly, Key stage school assemblies and tutor times. This thread is continued through our PSHE and Cultural Capital offer

'The school endeavours to maximise the outcomes for every student so that they know more, remember more and understand more. The key aim is to help pupils understand how they are developing personally and socially, and to tackle many of the moral, social and cultural issues that are part of growing up. The school has ample opportunities for students to learn about British Values and appreciate what it means to be a member of a diverse society. Students are encouraged to develop a sense of their own self-worth by playing a positive role in contributing to school life and the wider community'. (QA Report Spring 2022)

At Pioneer House we recognise that good mental health is important for helping children and young people to develop and thrive. We ensure pupils feel safe, can have access to their personal interests and with support develop strategies to deal with situations they may find challenging.

'Mental Health and Wellbeing of pupils is a priority at Pioneer House. All pupils complete zones of regulation every morning, allowing staff to respond to the emotional needs of each individual child at the start of the day. Pupils have a good awareness of what they can do to support their own emotional wellbeing and regulation, through accessing fidgets in their classroom, or going into the calm room. All pupils that were spoken to during the assessment stated that they like coming to school, and that they feel safe here'. (External Safeguarding Audit – Spring 2023)

Students have an ability/age-appropriate understanding of healthy relationships through appropriate relationships, sex education and learn how to keep safe online and what to do if they feel they need help to stay safe. The students learn safe use of the internet, including all forms of social media and online gaming, through daily interactions and specific learning opportunities, including highlighting Safer Internet Day to promote the presence of online safety across school.

'Healthy lifestyle' aspect of the curriculum has an equal weighting of both Relationships and Mental Health and Wellbeing. The curriculum offer substantially supports the development of students' independent skills to equip them for life both within and beyond the school. (QA Report Spring 2022)

Within weekly Key Stage assemblies, PSHE and Citizenship lessons pupils learn about diversity and identity and discrimination. Diversity and identity form the basis of staff training sessions to ensure staff are also aware of diversity issues. As part of a trust-wide initiative Pioneer House is part of a core group team called Community of Belonging, which brings together a range of staff from all schools within the trust to promote an inclusive workplace. This approach includes significant CPD for staff in areas of LGBTQ+, Misogyny & Misandry, Gender, Sexism and Racism. Investment in CPD by the school in Community of Belonging approach supports teachers and teaching assistants to deliver inclusive teaching and learning.

'Community of Belonging has citizenship as a Trust objective with a focus on valuing diversity, which links to anti-racism and disability, all of which are important for the school in addressing the specific needs of the cohort of students. Healthy Lifestyles curriculum values body differences and addresses 'body image' for Students to develop their levels of tolerance and acceptance of all differences'. (QA Report Spring 2022)

Pioneer House promotes Equality of opportunity so that all students can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. Through the support of the student council, governing body, teaching and support staff we ensure that Pioneer House is an inclusive environment that meets the needs of all students, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

'The school promotes equality of opportunity and diversity very effectively throughout the whole curriculum offer. As a result, students are coming to understand, appreciate and respect difference in the world and its people, celebrating the things we have in common across cultural, religious, ethnic and socio-economic communities. They engage in views, beliefs, and opinions different from their own and are respectful. This provision allows for the spiritual development of students through reflection about their own beliefs'. (QA Summer 2022)

School prides itself in the drive to develop students' character, giving them what they need to be successful and happy in the future. Leaders are clear on what personalised support and encouragement all individuals need for this to come to fruition.

Assessment is flexible enabling differentiation that meets the needs of individual students. The impact has been for students to achieve a nationally recognised qualification which is held in high regard by all next steps providers. Character development of perseverance, resilience, persistence, and tenacity; also, development of self-confidence and self-esteem of students, prepares them very well for adulthood and life beyond school. (QA Report Spring 2022)

'This governor was impressed with how students are enabled to feel so empowered to have ownership and a sense of control of their own personal development. It is clear to see the school's aim to prepare students for life beyond school and to see how students are developing their independent living skills, such as in cooking meals and in cleaning the 'flat'. (QA Report Spring 2022)

A sensory diet for any student in need is well established and highly effective. The Support for Learning offer supports the sensory needs for all students. Those needing additional input are identified through an in-house referral system, with appropriate support offered.

'Students have access to sensory tools in the classroom to support them and these are well ordered, well-constructed and accessible. The school's sensory circuit was devised with occupation therapist support and advise.' (QA Report Autumn 2022)

Pioneer House has a trained mental health first aider and more recently an SLT member successfully achieved the Senior Mental Health Lead qualification, to ensure that staff feel emotionally supported by the school and feel they work in an establishment that cares about their wellbeing. Staff concerns are listened to and acted upon as necessary, and the senior leadership team ensure an open-door policy to support and listen to staff when needed. Staff have the opportunity to complete a questionnaire every term to ensure senior leaders are aware of any areas of concern and can deal with them promptly and efficiently. *Staff voice is valued, and staff have ownership of their own mental health and wellbeing. Staff suggest and lead on their own wellbeing activities'. (QA Autumn 2022)*

Safeguarding at Pioneer House is outstanding. Staff and pupils have developed effective awareness of all aspects of safeguarding through a targeted programme of CPD and lessons, including KCSIE, radicalisation, mental health, safe and positive relationships, and online safety.

'Discussion with a group of school leavers revealed that they were proud of themselves in all they had achieved at the school. One leaver said she felt 'amazing' since coming to Pioneer House because the school had helped her to learn and know that she could achieve well, but her previous school had not helped her to feel that way at all. This student is on an internship at college to become a chef. She is so excited about this opportunity and passionate about her signature dish'. (QA report Summer 2022)

RSE is planned carefully to ensure It is accessible for all. The pace and detail of topics of topics are formulated with the awareness that students may need lots of support to generalise their learning outside of RSE lessons and support to personalise the learning to their own relationships, behaviours, and maturation. *At Pioneer High, the RSE curriculum intent is explicitly made clear and involves learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an appropriate way. As has been said, RSE forms part of the Healthy Lifestyles curriculum, which helps support essential skills for building positive, respectful, non-exploitative relationships and staying safe both on and offline. In addition, through the school's SMSC work in tutor times, the achievements and work of groups are celebrated, those who have faced discrimination, overcome diversity and communities from different cultures and religions. The school's RSE curriculum is differentiated and accessible to all students, irrespective of the level of need. (QA Autumn 2021)*

NEXT STEPS

- **Diversity and Inclusion - Further embed the work already undertaken through RRSA and Inclusion Quality Mark, by ensuring pupils' have equal access to opportunities and experiences within our local and national communities that develop their understanding and appreciation of identity and diversity. This will**

result in pupils demonstrating an increased understanding and appreciation of diversity, their own and others' learning needs and the school's achievement of the Rainbow Flag Award.

- Attendance - Develop and maintain a whole school culture that promotes the benefits of high attendance and is an integral part of the school's ethos so that attendance is 96%. Ensure that no group is disadvantaged by low attendance and reduce the number of pupils that are absent, including persistent absence (-20%)
- Community and Parental Engagement - Increase opportunities for cultural capital and preparing students for adulthood through development of the community café programme and increased engagement with stakeholders and external partners.

Sixth form Provision

Self-Evaluation Judgement: Outstanding

Pioneer House has an exceptional sixth form, where expectations are consistently high and students rise to the challenge. Students have high attendance and are punctual. The school provides students with rich experiences in a coherently planned way, through the delivery of a highly responsive and ambitious curriculum tailored, where necessary, to meet individual needs. The school is in the process of building a bespoke 6th form learning centre which will enable teaching to be more tailored to pupils needs and will enable students to prepare for the transition to next steps, including mainstream colleges.

Staff know the students very well indeed and can confidently place them on the right trajectory, through making both the curriculum and the approach bespoke. Knowing which destination is right for each student ensures that destinations chosen by the students are sustainable. (QA Summer 2022)

Through a wide range of extra-curricular activities and a range of internal and work experience opportunities which promote independence, considerably strengthening the school's offer. The sixth form prepares its students for future success in education, employment or training. Students enjoy and take pride in their learning and as a result, they make very good progress.

'The school's vision, for all students to become employed after their time at the school, is gradually but firmly being realised. Leaders' efforts are tireless in their endeavour to increase and secure enough work experience placements for students, that can be offered within the Trust as well as in the local community'. (QA Report Summer 2023)

The sixth form prepares its students for future success in education, employment or training. Students enjoy and take pride in their learning and as a result, they make very good progress. Teachers use innovative approaches to teaching, learning and assessment to ensure greater independence and pupils work reliably and conscientiously in lessons.

'A student (KS5) had pride in his voice as he explained that last year he had been on Maths entry level 2 and was now at entry level 3. He knows that he wants to go to college, get a job and that he will start at Maths Level 1. He is currently on a work placement. Another student said that she was enjoying maths and

can see how it can help in the future, using maths in hairdressing. A further student said that he could see how maths helps in other lessons and had ambition himself to become a Teaching Assistant teaching Sport'. (QA Report, Autumn 2021)

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 an outstanding 16-19 provision which prepares students well for the transition into adulthood.

'Staff know the students very well indeed and can confidently place them on the right trajectory, through making both the curriculum and the approach bespoke. Knowing which destination is right for each student ensures that destinations chosen by the students are sustainable. The school's unique selling point (USP) is its high-quality vocational offer and the preparation for each student in readiness for the world of work. Expectations for students gaining employment, education, or training after leaving Pioneer House are high and as a result, all leavers go on to known destinations with a higher level of students having accessibility to employment opportunities. The school's rigorous improvement made to the curriculum offer has been hugely effective in ensuring that (100%) of students last year moved onto sustainable destinations, college places and internships. There have been no NEET students for the past year'. (QA Report, Summer 2022)

The continually developing curriculum is responsive to the needs of the students and the local economy, placing a significant emphasis on employability skills, preparation for adulthood and personal development.

'A huge amount of work has been carried out across this year which has resulted in a significant shift forward for the school in making the curriculum relevant and purposeful for the development of life skills, including the skills and confidence to live independently and to get a job'. (QA Report Summer 2 2023)

As a result of the continued development of the vocational learning offer and strong focus on independence and employability, the Pioneer House was successful in achieving Inspiring IAG Award, meeting the necessary GOLD standard criteria since 2021 and maintaining the Gold Award in full to date.

'Pioneer 2022/2023

- Clear vision and ethos for careers provision that is reflected in the whole curriculum and across all activity and which is communicated effectively to all school staff
- Strong leadership and management of careers with a proactive and dynamic careers leader who is well supported by other staff
- Commitment from everyone in the school towards holistic, joined up careers provision underpinned by a good budget allocation
- Careers provision feels very cohesive and joined up throughout the school.
- Differentiated and personalised transition programmes for every student to meet their individual needs based on a thorough understanding of each student.
- Excellent website providing a good range of information for parents and other stakeholders
- Sound working partnership with the external provider of careers guidance.
- Commitment to bringing a robust, varied and good quality range of partners on board – particularly employers
- Commitment to reflection and continuous improvement in the quality of the school's CEIAG provision
- Students are positive and articulate about how the CEIAG provision is enabling them to make informed and independent choices].

(Inspiring IAG - Quality in Careers Annual Review Spring 2023)

Teachers use innovative approaches to teaching, learning and assessment to ensure greater independence and pupils work reliably and conscientiously in lessons.

School leaders ensure that Career Development across the school secures the necessary skills which students are taught sequentially for leading into the next phase/stage of education for every student. (QA Summer 2022)

The Skills Pathway provides students with the opportunity to follow non- accredited courses in Maths, English, Accessing the Community and Preparation for Adulthood. These subjects are directly assessed by students' Education and Health Care Plan outcomes creating a highly bespoke and relevant curriculum for each student.

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 an outstanding 16-19 provision which prepares students well for the transition into adulthood.

'The young people at Pioneer move on to worthwhile roles within the community and / or further education or supported internships and achieve success. Well done everybody!' (QA Report Autumn 2022)

The Vocational Pathway provides opportunities for learners to work towards accredited qualifications whilst also developing vocational and employability skills ensuring that our students are exceptionally well prepared for their steps beyond Pioneer House. The school has invested in developing working spaces that simulate real-world environments of their large range of vocational subject. These spaces include a professional training kitchen, construction area, forest school and hair and beauty salon. Teachers have expert knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. When relevant, teachers have extensive and up-to-date vocational expertise.

'All through the curriculum there are built-in practical opportunities for the development of vocational skills, to embolden students' resilience and character'. (QA Report, Summer 2 2023)

The school is an approved centre for three awarding bodies to deliver accredited learning which ensures that learning across the provision is nationally recognised. Students are able to recognise and celebrate their achievements, providing them with a strong foundation for their next steps.

'The school's vocational offer has been very carefully planned and thought through. Entry level 3 is the highest level and prepares the students well for their next phase. This has been a major piece of work and is very exciting in what it can offer students for their future beyond the school'. (QA Report, Summer 2021)

The continually developing curriculum is responsive to the needs of the students and the local economy, placing a significant emphasis on employability skills, preparation for adulthood and personal development. Study programmes are ambitious for our students, ensuring that every student has the opportunity to excel and reach their full potential. The Post 16 curriculum provides students with accredited learning opportunities. Accrediting our students' learning is crucial for ensuring the quality, recognition and transferability of their learning. Teachers and leaders use assessment well. For example, they use it to help students embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or students. Teachers create an environment that allows sixth-form students to focus on learning. The resources and materials that teachers select and produce – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly

support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living, and employment.

'The students are exceptionally well prepared for their next steps and the world of work through their engagement of a robust vocational learning offer, informed by the local labour market, alongside a broad work experience offer, which is linked to their aspirations, interests and potential career paths. The school's 16-19 provision is a really strong and exceptional offer'. (QA Report, Spring 2022)

The school has invested in leaders to be job coaches, with responsibility for managing personalised pathways, supporting work placements and developing the range of work placements available to students. Since 2018, the CEIAG offer to pupils has grown significantly, well-structured work placement have increased in number, and a significant proportion of the KS5 curriculum is now externally accredited which ensures that students are able to follow vocational learning routes which align to their intended career paths.

'The level and range of accredited qualifications achieved by the young people and their destinations are significant evidence of the school meeting its objectives. All students progress onto relevant and sustainable destinations. Each year, the school has a different set of students and personalises transitions out of school. SLT provided case studies of young people's journeys from school to real-life employment, training, supported internship and further education. Staff work closely with Career Connect and transition teams to ensure that these are sustainable'. (QA Report Autumn 2022)

Our Skills Pathway provides opportunities for learners to develop the skills they will require to prepare them effectively for adulthood. Students engage in regular learning experiences off site to develop their skills in community access, financial literacy, self-care and independent living. The pathway content has been devised to provide opportunities for students to work towards the Preparation for Adulthood Outcomes.

'Preparation for Adulthood' in SK4 is a newly implemented initiative to better address the needs of lower ability students. The school leaders understand that the needs of lower ability students are to be better met if they are unable to achieve accreditation in the time allocated. The focus was placed on what a meaningful curriculum offer would look like for these students. As a result, school is increasing opportunities for developing choice and in increasing learning opportunities for students to be able to make their own choice, including problem solving and developing resilience which is character building. The impact of the Skills Pathway ensures sustained outcomes for students and preparing them for adulthood in developing links and friendships within the local community. Choices are based on the students interests and talents. The Skills Pathway allows students to develop and learn at a pace they can manage whilst learning transferable skills in preparation for sixth form and adulthood. (QA Report Summer 2022)

During the academic year 2021/22 the DHT took up the role of SLE for Careers. This has served to inform and strengthen the school's Career Strategy through collaborative working and has further refined the transition process, which is underpinned by high quality CEIAG ensuring that all students are exceptionally well prepared for their next steps. Pioneer House is working closely with MCC in shaping strategy of working with other employers through drawing on experience.

'The young people at Pioneer move on to worthwhile roles within the community and / or further education or supported internships and achieve success. Well done everybody!' (QA Report Autumn 2022)

The school's involvement in a wide range of initiatives have impacted positively and significantly on the capacity of the school to offer outstanding CEIAG and has ensured that the school is able to maintain their position in achieving all 8 of the Gatsby Benchmarks in full.

'The school's careers plan is a model of good practice to engage with and share with other schools. Content links to Gatesby Benchmarks, all of which were achieved by students last year. Careers are strongly connected to PD and Cultural Capital across the school. There are ample planned opportunities for students to develop personal character traits such as independence, self-esteem and social inclusion, ensuring they develop the right attitudes for the workplace and are able to make decisions for themselves. Cultural Capital provides ample opportunities for students in working with others from a wide range of backgrounds and cultures, such as in Digital Advantage mentioned earlier in this report. Through the breadth of offsite work experiences, students have the opportunity to engage with other employers in the local community. Work experiences have been sequenced, from being experiential in KS4 to becoming vocational at KS5.' (QA Report, Spring 2022)

'The school is justifiably proud of recently achieving the Gold Award in Quality of Careers Standard'. (QA Report, Spring 2022)

Pioneer House is committed to providing a planned programme of CEIAG for all students in partnership with outside agencies. It is vital our students are supported in developing the understanding of knowledge and skills they need to make informed choices.

'School leaders have worked hard to ensure all students receive appropriate and relevant work experience which meets each student's needs and their personal interests. Work experience is sourced, and risk assessed by the Pathways Manager who ensures that both internal and external work experience opportunities are effective in preparing students for their next phase'. (QA Report, Summer 2022)

Suitable Accreditation is offered to students in both academic and vocational areas, which supports transition to adulthood and future employment opportunities. Through their time in school, students build up a portfolio of accreditation that will serve to enhance their future chances of employability. We maintain a strong focus on applied learning in preparation for securing supported and independent employment. Pioneer House recognises the importance of Accreditation, external recognition allows students to demonstrate that they are able to meet the requirements of national standard and quality expectations. Externally ratified qualifications allow students to build their record of achievement, thus improving opportunities of future employment. All students who leave Pioneer House have an appropriate post school placement. These include a range of specialist colleges, specialist courses in mainstream colleges, packages developed by social care, supported apprenticeships, voluntary work or paid employment.

'The impact of the vocational offer is very evident in the high levels of student engagement and their increased self-esteem. Students are learning skills which are transferable into various jobs. They can engage with local employers. Students develop greater independence, motivation and resilience'. (QA Report, Summer 2021)

Since September 2020, a number of external stakeholders began to work in partnership with school to further strengthen the curriculum offer through a highly engaging employability provision linked to the world of work and to further engage students in activities which enable them to feel valued within the society in which they live. This will continue to raise the profile of the school with local employers, which in turn will increase the range of opportunities for students making the transition into adulthood to make a valuable contribution to their local community through gaining paid employment.

'It was truly remarkable and inspiring how a group of school leavers are able to have an adult conversation with the QA and strongly demonstrate how they have developed and grown as mature, self-confident, self-assured young adults, passionate about what they are going to do in employment and clear about the journey to get there'. (QA Report, Summer 2022)

The work that teachers give to sixth-form students can be demanding and challenging. Staff ensure they support the students in being successful in ensuring they build knowledge and acquire skills, improving and extending what they already know and can do.

'During discussions, we heard about a range of personal achievements, from employment to pupils thriving through developing their own interests. Pupils feel well supported, and crucially, challenged in their school careers at Pioneer House'. (External Disadvantage Strategy Review Autumn 2022)

The sixth form successfully prepares its students for future success in education, employment or training, through providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance; and opportunities for good-quality, meaningful encounters with the world of work. Since March 2019 the school has commissioned a Level 6 careers advisor to provide careers advice and guidance to all pupils and support students to prepare for life beyond Pioneer House.

'Staff work closely with Career Connect and transition teams to ensure next steps are sustainable'. (QA Report Autumn 2022)

School is committed to ensuring the curriculum offer is age-appropriate, yet accessible, particularly the understanding of healthy relationships through appropriate relationship and sex education.

Pioneer's RSE Policy and Practice reflect the needs of all pupils and the community served by the school. The school's approach to RSE is a natural part of the overall teaching programme integrated into students' learning experience. Teaching is conducted with clear morals and values framework based on key principles. (QA Report Autumn 2021)

Students are ready for the next stage of education, employment or training following their time at Pioneer House. They have gained qualifications/ met the standards that allow them to go on to destinations that meet their interests, aspirations and intended course of study. Students with higher level of need have developed a greater independence in making decisions about their lives. Students leave proud!

'Pupils speak with confidence and clarity about their own academic and personal development at the school. They are proud of their achievements. Impressively, pupils who are more confident are good at encouraging their peers to 'tell their story'. (External Disadvantage Strategy Review Autumn 2022)

At post 16, the aim is to improve the cultural literacy and cultural capital of students to ensure that they develop confidence and resilience and have the same opportunities to access the wider community as their peers locally and nationally.

'The range of opportunities made available to the students is getting wider and more diverse. They are accessing more of what is on offer to mainstream students, locally, regionally, and nationally. Expectations of what the students can achieve are high; staff are ambitious for their students'. (QA Report Autumn 2023)

NEXT STEPS

Independence - Provide a comprehensive and innovative independent learning experience for post-16 learners as an integral component of our new 6th form building and curriculum, equipping them with the skills and knowledge necessary for a successful, well-prepared transition to adulthood and their chosen pathways.

Cultural Capital - Ensure all post 16 learners develop the necessary skills and confidence to access the community and engage effectively with a range of external organisations. Evidenced through their active participation in cultural events, extracurricular activities, and community engagement opportunities that promote cultural awareness and competence.