



# **School Evaluation Form – Executive Summary**

**Prosper Learning Trust**

**School: Pioneer House High School**

**Date: Autumn 2020**

**Self-Evaluation – Executive Summary**

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**Position Statement and Characteristics**

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*‘Leadership and management of the school are excellent. The transition to the new headteacher taking up appointment in September, has been seamless. The school is driving forward at a rapid pace on school improvement, without any loss of momentum. The new headteacher is ambitious and determined in ensuring that all staff have the highest expectations of pupils. There is a growing group of talented senior and middle leaders who are increasing their effectiveness to a very high level. New staff have been inducted smoothly into the school. The Trust’s special schools group had a joint training day in September and this was found to be of exceptional quality in supporting each School’s staff. All staff feel part of the improvement journey. They are given responsibility and provided with high quality training and development, thus feeling empowered to go the ‘extra mile’. The day to day management of the school is a notable strength. It runs like a well-oiled machine with no time wasted and all learning opportunities maximised. Pupils respond positively to the extra challenge they receive’*

**(QA Report Autumn 2019)**

Pioneer House High School is situated in the Northern Moor area of Manchester 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. In 2020-21 51.7% pupils are within LSOA decile 1, those students living within the Wythenshawe, the most deprived 10% of LSO Areas nationally.

Pupil 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. The demand for a placement is high and from 2020 we will have 118 students on roll, in a school originally built for 100 students.

**Current School Cohort by Deprivation Characteristic**

Characteristic	School 2020/21
Number on Roll	118
% free school meal eligibility	60.2%
% students from minority ethnic groups	36%
% students with first language not English	18.6%
Deprivation indicator	51.7% pupils LSOA decile 1
Number of Boys	78
Number of Girls	40

**September 2020 sees Pioneer House entering its fourth year and operating at full capacity having 118 full time students on roll.**

With a growth in pupil numbers the staffing and leadership team has continued to grow in strength with the appointment of a highly skilled team of 5 Assistant Headteachers to support the work of the 2 Deputy Headteachers and the Headteacher who was newly appointed in September 2019.

The strengthening of the Senior Leadership team was necessary as a result of the school reaching full capacity and the need to fully establish and embed teaching and learning expectations, pupil progress expectations, curriculum and accreditation across all key stages alongside the introduction of the role of Key Stage Leads.

In September 2018 the school began its third year with an established staff team. As a result of sharply targeted and effective CPD, the capacity was there to begin to 'grow our own' leaders. A relentless structured and responsive programme of staff training has ensured that all staff develop their skills and have access to the possibility of future progression.

At all times staff new to leadership posts are mentored towards successful fulfilment of the role by experienced staff. For example, senior leaders mentor new curriculum leaders and the newly promoted AHTs support teachers to understand the demands of the curriculum leadership role.

The significant and sustained growth and development achieved by the school over the past three years are evidence that Pioneer House is highly effective with a strong capacity for continued improvement to meet future challenges. The school is successfully establishing itself as an innovative provision across the city at all levels and demand for places in the school exceeds the number of places available.

An Ofsted inspection in May 2019 supported the school's self-evaluation, agreeing that the school is outstanding in all areas with outstanding overall effectiveness

*"The quality of education provided by the school is highly effective in enabling all pupils /students to achieve their very best. The quality of teaching and learning is very effective, with an increased high level of consistency, despite the growth of the school. As a result, all pupils and students achieve very well. Teacher expectations are high across the school and students are provided with a high level of challenge, which has been very carefully planned. ... The Head teacher and governors have made a strategic and systematic approach to develop and strengthen distributive leadership over time. ... As a direct result, the school is growing significantly in strength and purpose. Much has been achieved in a relatively short time to a level of excellence. The school's identity is emerging more clearly, becoming well defined and has been steadily changing to meet and address the students' needs. Initiatives are identified as a result of leaders knowing the young people and their learning needs very well and in understanding what it is they require. Team working is substantially strong leading towards a culture of excellence being created and embedding throughout like a golden thread."* **(QA Report Spring 2019)**

*"Leaders are meticulous in their attention to detail. From their initial idea to the school today, leaders' determined pursuit of excellence has influenced every aspect of the school: staff recruitment, training, support and curriculum design. Consequently, pupils are achieving above and beyond their own expectations as well as those of staff, parents and carers."* **(Ofsted Summer 2019)**

Summary Judgements	
Key Aspect	Judgement
The Quality of Education	Outstanding
Effectiveness of Leadership and Management	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Effectiveness of 16 – 19 Provision	Outstanding

## EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

### Expected outcome 1:

Leadership of teaching, including subject leadership continues to be outstanding and reflects the criteria of the new framework within the newly developed curriculum offer. The school's curriculum intent and implementation are embedded securely and consistently across the school.

**Caroline Pauls, Diane Ainsworth, Katie Jones**

### Expected outcome 2:

Measures of progress are timely and ensure interventions are appropriate. Expectations of 'Expected progress' and 'better than expected' are clarified to ensure that progress can be articulated across all subjects – **Resulting in 100% of students to achieve at least expected progress in English and maths, with at least 55% achieving better than expected. With 100% achieving at least expected in all other subject areas, under the new higher aspirations. ALL SLT**

### Expected outcome 3:

Leaders will ensure that the curriculum offer and teaching and learning across school, ensures and reflects Cultural inclusion. Leaders will demonstrate a highly effective response to the differences in all aspects of children's lives caused by racism, poverty and discrimination.

**Diane Ainsworth, Michelle Wilkinson, Katie Jones**

### Expected outcome 4:

Leaders will use the pupil premium funding so that disadvantaged pupils make the progress that they should and there is no difference between progress of pupil premium and non-pupil premium pupils. Leaders manage the Year 7 catch-up funding effectively so that pupils make outstanding progress.

**Caroline Pauls and Declan Campbell**

### Expected outcome 5:

The leadership team has the capacity to undertake a range of new projects effectively and to sustain and develop leadership quality within Pioneer House. The team will begin to further develop a collaborative approach of sharing good practice across other schools in the trust.

**Adele Cox**

### Expected outcome 6:

The development of a well-established and effective parent voice forum, creating a platform for parent's voices to be heard from, generating opportunities for parents to be involved in school matters, encouraging parents as volunteers and improving communications between the school and the parents/community.

**Caroline Pauls and Kiya Dunn**

### Expected outcome 7:

Link governors to take an active role in the further development of assigned areas, are equipped to bring about continuous improvements as the school grows and can demonstrate the progress of pupil.

**Adele Cox**

## QUALITY OF EDUCATION

### Expected outcome 1:

**Caroline Pauls and Michelle Wilkinson**

All teachers and classroom staff have a robust knowledge and understanding of the new school curriculum, ensuring that it is implemented effectively through outstanding teaching and learning within school and including curriculum delivery, utilising a blended approach through the newly established remote learning offer. **Resulting in - 85% of teaching is outstanding and no teaching is less than good using the new Ofsted framework judgements**

### Expected outcome 2:

**Diane Ainsworth and Michelle Wilkinson**

Subject knowledge for all teachers and support staff is outstanding across the curriculum in all their lessons. All teachers use their subject knowledge, and that of subject curriculum leaders to plan learning that engages students' interest, challenges their thinking and consolidates and deepens their knowledge, understanding and skills - **Resulting in 100% of students achieving expected progress and at least 55% better than expected in English and maths, with 100% achieving at least expected in all other subject areas, under the new higher aspirations.**

### Expected outcome 3:

**Michelle Wilkinson and Declan Campbell**

100% of students achieving expected progress and at least 55% better than expected in English and maths, through the implementation of a functional focus. Furthermore, with 100% achieving at least expected in all other subject areas, under the new higher aspirations. *including those that are comparatively less able.*

### Expected outcome 4:

**Caroline Pauls and Michelle Wilkinson**

All staff to follow a rigorous and sequential approach to reading that develops pupils fluency, confidence and enjoyment in reading resulting in **100% of students achieving expected progress and at least 55% better than expected in READING**

### Expected outcome 5:

**Diane Ainsworth, Michelle Wilkinson and Katie Roberts**

Monitor and review accreditation offer, including new vocational subject options. All years 11-14 at least in line with expectations achieving accredited awards in full by the end of the academic year 20/21 through a robust and well planned 'catch up' programme, ensuring that no students have been disadvantaged by the Covid-19 partial closure in 2019/20.

### Expected outcome 6:

**Kiya Dunn and Rachel Hughes**

Development of strategies and the environment for the structured learners to ensure **100% of structured students achieve expected progress and at least 50% better than expected in English and maths, with 100% achieving at least expected in all other subject areas, under the new higher aspirations.**

## EFFECTIVENESS OF 16-19 PROVISION

### Expected outcome 1: **Diane Ainsworth**

Continued development of all work-related learning across school, so that

- 100% of students complete a well-planned, pre-internship programme in KS5 which is relevant to their future aspirations.
- Students are exceptionally well prepared for their next stage of development through engagement in accredited vocational learning opportunities whereby they are empowered to make choices to study subjects closely linked to their future aspirations.
- Post 19 transitions ARE WELL PLANNED AND EFFECTIVELY SUPPORTED ensuring that all students are able to progress onto sustainable destinations beyond Pioneer House.

## **PERSONAL DEVELOPMENT**

### **Expected outcome 1:**

**Caroline Pauls, David Ashmore and Sian Hughes**

**Attendance target 96% PA target 12%**

Attendance improves across all groups, is at least in line with the national average and no group is disadvantaged by low attendance. A reducing number of pupils are absent or persistently absent. Attendance of pupils with good attendance is sustained and further improved.

### **Expected outcome 2:**

**Diane Ainsworth, Kiya Dunn, David Ashmore**

Students in each year and access group to have access to a new and exciting cultural offer through the newly established Young Citizen/Careers and Financial Literacy curriculum. Students in KS4 have access to a new Cultural Studies programme which further supports their Cultural Capital in preparation for life beyond Pioneer House.

## **BEHAVIOUR AND ATTITUDES**

### **Expected outcome 1:**

**Caroline Pauls, Katie Roberts, David Ashmore, Tracy Gallier**

Pupils' attitudes to all aspects of learning and towards each other are consistently positive; they understand what is expected of them and follow staff instructions well. The pupils are highly motivated and demonstrate high levels of resilience when faced with difficulties, new challenges and new routines. The school is an extremely orderly environment and behaviour is managed highly effectively by all staff. Pupils conduct themselves very well throughout the day including at lunchtimes and key transition points.

### **Expected outcome 2:**

**Diane Ainsworth, Kiya Dunn, David Ashmore**

The well designed provision at Pioneer House supports and improves the emotional wellbeing and mental health of students through the implementation of a post COVID - 19 recovery curriculum, with a clear focus on ensuring that students continue to feel safe and secure in the school environment which in turn enables them to thrive and reach their full potential socially and academically.

### **Areas for actions from the previous Ofsted inspection (May 2019):**

- Further raise expectations for lower-ability pupils so that they too consistently achieve the school's ambitious aspirations for all pupils, including the skills and confidence to live independently and get a job.



**Summary:**

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.

The Pioneer House High School community embodies a strong can-do attitude through which staff and pupil progress is celebrated, as a result students and staff make excellent progress. Leaders' expectations are consistently high, and this sets the tone and pace for characteristically strong school improvement.

Leaders 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.

**The vision and values of Pioneer House**

**At Pioneer House all leaders have share a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies, and practice.**

***Indicated by:***

*'Staff enthusiasm and their relentless dedicated commitment is tangible'. (QA Report Spring 2020)*

*'The excellence in School Leadership has been strengthened even further, to ensure that the good capacity for improvement is sustained and maintained. The newly appointed Headteacher, who took up her post at the beginning of the school year in September, is ambitious and determined to ensure that all staff have the highest expectations of the pupils. She is driving hard to identify and implement actions to address the key priorities for improvement.'* (QA Autumn 2019)

*'All staff feel part of the improvement journey. They are given responsibility and provided with high quality training and development, thus feeling empowered to go the 'extra mile'. (QA Autumn 2019)*

*'The school is driving forward at a rapid pace on school improvement, without any loss of momentum. The new headteacher is ambitious and determined in ensuring that all staff have the highest expectations of pupils' (QA Report Autumn 2019)*

*'The way the school defines the sixth form offer is unique in this context, in terms of realising the vision, and makes this provision exceptional.'* (QA Report Spring 2019)

*"Much has been achieved in a relatively short time to a level of excellence. The school's identity is emerging more clearly, becoming well defined and has been steadily changing to meet and address the students' needs. Initiatives are identified as a result of leaders knowing the young people and their learning needs very well and in understanding what it is they require. Team working is substantially strong leading towards a culture of excellence being created and embedding throughout like a golden thread.'* (QA Report Spring 2019)

*'Curriculum leaders are mentored by senior leaders. The English and Maths curriculum leaders are supported by each of the DHTs to develop strength and impact within the school. Both have presented to staff in training, to further embed the established vision and values'. (QA Report Spring 2019)*

*'The whole school community embodies a strong, can-do culture, through which staff and pupils celebrate their success and as a result, all can make excellent progress. Leaders expectations are consistently high and drives excellence in school improvement' (QA Report Autumn 2018)*

*'The school's ambitious and determined headteacher ensures that all the staff have the highest expectations of students and the impact of her work has been transforming. She has led a relentless pursuit in achieving a clear shared vision at a swift pace. The school has good capacity to achieve this vision.'* **(QA Report Summer 2018)**

*'The headteacher has led a relentless pursuit in achieving a clear shared vision at a swift pace. The school has good capacity to achieve this vision. She has been pivotal in making the right appointments to ensure recruitment is of a high standard.'* **(QA Report Summer 2018)**

### **CPD for all.**

**At Pioneer House, all leaders receive focused and highly effective professional development. It is of paramount importance that teachers' subject knowledge and consistently builds and develops over time, ensuring evolving improvements in the teaching of the curriculum. Leaders and governors have ensured that clear progression routes are visible to staff, who in turn 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 are now delivering consistently outstanding lessons. 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.**

#### ***Indicated by:***

*'CPD is of high quality in curriculum leader training, and Senior leaders have found this to be essential in ensuring that growing leaders are clear of their curriculum role and responsibilities, such as having knowledge and understanding of data, which is an important aspect of the role and in how to input data correctly. They have CPD to understand what the different groups of students need, such as for each of the independent and structured groups, which is very important.'* **(QA Report Spring 2020)**

*'One of the NQTs thought the excellent quality of CPD allowed staff to work cohesively as a staff team.'* **(QA Report Spring 2020)**

*'Teachers highly value the CPD opportunities provided to upskill them in their work.'* **(QA Report Spring 2020)**

*'School Action planning is highly effective in ensuring the focus is placed on key priorities for improvement. As a result of all the CPD, modelling and coaching, effective systems and procedures, behaviour is managed highly effectively by all staff.'* **(QA Report Spring 2020)**

*'Quality CPD training has impacted strongly on ensuring consistency of practice and implementation across the school.'* **(QA Report Spring 2020)**

*'CPD opportunities have created a holistic approach to how the curriculum can be developed and made specific to the students at Pioneer House.'* **(QA Report Spring 2020)**

*'The high quality of TA training from the parent school within the Trust, has impacted exceptionally well on upskilling the TAs at Pioneer House to improve the quality of their contribution and its effectiveness for students.'* **(QA Report Autumn 2019)**

*'TAs are starting to see the impact of their CPD, such as in understanding to give the correct feedback for students, for them to focus on learning and be able to do tasks independently. Performance Management is based on their professional growth. All staff are doing things together, for example, Guided Reading.'* **(QA Report Autumn 2019)**



*'Leaders are ensuring that all teachers (NQTs and RQTs) understand the requirements of curriculum leadership, to strengthen skills and expectations for successful succession planning. As a direct result, the school is growing significantly in strength and purpose.'* **(QA Report Spring 2019)**

*'Highly effective CPD has increased capacity in school leadership through being relevant and sharply targeted. Careful structuring and the strategic development of staff has clearly communicated to them the opportunities for professional development within the school for professional development and progression to leadership positions.'* **(QA Report Spring 2019).**

*'NQTs and RQTs are very well supported by excellent practitioners in senior leadership roles, through coaching, modelling, mentoring. All NQTs and RQTs have grown to achieve exemplary practice themselves and shown themselves to be ready for curriculum leadership roles'.* **(QA Report Spring 2019).**

*'CPD is delivered by leaders and is both relevant and precise, to maintain outstanding quality teaching and learning. Staff Performance management targets are linked to the whole school priorities. In literacy, the whole school strategy is being embedded and secured.'* **(QA Report Autumn 2018).**

### **Engagement of all stakeholders**

**At Pioneer house all leaders pride themselves in engaging effectively with pupils and others in their community, including, when relevant, parents, employers and local services. They strive to ensure engagement opportunities are focused and have purpose.**

#### ***Indicated by:***

*Feedback has arrived showing appreciation of all the hard work and effort made by our safeguarding team, in supporting our students.*

*"To the staff at Pioneer House,*

*The Manchester Sensory Support Service would like to thank you very much for facilitating amazing communication and multi-disciplinary working between social services, school staff and the HI team, during this period of national lock-down. Thus ensuring a very vulnerable, profoundly deaf, young person and his family received seamless support and much needed consistency.*

*Subsequently, we are informing the LA of this exceptional team working, as a small token of our appreciation."*

***(Hearing Impaired Service July 2020)***

*I have highlighted your exceptional work with ##### over lockdown to our HoS . It's good to offer joined up support and communication in such difficult times with ### with SEN and I appreciate it greatly."*

*Best wishes*

*Irene O'Keeffe*

***(Manchester Sensory Support Service July 2020)***

*A Challenge Day was held to engage and motivate students and also, to further embed opportunities for focusing on the different skill areas. An external Consultant from Enabling Enterprise stated that, "The Challenge Day was a fantastic success, all pupils were engaged in the tasks and the pride they had in their work was evident from the willingness of verbal and non-verbal pupils to describe and explain what they were doing and why. The students were aware that they had individual targets in each of the essential skills and were motivated to work towards them through the sticker system. ...the*

consistency and impact of it was clear to see across the school.....pupils all raised their hands in assembly to indicate they were aware of the skills and the eagerness of many of them, to not only identify which skills they were confident in, but which they wished to see improved as well.” **(External Consultant from Enabling Enterprise – March 2020)**

‘Digital Advantage, (once again referred to in previous QA reports), provides 10 student places. They had to complete skills based application which works on the school’s 8 skills and consequently, within this context, links and connects these for students. It is clearly evident that the students know themselves and are able to identify the skills they have. (student voice)’ **(QA Report Spring 2020)**

‘Parents are kept well informed about how their children are getting on. Frequent phone calls, regular written reports and review meetings make sure parents are involved in their children’s education. The overwhelming majority of parents are delighted with their children’s progress in all aspects of their learning.’ **(Ofsted Report 2019)**

‘The school works closely with families and other agencies to reduce the impact of these appointments. A small minority of pupils have joined the school recently with a history of poor attendance. These pupils have significantly improved their rates of attendance and punctuality. The school works well with any parents who struggle to get their children to school.’ **(Ofsted Report 2019)**

‘Staff engage well with employers, colleges and other agencies to give students the best possible chance of success. Students all participate in purposeful work experience placements. Most students access these placements independently.’ **(Ofsted Report 2019)**

‘Regular contact with parents, sharing of expectations and support for families to ensure their children attend regularly. Parental engagement and partnership have been further established through the introduction of initiatives such as the weekly ‘Parents for Tea’. The school’s PTFA has been established this school year’. **(QA Report Spring 2019)**

‘The school has embarked on the ‘Digital Advantage Project. The Young people in KS5 are devising a web-site called ‘Careers Hive’. This is a digital hub with resources for young adults with SEN/Disabilities who are making the transition from school into further education, training and employment. The website will host a variety of information on careers advice in writing CVs and interview techniques designed to help young people explore their options and to find the appropriate support. It will look at training apprenticeships, further education and supported internships. These are to be linked to organisations who specialise in helping young people with disabilities, into work.’ **(QA Report Spring 2019)**

‘The school participated in the Mentally Healthy Schools Pilot over the past two years with Place2Be. Two senior leaders and 10 staff are trained in developing a mental health strategy and focus in school. Students were also through working with mental health representatives from the world of sport on the benefits of a healthy body and mind.’ **(QA Report Spring 2019)**

‘Training includes an emphasis on Curriculum development, with Curriculum for life-employability, (the school is part of a pilot is being trialled re- life skills development across Manchester; the school also participated in the trial and roll out of a safeguarding curriculum, with MCC leading Healthy Schools in Manchester). Staff Performance management targets are linked to the whole school priorities. In literacy, the whole school strategy is being embedded and secured.’ **(QA Report Autumn 2018)**

‘Parent partnership is strong and being enhanced even further through the use of a web-site to actively engage them. A morning coffee session is on offer and the chance to implement future themed events.’ **(QA Report Autumn 2018)**

*'Enrichment has been a key focus of lessons through student performance and knowledge and involvement in outside culture. Students have taken part in Music Showcase at the Royal Northern College of Music.'* **(QA Report Summer 2018)**

### **Workload, well-being and engagement of all**

**Staff workload and wellbeing is considered at all times at Pioneer House with leaders ensuring that highly effective and meaningful engagement takes place with staff at all levels and that issues identified are reviewed and dealt with in an efficient and supported manner.**

**Indicated by:**

*'The well-being of staff is a key priority across this year with policies written and shared.'* **(QA Report Autumn 2019)**

*'This is a school where no one rests on their laurels.'* **(Ofsted Report 2019)**

*'Leaders' investment in their staff is paying dividends. Frequent professional dialogue promotes collaboration, communication and challenge. Leaders provide teaching staff with honest feedback following lesson observations, which staff find invaluable in helping them to improve their practice. Moreover, high-quality training and support ensure that all teaching staff make a significant impact on improving pupils' performance across the curriculum.'* **(Ofsted Report 2019)**

*'Staff are highly vigilant.'* **(Ofsted Report 2019)**

*'The school participated in the Mentally Healthy Schools Pilot over the past two years with Place2Be. Two senior leaders and 10 staff are trained in developing a mental health strategy and focus in school.'* **(QA Report Spring 2019)**

*'The school opened in September 2016 with 25 pupils, expanding to 53 pupils on roll and double the staff during this period of significant change. Despite this high level of turbulence, the school's strong leadership and willing, committed staff team have maintained a steady, tenacious course to establishing the school.'* **(QA Autumn 2018)**

*'A talented and collaborative group of senior and middle leaders carry out their roles exceptionally well. This team will be further strengthened with the new appointments made.'* **(QA Report Summer 2018)**

*"Team working is very strong and an exceptional strength of the school."* **(QA Report Summer 2018)**

*'Staff are relentless in their drive to strengthen, develop and improve what they do in order to improve students' outcomes.'* **(QA Summer 2018)**

*'The music specialist commissioned by the school is passionate and talented. His enthusiasm pervades the session and 'hooks' the students to do their very best.'* **(QA Report Spring 2018)**

*'Staff voice- shows that all staff feel very well supported by the school. Leaders provide excellent support and training for teachers, particularly those in the early stages of their careers, and for teaching assistants. Opportunities are ensured for developing a career. One teacher is on the national accredited course NPQML. Performance management is tight and linked to targets for success/SDP. CPD is linked to school priorities such as curriculum guidance, teaching and learning elements, structured learning approaches, ELKAN. Recognition that training was inclusive for all. Everyone was integrated as part of the team regardless of experience and qualification and that everyone can be the best of their ability. There was a recognition all are new to building the school and that everyone has something to bring to the team and share. The teaching teams are strongly collaborative with a good strong ethos established. Good appointments have been made and peer development process is established from the beginning. All share the same vision and aspirations.'* **(QA Report Spring 2018)**

## **Governance at Pioneer House**

Governing Body meetings and visits create a forum for a high level of constructive challenge to leaders so that school development is typically strong, effective and consistent with the long-term vision for the school. Governors understand their role and carry this out effectively.

### **Indicated by:**

*'Governor make regular visits into school and they are kept well informed through regular behaviour reports. They have a clear overview of interventions and their impact. The high level of expertise on the governing body enables the probing and relevant questions to be asked of school leaders in holding them to account.'* **(QA Report Spring 2020)**

*'Governors are able to see clearly how the curriculum is linking and connecting together, from visits into the school and staff presentations to governing body, including input from NQTs. All of which, results in them having a greater knowledge and understanding of the school's work'.* **(QA Report Spring 2020)**

*'HT Reports to governors keep the governors well informed. Data is shared with the governors to monitor full curriculum entitlement for all pupils. Interventions are integral to the teaching in classes. Thy receive presentations from subject leaders. Governors visit the school on a regular basis.'* **(QA Report Autumn 2019)**

*'Trustees and governors share leaders' ambitious vision for the school, its staff and pupils. They are equally determined that the school transforms the life chances of its pupils.....Trustees and governors have played a key role in the school's success. They put in place meticulous plans to transform the trust's vision for the school into reality. The multi-academy trust prioritised its staff, training and resources to make sure that the school got off to a flying start. The local governing body has ensured that it has members with suitable skills, experience and expertise to support and challenge leaders at every stage of the school's development. Governors use a wealth of information, including external reviews, pupil performance information and focused school visits to keep well informed. Governors up-to-date, in- depth knowledge of the school's performance enables them to provide effective challenge and support to school leaders. Governors' frequent checks on pupils' achievement help them to identify any emerging issues and ensure these are resolved swiftly.'* **(Ofsted Report Summer 2019)**

*'The Head teacher and governors have made a strategic and systematic approach to develop and strengthen distributive leadership over time. This third year of the school opening is in developing curriculum leadership for English and Maths. The two RQTs leading the core subjects are being well supported by the two DHTs and the AHT for curriculum. A QA calendar has been created for implementation of the curriculum role and responsibilities.'* **(QA Report Spring 2019)**

*'Governors and leaders have ensured that clear progression routes are visible to all staff. They, in turn, have risen to the challenge of developing their skills in order to meet the opportunities to grow in their careers. An example of this are 2 NQTs who joined the school in September 2016 and have made strong, sustained progress in the quality of their teaching. They are both now consistently delivering outstanding lessons. The school's CPD, coaching, mentoring and support programmes have been highly effective, together with an effective performance management programme, which embeds school development priorities within staff progress targets. This process ensures that school development is owned by all staff, who are held accountable for student outcomes.'* **(QA Report Autumn 2018)**

*'Governors are very strong, with an impressive set of skills to support and guide the school. They are actively involved and visit the school on a regular basis. Challenge is ever present and governors are*

*robust in their questioning to hold the school to account. Headteacher and Governors have made good appointments to ensure that recruitment is of a high standard. (QA Report Autumn 2018).*

### **Safeguarding, including 'Prevent'**

**At Pioneer House, pupils are cared for well by the highly trained staff team. Pupils' 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 pupils.**

#### ***Indicated by:***

*'Safeguarding is effective. Pupils are exceptionally well cared for. Pupils are highly knowledgeable about the potential risks to them, both at school and in their community, and how best to manage these.'* **(Ofsted Report 2019)**

*'Pioneer House High is a warm, welcoming school where visitors, staff, pupils and families are treated with respect, regardless of religion, sexuality or ethnicity. Pupils know right from wrong and the possible legal and personal consequences of any inappropriate behaviours.'* **(Ofsted Report 2019)**

*The arrangements for safeguarding are effective. Pupils, staff and parents strongly agree that pupils are well cared for and safe. The school's curriculum provides pupils with a wealth of opportunities to learn how to keep themselves safe, both in school and in their community. Pupils are able to talk knowledgeably about the increasing prevalence of knife crime and gang culture in Manchester. Pupils are aware of their own particular vulnerability to exploitation due to their special educational needs. Pupils are taught how to respond when things go wrong, such as missing a bus or receiving an inappropriate message on social media. Leaders make sure that staff are up-to-date with their training. Staff are highly vigilant. All concerns are meticulously recorded and followed up assiduously. Staff liaise well with external partners to support the school's most vulnerable pupils, including children looked after. Excellent staff-pupil relationships mean that pupils feel confident to share any worries they may have with an adult in school. Pupils are adamant that staff would deal swiftly and effectively with any potential bullying incidents.'* **(Ofsted Report 2019)**

*'Staff ensure that students know the potential safeguarding risks they face, both now and when they move into adulthood. They are aware of the risks of drugs and alcohol and are well-equipped to deal with any issues that may arise. Students and staff agree that students in this provision are safeguarded effectively.'* **(Ofsted Report 2019)**

*The school participated in the Mentally Healthy Schools Pilot over the past two years with Place2Be. Two senior leaders and 10 staff are trained in developing a mental health strategy and focus in school. Students were also through working with mental health representatives from the world of sport on the benefits of a healthy body and mind.* **(QA Report Spring 2019)**

*'The school's 'Curriculum for Life' pilot supports students in developing skills for life such as communication and problem solving. It forms part of the Tutor programme and some aspects of the whole curriculum. Students choose challenges and work towards them whilst monitoring their own progress and evaluating their achievements.'* **(QA Report Spring 2019)**

*'A positive climate for learning is created across the school.'* **(QA Report Spring 2018)**

*"Excellent use is made of the 'IRIS' and CPOMS software systems to track behaviour incidents, pre-empt escalation and evidence impact of adaptations." The audit found three minor areas for improvement and all of these areas have now been addressed.'* **(QA Report Spring 2018)**



## **External support**

*'Multi Agency working through lockdown, meant an additional challenge of having services restricted, because everyone was affected. Virtual meetings were hard when families have limited internet access. Despite this, Multi Agency workers gave recognition of how hard the school had worked on behalf of the students.'* **(QA Report Autumn 2020)**

*'The Attendance Lead has met with the LA Attendance team and other schools in the locality to look at ways of addressing PA in the Special Schools within the Trust.*

*As a result of the successful networking, an attendance panel meeting was held in January at the school. Members of the school's attendance team, along with an attendance delegate from the LA, met with a small number of parents who require additional support and have previously proved hard to engage. Parental attendance was good. All attendees were very positive concerning the support offered by the school, with a range of new strategies identified in collaboration with parents.'* **(QA Report Spring 2020)**

*'CPD in January 2019, focused on the new Progression Guidance and planning for progress, through shared documentation. Moderation took place with other specialist provision schools such as, Melland, North Ridge and Piper Hill. It's as a result of this work, that Pioneer House has re-defined the terms of 'good' and 'outstanding' progress to 'expected' and 'better than expected', with achievement previously rated as outstanding now defined as expected. The rationale has been agreed with other colleagues in the other schools.'* **(QA Report Spring 2019)**

*'The music specialist commissioned by the school is passionate and talented. His enthusiasm pervades the session and 'hooks' the students to do their very best.'* **(QA Report Spring 2018)**

## **NQTs and trainees**

*'An RQT is taking on a Curriculum Leadership role, because of how well she has been upskilled and supported. The NQTs have an excellent CPD offer and opportunities to work in teams to create a bespoke curriculum. Their contributions are valuable. The 3i's of the curriculum, sequential learning are achievable, as a result of the step by step approach and working with colleagues in teams, have all together prevented NQTs and new staff from being overwhelmed.'* **(QA Report Spring 2020)**

*'Another NQT says she feels staff are listened to and valued. As a new member of the team she has opportunities to work with a wide range of people. "I didn't think that I would be at this point in my career so soon. It has developed my confidence."* **(QA Report Spring 2020)**

*'NQTs and RQTs are very well supported by excellent practitioners in senior leadership roles, through coaching, modelling, mentoring. All NQTs and RQTs have grown to achieve exemplary practice themselves and shown themselves to be ready for curriculum leadership roles'. **(QA Report Spring 2019)***

*'Leaders are ensuring that all teachers (NQTs and RQTs) understand the requirements of curriculum leadership, to strengthen skills and expectations for successful succession planning'. **(QA Report Spring 2019)***

## **Our Ambition**

School leaders make highly effective use of incisive action planning to drive rapid school development. A similar ambition is clear for all pupils 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.



**Indicated by:**

School leaders make highly effective use of incisive action planning to drive rapid school development. A similar ambition is clear for all pupils and pupil progress evidence indicates typically better than expected 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.

**Indicated by:**

Challenging whole school pupil progress targets which were set and achieved in 2019-20 when

- 51% pupils made better than expected progress, on average across all strands in English in 2019-20.
- 44% pupils made better than expected progress, on average across all strands in Maths in 2019-20.

For the academic year 2020-21, aspirational targets have been set for Maths and English;

- 100% of pupils will make expected progress and 55% of students will make better than expected progress in English.
- 100% of pupils will make expected progress and 55% of students will make better than expected progress in Maths.

The gap between the progress of pupil premium pupils and non-pupil premium in target areas in 2019-20 was reduced from

- -10% to 2% in Young Citizen.

Whilst the gap between the progress of pupil premium pupils and non-pupil premium in Music has persisted at 4%, this has been attributed to the COVID lockdown amongst other factors such as not being able to implement plans to drive forward progress of pupil premium students such as using the rock band or choir extra-curricular activities to assess and record progress. School leaders have sought to closely monitor this persistent gap and close the gap this academic year.

Furthermore, an aspiration 2020-21 target has been set to close a 12% gap in progress of pupil premium pupils and non pupil premium students within science.

*"Leaders are meticulous in their attention to detail. From their initial idea to the school today, leaders' determined pursuit of excellence has influenced every aspect of the school: staff recruitment, training, support and curriculum design. Consequently, pupils are achieving above and beyond their own expectations as well as those of staff, parents and carers. ... Leaders' ambitious vision for every pupil to move into employment is becoming a reality. ... Leaders continually monitor and evaluate pupils' progress across the school. They make good use of this information to ensure that pupils achieve as well as they can. ... Leaders are continually refining and improving the school's curriculum offer. They make effective use of the wealth of information available to them. They pinpoint the specific reasons for any differences in pupils' performance across the various subjects. ... Leaders' investment in their staff is paying dividends. Frequent professional dialogue promotes collaboration, communication and challenge. Leaders provide teaching staff with honest feedback following lesson observations, which staff find invaluable in helping them to improve their practice. Moreover, high-quality training and support ensure that all teaching staff make a significant impact on improving pupils' performance across the curriculum. Leaders have an accurate view of the strengths and weaknesses of the school. They are continually identifying opportunities to further improve the school's performance but make sure that they do not lose their focus on the most pressing issues." (Ofsted 2019)*

## Improvement priorities – linked to SEF and Governors focus areas:

### EFFECTIVENESS of LEADERSHIP AND MANAGAMENT:

**Expected Outcome 1:** Leadership of teaching, including subject leadership continues to be outstanding and reflects the criteria of the new framework within the newly developed curriculum offer. The school's curriculum intent and implementation are embedded securely and consistently across the school.

**Expected Outcome 2:** Measures of progress are timely and ensure interventions are appropriate. Expectations of 'Expected progress' and 'better than expected' are clarified to ensure that progress can be articulated across all subjects – **Resulting in 100% of students to achieve at least expected progress in English and maths, with at least 55% achieving better than expected. With 100% achieving at least expected in all other subject areas, under the new higher aspirations.**

### The Quality of Education

### Grade: Outstanding

Quality of teaching	2017-18	Spring 2018-19	Summer 2018/19	Autumn 2019/20	Spring 1019/20
Outstanding	80%	87.5%	90%	80%	COVID
Good	20%	12.5% (1 NQT)	10%	20% (2 new staff)	
Requires improvement	0%	0%	0%	0%	
Inadequate	0%	0%	0%	0%	

### Summary:

### Ambition for all

At Pioneer House all are involved in producing an ever-evolving curriculum that is ambitious for all Including disadvantaged pupils and provides the knowledge and cultural capital they need to succeed in life. The curriculum is coherently planned and sequenced with the full Intent of students acquiring knowledge and skills for future learning and employment.

### Indicated by:

*'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)

*'The school's provision for improving the personal development of students is highly effective in enabling the development of responsible, respectful and active citizens who are able to contribute and become actively involved as adults beyond school'. (QA Report Spring 2020)*

*'A wide range of projects support students in gaining essential life skills, experience, confidence and resilience to become successful adults. These include a Careers Fair, The Digital Advantage project, Royal Exchange Theatre Work Experience project, Duke of Edinburgh programme Prince's Trust programme, career guidance workshops and preparation for employment activities, such as, conduct and personal presentation for work. In addition, there are also offsite vocational learning opportunities made available for students'. (QA Report Spring 2020)*

*'Pioneer students have successfully used the camping pods at Piper Hill in the Forest School area. Also available -Ghyll Head outdoor pursuit in the Lakes, Red Ridge outdoor pursuit centre mid-Wales, Duke of Edinburgh charity works helps young people gain essential skills experience, confidence and resilience to become confident adults; also, Culture and Leisure city break, which provides an opportunity to visit other cities, stay in a hostel/hotel, use a train, visit a museum, art gallery or go shopping. The impact is immense and give students confidence to try new things. They are strengthening their resilience and try again if it doesn't work the first or second time. Students have increased independence, something which is also seen in all the work experience placements. Their organisational and personal planning skills are improving. Moving on is less daunting, students are motivated to gain qualifications to help them gain a placement after they leave the school. Relationships are improved. (QA Report Spring 2020)'*

*'The school is exemplary in how it promotes equality of opportunity and all pupils thrive together, understanding that difference is positive and individual characteristics make people unique. The school is also exemplary in how it provides for a fully inclusive environment. The school leaders think carefully about individual students' needs and has created a strong programme to develop pupils' personal and social skills. In this way the schools enriches and extends experiences for students, which is a key strength'. (QA Report Spring 2020)*

*'Students are enabled to take part in at least one meaningful encounter with an employer, from the school's own network of local employers and other stakeholders. Alongside these are whole year group enrichment opportunities, enabling enterprise activities and the preparation for employment curriculum focus on skills that are valued in the workplace. A wide range of projects support students in gaining essential life skills, experience, confidence and resilience to become successful adults. These include a Careers Fair, The Digital Advantage project, Royal Exchange Theatre Work Experience project, Duke of Edinburgh programme Prince's Trust programme, career guidance workshops and preparation for employment activities, such as, conduct and personal presentation for work. In addition, there are also offsite vocational learning opportunities made available for students.' (QA Report Autumn 2019)*

*'The Curriculum offer has been changed to broaden the offer of Gateway accreditation for all Key Stage 4 and 5 students. Last year, all learners in KS4 were working on entry level 1 qualification in English, maths and independent Living skills, with KS5 students working on the same qualifications at entry level 2. This academic year all students in KS4 and KS5 are gaining modular credits towards qualification in those subjects with the addition of the Preparation for Employment and Skills independent Living accreditation being embedded within the curriculum. KS4 and KS5 Learners are now able to access all of these qualifications at levels appropriate to their learning needs, from entry 1 to entry 3.' (QA Report Autumn 2019)*

*'They ensure that pupils are sensitive to tensions in the community, for example following the Manchester arena bombing. Moreover, they encourage pupils to be active citizens by taking part in community events, volunteering and raising money for local charities.' (Ofsted Report 2019)*

*'The enrichment curriculum considers the school's context and the community the students live in. It offers an extensive range of opportunities to help students manage real life situations. They really enjoy the many trips and visits organised for them to widen their experiences and a chance to fill in the gaps in their cultural capital. 'Learning journeys' are devised at each Key Stage, setting out what enrichment opportunities are available to them. The broadening of the creative arts curriculum at KS4 and KS5, further enriches the diverse and creative curriculum offer for students. Their access to these learning opportunities develops their social and emotional skills and sense of self-worth. Furthermore, they add value and impact to the school's offer in terms of Cultural Capital.' (QA Report Autumn 2019)*

*'A Level 6 Matrix Accredited Careers Advisor has been commissioned to support students across all year groups with transition to their next steps.' (QA Report Autumn 2019)*

*'The provision for students is outstanding. Leaders are highly effective in equipping students with the skills required to be ready for the world beyond the school. Students benefit from a rich and varied set of learning experiences.'* **(QA Report Autumn 2019)**

*'Aspirational yet achievable accreditation, which supports a clear flight path from KS3 through to KS4, KS5 and beyond, ensuring that pupils are exceptionally well prepared for the next stage of their education, employment or training.'* **(AQ Report Autumn 2019)**

*'Every pupil receives comprehensive careers advice and guidance. The school goes the 'extra mile' to help pupils find out about the different careers available. Pupils meet employers, visit colleges and attend careers fairs to help them make informed choices. High-quality work placements help pupils identify their preferred type of work place and job. Pupils across the school have exceeded their own expectations and aspirations as well as those of staff and parents'.* **(Ofsted Report 2019).**

*'Teacher expectations are high across the school and students are provided with a high level of challenge, which has been very carefully planned.'* **(QA Report Spring 19)**

## **Disadvantaged**

*'Data analysis supports the identification of priorities for improvement. It was from this information that the group of 'exceptional learners' are identified. They are a small group of 4 students who were having a negative impact on their learning through their behaviour and interrupting the learning of others. English and Maths are a priority and these students have daily tutor time with TA support. This good adult/student ratio, purposeful environment and structured learning of the curriculum is making a positive difference to behaviour and learning outcomes. The school has case studies to demonstrate the success of the strategies implemented.'* **(QA Report Spring 2020)**

*'The school has case studies of specific individual students to evidence the positive impact and difference bespoke packages have on the mind set of these young people. The number of behaviour incidents, particularly serious incidents, have significantly reduced for students.'* **(QA Report Spring 2020)**

*'All pupils including disadvantaged and SEND, are able to access the full curriculum through skilful scaffolding of learning steps.'* **(QA Report Autumn 2019)**

*'The school works in collaboration alongside a range of external providers to further enhance the curriculum offer. These include Heyrod Training and Venture Arts, to offer unique and bespoke learning packages for students, which broaden the curriculum offer further in both Arts and Construction trades. Students are enabled to have the relevant opportunities to further develop their independent learning skills whilst gaining transferable skills and qualifications that will support their progression into the workforce.'* **(QA Report Autumn 2019)**

*'The Communication Action plan 2019/20 sets out clear objectives for the long and short term, in implementing Communication Strategies, which are to be used consistently by all staff across the Trust. Pioneer House together with Grange, have devised a Wave Intervention policy to deliver bespoke Support for Learning. Social skills development is key to raise students' self-esteem and encourage friendships. The newly implemented Support for Learning Programme provides three clear tiers/waves of intervention and support for identified pupils. Wave one is quality first teaching for all, wave two is additional interventions to enable pupils to work at age-related expectations or above and wave three is additional highly personalised interventions. Every student will have a Wave profile.'* **(QA Report Autumn 2019)**

*'Leaders make sure that pupil premium and Year 7 catch-up monies are used highly effectively to support eligible pupils. Leaders make good use of performance data for these groups of pupils to*

*prioritise spending. Frequent reviews ensure that spending makes the positive difference for pupils that leaders anticipated. Disadvantaged pupils make strong progress across the curriculum in line with their peers. Moreover, Year 7 pupils get off to a flying start at the school. Teachers put in place support to ensure that they secure essential numeracy and literacy skills.'* **(Ofsted Report 2019)**

## **The Curriculum Offer**

**At Pioneer House the school's curriculum intent and implementation are embedded securely and consistently across the school. An engaging curriculum with a strong practical and applied focus ensures that pupils' interest is sustained and their thinking is challenged. Leaders and curriculum leads 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.**

### **Indicated by:**

*'The strength of the school's team working, led by the Headteacher, is pivotal and of a very high order in swiftly revising the curriculum framework and putting into place the documentation to underpin these improvements in curriculum implementation and impact.'* **(QA Report Spring 2020)**

*'The School initially introduced the International Primary curriculum (IPC) to incorporate Science into the curriculum in the first year of the school opening. This has worked well as a scheme of work. However, leaders thought that it was time to review the curriculum offer, in light of the new curriculum framework, to see if it was still 'fit for purpose'. An audit was undertaken in Autumn 2019 to analyse the coverage and content of the IPC curriculum, against the national curriculum and to understand if this was offering a sufficiently broad and rich offer for the Humanities subjects. The audit rationale had 4 key points; To quality assure the subject offer for Science, Humanities and the Arts; To assess the coverage and content for each subject and unit; To gain an overview of the time allocated for each unit and subject area and to evaluate the impact and generate next steps for each subject area. As a result of the audit findings, school leaders made the decision to begin a curriculum transition from the thematic approach of IPC to providing discrete lessons and schemes of work for History, Geography, Art and Design Technology, with a clear overview of teaching time and sequential learning throughout a student's learning journey'.* **(QA Report Spring 2020)**

*'The recently completed 3 I's (curriculum intent, implementation and impact) set out clearly what will be different in each subject for the students. Leaders refine and improve the school's curriculum offer continually. They make sure that teachers have the support, training and resources to plan and deliver lessons in the different subjects. The school's curriculum places great emphasis on pupils' development as 'young Mancunians'.* **(QA Report Spring 2020)**

*'Curriculum Subject leaders have been appointed for all subject areas for the first time since the school opened. School leaders and governors recognise that the majority of these Curriculum Subject leaders are new to the school or new to the leadership role and responsibilities. A robust strategic development plan has been devised for this current 2019/20 school year to have as a key priority, the development of the Humanities curriculum, collaboratively as a whole staff team, in order to upskill all teachers and Teaching Assistants (TAs) 3 and 4, in the process of curriculum development through first-hand experience. The Strategic overview of Humanities Transition drawn up by leaders, is now in Phase 7 (there are 9 Phases of the plan). This stage is where curriculum leaders are in the process of writing discreet schemes of work for each subject with explicit NC and skills coverage. SLT members are working with teachers and data teams, to ensure the data and outcomes are appropriate and in line with the new modules. The high level of subject specialism and expertise of staff shared, makes a significantly useful contribution to whole-school team working.'* **(QA report Spring 2020)**



*'A document has been devised for outlining the process of updating a curriculum area. It includes the spiral skills document and an example of a rolling plan explaining national curriculum and skills coverage. Humanities cross curricular links are made explicit, in order for students to know more and remember more in each of the areas studied in History and Geography. There is a structure to the module plans. Prior learning is always considered and opportunities for revision of information, skills and understanding are built into lessons. Links and connections are made between their existing knowledge and new knowledge.'* **(QA Report Spring 2020)**

*'The Curriculum leaders have secure and comprehensive knowledge of subjects. They also have intensive knowledge of the school and all students, which underpins the structure of the revised curriculum, assessment of skills and knowledge. The module overviews are fluid and flexible, so that they can be personalised, in order to accurately meet the needs of individual students.'* **(QA Report Spring 2020)**

*'As a result of an exemplary process in updating curriculum areas, all curriculum leaders are working consistently and effectively in revising the humanities curriculum.'* **(QA Report Spring 2020)**

*'Students are working well towards their targets and know exactly how well they are doing.'* **(QA Report Spring 2020)**

*'Team working is developing strongly in carrying out the school's work, such as in offering the full breadth, depth and balance of curriculum beyond the national curriculum.'* **(QA report Autumn 2019)**

*'The school's well-planned curriculum, careful timetabling and effective subject teaching mean that pupils achieve well in the broad range of subjects taught. The school's 16 to 19 curriculum is exceptionally well designed to ensure that students are as well prepared as possible for employment and independent living.'* **(Ofsted Report 2019)**

### **Subject or phase planning and sequencing**

*'These working parties, researched the curriculum offers at other outstanding settings, including mainstream KS3 and specialist settings. As a result, they have created a 3-year rolling programme of topics for each subject, with clear cross curricular links and a clear sequence of teaching across key stages. A skills map was shared outlining the key skills to be covered in each subject. Working parties used this to ensure that the 3-year rolling plan enabled sequential learning and a full coverage of NC skills. Rolling plans have been written with topic headings for geography, history, art, science and design technology. Staff have worked collaboratively to identify cross-curricular links across the humanities subjects so students have the opportunities to develop, consolidate and master skills in different contexts. This has increased and developed awareness at all levels of the range of opportunities available for students to link previous and new learning across the different subject areas.'* **(QA Report Spring 2020)**

*'Cultural Capital in English is sequential through the Key Stages, from KS3 the experiences include: stories from around the World; Royal Exchange Theatre Production; Cinema and Theatre visits; World Book Day; Classical Literature. At Key Stage 4, this moves on to include Modern Poetry; work on Shakespeare and the African Tales Module. At Key Stage 5, experiences move on to include Modules: The World is a Big Place and World Tales and Stories.'* **(QA Report Autumn 2019)**

*'The end points of the curriculum are clear. In KS3/4 Structured learners are all working towards individualised targets with many accessing personalised task lists and activities as appropriate. A discrete KS4 Structured accreditation group has been created to ensure that all learners in school are accessing accreditation in KS4. KS3 independent learners are grouped into three independent groups for core subjects.'* **(QA Report Autumn 2019)**



*'Curriculum reviews have been carried out to clarify clear intent, implementation and impact of the curriculum in all areas. Sequential skills and knowledge are coherently structured and planned, evident in curriculum content plans. The Know and Remember curriculum is work in progress. The KS3 and KS4 Independent Knowledge maps show what is being covered in each curriculum subject, within each term across the year. The KS3 Spiral Subject skills offer, shows skills are not taught in isolation. The full variety of skills are embedded within lessons and SOW across each term. 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 to allow leavers to meet the complexities of the workplace with confidence and competence. Students re-visit essential learning as they move through the school to build, develop and refine their skills.'* **(QA report Autumn 2019)**

*'Module Plans (content coverage) within KS3 are updated to ensure sequential learning from KS3 through to accreditation in KS4 and KS5. Area for improvement is identified by leaders as the need to review and consider updating assessment descriptors in line with the mastery curriculum and sequential learning through all the key stages.'* **(QA report Autumn 2019)**

*'Not a moment is wasted in the classroom. Teachers plan lessons meticulously so that they engage and enthuse pupils, build on previous learning and provide suitable challenge, particularly for the most able pupils. There is a 'golden thread' that links the objectives in pupils' education, health and care plans with medium term plans and then individual lesson plans. Teachers ensure that they plan opportunities in every lesson for pupils to work towards their personal targets.'* **(Ofsted Report 2019)**

*'Entry level at Key Stage 4 and 5 shows a coherent pathway across the school and maps progress tracking from Key Stage 3 into Key Stages 4 and 5.'* **(QA Spring 2019)**

*'Leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment.'* **(QA Report Spring 2018)**

## **Pedagogy**

*'A group of KS4 students had learning scaffolded for them with a different text about famous people and famous lives, matched to their level of ability. The end point was the same. Students are encouraged to read with expression and increased fluency. They are supported in the meaning of new vocabulary, such as Barrister and the role this person plays. They are learning the meaning of a biography and supported in retaining and remembering facts. Adjustments are made to meet individual needs such as text enlargement for a student with sight impairment. Teacher's probing questions help students to focus on key points.'* **(QA Report Autumn 2019)**

*'Students are very calm and focused, showing a high level of engagement. They understand the context and are able to explain what they are doing. Topics give rise to good discussions in smaller groups and in enabling the use of a richer vocabulary, for example, in 'resolving conflicts' and 'showing disrespect.' Students listen to one another. The task is age-appropriate and features relevant life skills.'* **(QA Report Autumn 2019)**

*'The provision is exceptional in all subjects. The overall curriculum aims and intent are clear and the NC subjects meet with the national aims and requirements for all pupils. Research underpins the school's pedagogy. The teaching and learning cycle considers the Cranleigh TLC. There is a golden thread that connects the specific objectives within the curriculum across the school from long term, to medium term through to individual plans.'* **(QA Report Autumn 2019)**

*'Excellent scaffolding ensures barriers are overcome. A science lesson with IPC thematic link in Year 7, students were seen problem solving, in following visual instructions in creating a simple electrical circuit with increasing levels of challenge and difficulty. This met with success because of the careful scaffolding of the learning, enabling students to achieve the end goal. Another group within the carousel, was seen drawing an electrical circuit using symbols and knowing what these represented, offering good explanations of why some circuits would not work.'* **(QA Report Autumn 2019)**

*'Whole school training on 'The Pioneer Super Six'. These are key non-negotiables set out to ensure that teachers and classroom staff can articulate key components of outstanding teaching and explain the rationale behind them. Collaborative teaching is a major strength in how the curriculum is being implemented across the school.'* **(QA Report Autumn 2019)**

*'Staff have excellent subject knowledge so they provide clear explanations, ask probing questions and pick up quickly on misconceptions. Staff adapt activities so that every pupil can access learning. Teachers make sure that not a moment is wasted for their students. Their meticulous planning follows well-considered schemes of work which set out the essential knowledge students need to acquire.'* **(Ofsted Report 2019)**

*'The school has seen rapid and sustained improvement in the quality of teaching, which is now firmly embedded, through robust CPD and a highly collaborative culture, ensuring the consistency across the school. The next steps in learning for students are very clear and effectively support the students to make the best progress possible.'* **(QA Report Summer 2018)**

*Teaching is well differentiated and responsive to individual learning needs. Robust CPD and a highly collaborative culture ensure that there is consistency across school in terms of establishing next steps in learning and supporting pupils who achieve less than expected progress. School expectations of progress are high and teachers are clear about those expectations.'* **(QA Report Spring 2018)**

*'Teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme.'* **(QA Report Spring 2018)**

## **The use of learning environment and resources**

*'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)**

*'Display resources to embed the use of language based on the skills is an integral part of every lesson. Lesson structure is consistent, with starters using the right language for the subject....the modules are fully comprehensive and extremely well put together.'* **(QA Report Spring 2020)**

*Leaders ensure the learning environments have all the key features which allow learners to focus on learning, through highly effective use of visuals including clear timetables.'* **(QA visit Autumn 2019)**

*Highly organised classes, with class learning booths for students to work with less distraction, are key to maximising the progress these pupils make.'* **(QA visit Autumn 2019)**

*'Resources are of excellent quality and most are made by the staff to be bespoke in meeting individual pupils' needs. They are highly effective in securing outstanding learning and outcomes.'* **(QA visit Autumn 2019)**

*'There has been significant improvement in the planning structure and provision of PE, which is now exemplary practice. The visual support is well displayed, and helps students to understand what skills they are learning in the lesson.'* **(QA Report Spring 2019)**

*'Classrooms are calm and purposeful environments, focused on learning.'* **(QA Report Spring 2019)**

*'...the use of visuals is excellent and these underpinned the young people's success....lessons are well structured and resources are personalised to aid learning.'* **(QA Report Spring 2019)**

## **The teaching of reading, language and mathematics**

*'Students are encouraged to read with expression and increased fluency'* **(QA Report Spring 2020)**

*'The school has a rigorous approach to the teaching of reading. Reading and phonics are priorities for the school. They are being implemented in all subject areas across the curriculum and are also taught discretely.'* **(QA Report Autumn 2019).**

*'The literacy TA works alongside the speech and language therapist, to support students.'* **(QA Report Autumn 2019)**

*'Careful planning and appropriate resources are designed to enable students to access the text and curriculum at their level. Excellent scaffolding ensures barriers are overcome.'* **(QA Report Autumn 2019)**

*'The reviewed Calculation policy and practice in Maths are both working well. These areas were identified for improvement in order to improve students being better able to apply maths. TAs are more confident in supporting students with the revised calculations policy and in using CPA methods. A consistent but flexible bank of resources and teaching strategies are readily available to all staff.'* **(QA Report Autumn 2019)**

*'The Communication Action plan 2019/20 sets out clear objectives for the long and short term, in implementing Communication Strategies, which are to be used consistently by all staff across the Trust'* **(QA Report Autumn 2019)**

*'The Maths Curriculum leader has identified next steps in continuing to build the maths mastery curriculum. Module Plans (content coverage) within KS3 are updated to ensure sequential learning from KS3 through to accreditation in KS4 and KS5.'* **(QA Report Autumn 2019)**

*'All teachers and classroom staff are highly skilled in teaching areas of the curriculum. Maths and English are being planned for and are being embedded across all areas of the curriculum. Students have individual Maths and English targets which are with them displayed all the time in lessons and these are a key focus in all their work.'* **(QA Report Autumn 2019)**

*'The school has a rigorous approach to the teaching of reading. Reading and phonics are priorities for the school. They are being implemented in all subject areas across the curriculum and are also taught discretely. SDP priority 2019/20 is to deliver high quality training as part of staff CPD. Reading is identified as a performance management target for staff. Leaders carry out regular learning Walks, with a clear focus on ensuring that there is a rigorous and sequential approach to reading that develops pupils' fluency, confidence and enjoyment of reading. A comprehensive programme is devised to deliver phonic and reading interventions for students identified by class teachers.'* **(QA Report Autumn 2019)**

*'Since September, the school has altered the timetable to include a 15-minute focus school development area, which is currently reading. A folder has been created on the system, with a breadth of potential reading activities and includes phonics development, quiet reading time, and class listening to a lengthy story being read by a member of the class team. The class story session is where students have to wait*

*for the next session, to find out what happens next in the story (intonation, pace and drama can be modelled by the reader). This 15-minute focus has slotted in seamlessly and is a very calming part of the day across school.’ (QA Report Autumn 2019)*

*‘Reading skills and phonics prepare students well for KS4 and the life skills they will need beyond school, to better support their independent living and connection with the wider world. This is a significant strength.’(QA Report Autumn 2019)*

*‘Students are able to read questions independently about the text and to retrieve relevant information. Teaching corrected students’ misconceptions and good talking about the subject within the article ensued, enabling students to think through the process and consider if it made sense.’ (QA Autumn 2019).*

*‘Phonics was a key focus of the lesson with adults supporting students by encouraging them to sound out, segment and blend unknown words. Phonic mats were available on the table in support. The carousel starter model in the lesson worked well, enabling students to cover spellings, speaking and listening and to address their individual personalised targets. The main part of the lesson gave opportunities to read and practise the knowledge from previous lessons as well as the learning from the starter activity.’ (QA Report Autumn 2019)*

*‘Fun activities motivate students to read, such as the reading of quiz questions to the class which is a strategy to harness students’ focus on reading’. (QA Report Autumn 2019)*

*‘Pupils are confident and fluent readers. They are given age-appropriate texts adapted to their individual abilities. Frequent opportunities to practise reading and talk about the text help them to grow in confidence and fluency. Pupils are able to use their literacy skills in everyday life as well as indulge their love of reading for pleasure.’ (Ofsted Report 2019)*

## **Achievement**

*‘Expectations of what students can achieve are very high across the school’. (QA Report Spring 2020)*

*‘The significant changes that have been made have been very pacy and at the right level’. (QA Report Spring 2020)*

*‘The emphasis of progress being over a Key Stage allows for pupil variance year on year. Leaders arrived at this decision from knowing pupils and how they learn, not wanting to set a ‘ceiling’ of achievement.’ (QA Report Spring 2019)*

*‘Staff have a full understanding of students learning needs and ensure they are being highly inclusive. It is remarkable how very quickly students settle into the school’s welcoming culture and ethos with a real sense of achievement which is instilling self-confidence.’ (QA Report Autumn 2018)*

## **Readiness for next steps**

*‘Pupils are well prepared to run their homes, manage their finances and hold down a job when they leave the school. Teachers plan every lesson with the school’s core purpose at the heart. Each lesson helps prepare pupils for adulthood. Staff plan a wealth of opportunities to help pupils deal with everyday situations they will find themselves in as adults. relentless focus on preparing students for adulthood has helped them to secure employment, travel independently and learn to run a home. The school’s high-quality careers programme provides all students with personalised advice and support to prepare for and make the transition from school to college or work.’ (Ofsted Report 2019)*

*'...all students complete a structured and coherent pre-internship programme in KS5. students are exceptionally well prepared for their next stage of development and well planned transitions support steps towards sustainable destinations' (QA Report Summer 2018)*

### **Quality of work**

Teaching at Pioneer House has strengthened significantly and is now consistently outstanding, highly differentiated and responsive to individual learning needs. This rapid and sustained improvement in quality is embedded through robust CPD and a highly collaborative culture ensuring that there is consistency across school in terms of establishing next steps in learning and supporting pupils who achieve less than expected progress. There is no complacency in the school about the quality of the offer to students and staff work tirelessly to strengthen, develop and improve what they do in order to improve outcomes for pupils.

*'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 2019)**

*'Strengths include, the ambitious curriculum offer for all pupils. High expectations of what pupils can achieve which pervade the school's work.'* **(QA Report Autumn 2019)**

*'Pupils take pride in their work, which they set out neatly. They pay heed to their teachers' feedback. They routinely edit their work, correcting errors and making improvements. This advice and guidance help pupils make strong progress across the curriculum, as they continually improve their skills and knowledge.'* **(Ofsted Report 2019)**

*'Older pupils were able to estimate interest charges on monies borrowed in their personal finance lesson, while younger pupils were able to solve tricky, multi-step mathematical word problems.'* **(Ofsted Report 2019)**

*'In the MFL sessions, students are becoming familiar with the numbers of Mandarin, Spanish and German. The teacher had created a book depicting the Tomato Festival celebrated in Spain. Students discuss what is happening in the photos. Once again, the use of visuals is excellent and these underpinned the young people's success. Teachers' quality of questioning made the students look and think. Students are provided with and encouraged to learn the subject specific vocabulary and the right terminology in all lessons.'* **(QA Report Spring 2019)**

*'Pupils take pride in their work, which they set out neatly. They pay heed to their teachers' feedback. They routinely edit their work, correcting errors and making improvements. This advice and guidance help pupils make strong progress across the curriculum, as they continually improve their skills and knowledge.'* **(Ofsted Report 2019)**

*'Older pupils were able to estimate interest charges on monies borrowed in their personal finance lesson, while younger pupils were able to solve tricky, multi-step mathematical word problems.'* **(Ofsted Report 2019)**



*In the music session, independent students are becoming familiar with the style and sound of Jazz music. Students are provided with the opportunity to play instruments and to listen to a variety of Jazz music. The lesson focused on listening and responding, composing and performing. Individual targets focused on composition. The learning objectives were clear to understand the musical terms tempo and dynamics. The visuals used to support understanding were vivid, aided moving up or down and enabled students to compare and contrast successfully. The progression was evident from having a focus on one of the elements to provide stretch and challenge in trying both elements, moving one at a time.'* **(QA Report Spring 2018)**

*'Key Stage 4 music students are observed working towards performing at the 'Irish Music Showcase' the following day. There are differentiated groupings all working at their own level. All students are taking part, enjoying the experience and having fun, but equally focused on keeping the pulse and in time to the rhythms.'* **(QA Report Spring 2018)**

**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 work books 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.**

#### **Indicated by:**

Moderated lesson observations by the HT and SLT in Autumn 2019 judged that teaching in all observed lessons was typically outstanding (80%) and none was less than good. In the good lesson (1 teacher) there was evidence of outstanding teaching in some aspects. This meets whole school **targets (Lesson observation records)**

Lesson observations confirm that teachers are using well considered strategies for increasing student independence in learning, using success criteria checklists. Feedback has been developed and refined so that in school so that pupils engage effectively with self-assessment and understand their next steps in learning. All students, including those who have experienced significant challenges in the classroom, are developing their resilience and thrive in the school's very well managed learning environments. The most recent data relating to the quality of teaching and learning includes one NQT who is delivering good lessons; all experienced teachers are delivering outstanding lessons. **(Lesson observation records)**

#### **External QA:**

*'All lessons observed had clear lesson plans linked to relevant modules. Teachers have embedded the use of planning to successfully help students learn well. They have very strong knowledge of the young people they teach and learning is accurately matched to their specific needs. Lessons are well structured and resources are personalised to aid learning.*

*The high emphasis on use of visuals to connect with students and aid communication, is exemplary. The use of visuals is now well embedded and highly effective in their positive impact on students' learning and ownership of their own learning.*

*The pace of lessons is appropriate and enables students to make good progress. Lesson content is well structured and introduced progressively in small learning steps with increasing challenge. Students enjoy their learning and they want to be in school. They are demonstrating a good level of independence in learning. Classrooms are calm and purposeful environments, focused on learning.*



*Teachers' quality of questioning made the students look and think. Students are provided with and encouraged to learn the subject specific vocabulary and the right terminology in all lessons.*

*A Key Stage 5 - Guided reading session was exemplary. The task was age appropriate in students taking turns to read sentences in a letter and then work to independently answer the questions relating to the letter, using full and complete sentences. They were finding the language in the text to write the sentences, thus linking reading and writing. The extension activity enabled students to read their reply aloud to the other students. There was real dignity to the provision resulting in high achievement of the students. Teachers are demonstrating a deep knowledge and understanding of the subject they teach.*

*There has been significant improvement in the planning structure and provision of PE, which is now exemplary practice. The visual support is well displayed, and helps students to understand what skills they are learning in the lesson. The session was fully active, the learning flowed and students worked hard.*

*Additional adult support, including that of teaching assistants, has substantially been improved through training and support to make a strong contribution to students' learning in lessons.' (QA Report March 2019)*

*"Teachers and teaching assistants work together seamlessly. High-quality training and support have ensured that all staff are leaders of learning in the classroom. Staff have excellent subject knowledge so they provide clear explanations, ask probing questions and pick up quickly on misconceptions. Staff adapt activities so that every pupil can access learning. ... There is a 'golden thread' that links the objectives in pupils' education, health and care plans with medium term plans and then individual lesson plans. Teachers ensure that they plan opportunities in every lesson for pupils to work towards their personal targets. Consequently, pupils are helped to overcome their individual barriers to learning successfully.*

*Teachers routinely assess pupils' learning throughout each lesson, including through talking to pupils and teaching assistants. They routinely check pupils' work and use this information well to move learning on, challenge misconceptions and deepen understanding. Furthermore, teachers use this information to plan subsequent lessons as well as put in place any additional support required. This ensures that lessons are appropriately pitched for all the pupils in the class. ...*

*Teachers plan every lesson with the school's core purpose at the heart. Each lesson helps prepare pupils for adulthood." (Ofsted May 2019)*

**Improvement Priorities: - linked to SEF and Governor focus areas:**

#### **EFFECTIVENESS of Quality of Education:**

- **Expected Outcome 4:** All staff to follow a rigorous and sequential approach to reading that develops pupils fluency, confidence and enjoyment in reading resulting in **100% of students achieving expected progress and at least 55% better than expected in READING**
- **Expected Outcome 5:** Monitor and review accreditation offer, including new vocational subject options. All years 11-14 at least in line with expectations achieving accredited awards in full by the end of the academic year 20/21 through a robust and well planned 'catch up' programme, ensuring that no students have been disadvantaged by the Covid-19 partial closure in 2019/20

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**Behaviour and Attitudes**

**Grade : Outstanding**

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**ATTENDANCE**

	2018-19	Autumn 19/20	Spring 19/20	Summer 19/20 (Covid-19)
Whole school	90.9%	91.4%	91.9%	22.3% (77.7% authorised absence)
Free school meal eligibility	41%	56.2%	59%	59%
EAL Students	11.5%	14.2%	14.2%	14.2%
Persistent absence	20%	16.7%	19%	N/A
Fixed term exclusions	0	0	0	0
<b>Permanent exclusions</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

### Safeguarding

	2017-18	Spring 2018-19	Summer 2018/19	Autumn 2019/20	Spring 2019/20	Summer 2019/20
<b>Number on roll</b>	<b>53</b>	<b>76</b>	<b>76</b>	<b>105</b>	<b>105</b>	<b>105</b>
<b>Child Protection</b>	1 (Sept-Feb)	2	2	4	4	3
<b>Child in need</b>	3	4	4	6	6	4
<b>Early Help</b>	1	3	2	5	5	3
<b>LAC</b>	0	1	1	3	3	3
<b>Previously LAC</b>	0	2	2	2	2	2

### Behaviour and attitudes

#### **Summary:**

Pioneer House has high expectations for pupils' behaviour and conduct. Clear, consistent and fair management of pupil behaviour has established a happy, secure and purposeful environment in which each child may 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 the systems in use.

Data and information relating to behaviour is collected and robustly analysed using IRIS, allowing for trends and patterns to be identified at a very early stage. Throughout academic year 2019-2020 there was a trend of reducing number of recordable behaviour incidents as the year progressed, evidencing significant improvements in behaviour and attitude to learning across the school. There was also a trend of reducing number of incidents across each Key Stage and class, evidencing the positive impact of the highly individualised behaviour intervention planning and support in place, as well as the provision of differentiated curriculums for students where this is required. Plans are developed and quality assured through collaborative work between the behaviour team and class teams, with student input where appropriate. This process, alongside a number of other measures is responsible for the

improvement in student self-regulation of behaviour throughout the academic year, with students accessing the calm spaces 93% of the time in Spring Term 2 without the requirement for PI, a 5% improvement from Autumn Term 1.

The school operates a positive behaviour for learning policy, with the emphasis placed upon praising and rewarding good behaviour. Our staff are excellent role models, skilled in managing and minimising low-level disruption in the classroom, allowing pupils to enjoy their learning and in turn be proud of their work. 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' have also been embedded across the school to help students self-regulate and reflect upon their behaviour. These have been found to support excellent classroom management, evidenced through recent engagement with our quality assurance partner.

Knowledge of safeguarding and behaviour management practices is kept current and constantly reinforced through a rolling 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 strategies and the appropriate use of physical intervention should the need arise to keep everyone safe.

The school makes strategic, strenuous and sustained efforts to ensure that pupils 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 mental health and emotional wellbeing. The Young Citizens curriculum, class based Good Citizen awards and post incident debriefs prepare students to be responsible for their own actions. SMSC is at the heart of the Pioneer House curriculum, the Young Citizen programme of study specifically addresses student understanding of their own citizenship, with modules such as 'Being a good Mancunian' 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.

On-line safety and citizenship are included in every Computing module delivered. Where issues arise through out of school use of Social Media the school is proactive in working with students and parents so that pupils understand how to engage positively online. The school is also a member of Digital Schools and CEOPS, with information on digital safety made available to parents regularly through both our website and other communication platforms.

In response to Covid-19 the school has been proactive in developing appropriate responses in relation to curriculum, risk assessment and behaviour policy / management. From September all students will be undertaking a 'Recovery Curriculum', focusing on allowing students the opportunity to cover four key areas identified through research and collaborative work within the trust. Sessions will be differentiated by teaching staff to allow for a personalised experience for their learners, based around the key themes of 'Catch up curriculum and metacognition', 'Establishing relationships and routines', 'Coronavirus awareness and safety' and 'Emotional wellbeing'. This will ensure that students feel comfortable and safe on their return to school, allow them time to remember how they learn best, address any concerns relating to Covid-19, reflect on their feelings linked to their time away from school and develop appropriate coping strategies. Thorough risk assessments have been undertaken, taking account of individual students and their complex needs where this requires consideration, along with amendments to the behaviour policy to reflect current government guidelines. The school understands this will be a dynamic situation given the nature of the Covid-19 pandemic.

**Indicated by:**

*'Students are fully engaged in lessons and their behaviour and attitudes are excellent.'* **(QA report Spring 2020)**

*'An internal Behaviour Audit was undertaken by LA advisors from One Education in January 2020. The report findings said that 'The school has a clear and effective behaviour policy linked to the ethos and core values of the school. There is a strong emphasis on self-regulation, problem solving and reflection.' The policy is driven by positive strategies to inform good choices. Sanctions are used in the form of restorative action.'* **(QA report Spring 2020)**

*'IRIS and CPOMS are used very effectively to track behaviour incidents, pre-empt escalation and evidence impact of adaptations. IRIS supports the tracking and evaluation of behaviour support interventions...The leaders quality assure the IRIS entries and select to discuss at weekly behaviour meetings. From this information the correct interventions are planned. The procedures and protocol are clear for staff. A TA3 brings data to the Behaviour leads to create ideas and decide on appropriate interventions. As a result of all the work undertaken and CPD on behaviour and team teach, staff are substantially upskilled and have a shared responsibility, so that understanding has been increased and their confidence has grown, resulting in a significant reduction in identified students' behaviour for learning. Students are developing their resilience levels, opening up as learners in being able to take risks and 'give it a go'.* **(QA report Spring 2020)**

*'Both leaders work collaboratively together to deliver within their respective phases. They have strong shared values, policies and practice. As a result, all leaders have a clear and ambitious vision for providing high-quality, inclusive education and training for all'.* **(QA report Spring 2020)**

*'The Behaviour Leaders have worked hard as a leadership team in formalising structures and processes. They have been highly effectively supported by the DHT from Piper Hill, one of the Trust's schools. Roles and responsibilities of each leader have been agreed and both their strategic working and delivery of staff CPD have been increased'.* **(QA report Spring 2020)**

*'Students take pride in their work, are highly motivated and have very positive attitudes to learning. Expectations of what students can achieve are very high across the school.'* **(QA Report Autumn 2019)**

*'Pupils' behaviour, both in lessons and around school, is calm and orderly. Pupils quickly learn to better regulate their own behaviour so that incidents reduce in frequency and severity. Pupils are sensitive to each other's needs and offer unsolicited support and guidance to each other.'* **(Ofsted Report 2019)**

*'Pupils' behaviour both in lessons and around school is praiseworthy. Since the school opened, the frequency and severity of behaviour incidents has reduced dramatically. Teachers plan lessons carefully, taking into account the behavioural needs of pupils. There are planned movement breaks between lessons, seating plans and visual timetables to help pupils cope with the demands of the school day.*

*There are occasional incidents of name-calling, but pupils explained that this is usually younger pupils who are less adept at regulating their behaviour. All pupils confirmed that any name-calling is in the heat of the moment and issues are resolved swiftly and peaceably. Pupils understand the hurtful impact of this behaviour on their schoolmates. Consequently, incidents are increasingly rare as pupils move up through the school.*

*Students get on well together. They value the friendships they have made at school. They are proud of the progress they have all made over time to help them overcome some of their difficulties, such as self-regulating their behaviour. They are insightful about the triggers for any conflict in the group but agree that this is resolved swiftly and effectively.’ (Ofsted Report 2019)*

*‘Behaviour and attitudes to learning are at least good and mostly excellent across the school. For example, in the KS5 guided reading lesson. The school provides ‘emotional opportunities’ for students to put their behaviour right, to take ownership and they are supported to do this. A positive learning culture is being created and students work towards rewards, which is very important and motivating for them.’ (QA Report Spring 2019)*

*‘Behaviour for learning is strong across the school. Staff manage this highly effectively, so that no learning is lost or disrupted. The one incidence where this was not the case on the day of visit, involved a supply teaching assistant who had not yet established a relationship with the young people in the group, or embedded strategies for managing the young people well. Senior staff responded immediately to support and seamlessly de-escalated the situation. The key element of the School’s behaviour policy is staff being dynamic and responsive personalising their approach for each individual student. Strategies used within the school are successful in establishing a culture of students’ self-management. Pioneer house are innovative in how they get students back on track and focused on learning in class.’ (QA Report Spring 2019)*

*‘At the beginning of the summer term the school undertook an internal Behaviour review. Findings collated demonstrated that pupils’ behaviour in shared areas is very good. Pupils arrive and leave school in an orderly and courteous way. They settle into classrooms quickly. IRIS records enable robust analysis of trends of incidents of challenging behaviour. There are two students who have had a high level of 1:1 support and a highly differentiated curriculum who are now making good progress in managing their own behaviour.*

*The school had an external review of Behaviour in school and leaders are awaiting the written report following the behaviour audit. Students’ behaviour for learning has significantly improved as has staff management of behaviour.*

*Staff team working is very strong and highly effective. Each member of staff has high levels of accountability and ownership. As a result, a calm, safe environment is created within school. Systems and practices are robust, rigorous and well embedded.*

*Staff readily tackle the use of inappropriate language and low-level disruption. Discriminatory or prejudiced behaviour is recorded and dealt with swiftly through a range of effective approaches.’ (QA Report Summer 2018)*

## **Attitudes to learning**

**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.**

*‘Students are encouraged to use problem solving skills to solve a difficulty together with their peers. Skills development include using the internet to research how to solve a problem. Students are observed being fully engaged and involved. They can create birds with wings that ‘flap’ and could solve the issue of holding the wings up in flight.*

Also, on offer was a catering group class, whereby the KS4 Teacher (RQT) was a trained chef. This motivated and inspired the young people to cook dishes of their own. They were all fully engaged and involved'. **(QA report Spring 2020)**

'The QA has observed that the engagement of 'exceptional learners', in learning has improved and this is evidenced in their work. Other student groups are observed showing an improved attitude to learning and an increasing level of resilience when persevering with difficult tasks'. **(QA report Spring 2020)**

'Behaviour for learning is generally excellent and where this proves to be challenging, staff are very well trained to restore calm and so students quickly return to engage in learning. Students take pride in their work, are highly motivated and have very positive attitudes to learning. Expectations of what students can achieve are very high across the school'. **(QA report Spring 2020)**

Pupils listen attentively to their teachers, pay heed to advice given and take pride in their work. **(Ofsted Report 2019)**

Pupils take pride in their work, which they set out neatly. They pay heed to their teachers' feedback. They routinely edit their work, correcting errors and making improvements. This advice and guidance help pupils make strong progress across the curriculum, as they continually improve their skills and knowledge. **(Ofsted Report 2019)**

Pupils are confident and self-assured learners. They are willing to have a go at the tasks set by their teachers. They understand that learning from mistakes is a key part of success. They are resilient, persevering when they find lessons tricky and proud when they master difficult skills. **(Ofsted 2019)**

Pupils enjoy coming to school and this is reflected in the excellent attendance records of the vast majority of pupils. **(Ofsted Report 2019)**

'Students are happy to come to school. They enjoy their lessons and get on well with their teachers.' **(Ofsted Report 2019)**

'There are three students who have secured and sustained paid employment at the weekend as a result of skills gained in school. The delight and pride on their faces was a joy to see, whilst talking to them'. **(QA Report Summer 2018)**

'Engagement of students in lessons is very high. The learning environments have helped students to feel secure and remove anxiety for them to be able to work in small groups, through the scaffolding of learning, all of which supports their good behaviour. Students are encouraged to ask for help and to help one another. 'Fantastic Fridays' is a whole school activity in cross-school groups. Students say they love these days. **(QA Report Summer 2018)**

'Students enjoy their learning. They demonstrate a good level of independence, a good level of problem solving and higher-level thinking. Also, they choose their resources and how they will approach the task. Classrooms are calm and purposeful environments.' **(QA Report Spring 2018)**

'Key Stage 4 music students are observed working towards performing at the 'Irish Music Showcase' the following day. There are differentiated groupings all working at their own level. All students are taking part, enjoying the experience and having fun, but equally focused on keeping the pulse and in time to the rhythms.' **(QA Report Spring 2018)**

'In an activity that dealt with understanding the use of negative numbers to represent debt, none found this a comfortable activity and didn't want to be in debt! They persevered with the other activities and with concepts they found challenging. All are keen to succeed. They are beginning to use trial and error growing in resilience when a problem isn't solved the first time.' **(QA Report Spring 2018)**

## **Attendance and punctuality**



***Attendance is a high priority for the school and clear data is produced and discussed regularly in order to reduce pupil absence***

*'The Attendance strategic lead scrutinises data with teachers and class teams, to identify students at risk and decide on the proactive strategies and actions to be put into place. Everyone across the school is accountable and responsible for students' attendance and in following through on actions'. (QA Report Spring 2020)*

*Ofsted 2019 reported all that had been put into place by the school was robust, for students identified and targeted to improve their attendance'. (QA Report Spring 2020)*

*'Governors are well informed and kept up to date with current data, trends and strategies through the headteacher's termly reports to governors'. (QA Report Spring 2020)*

*'Almost all pupils attend school on time every day. A small number of pupils have joined the school more recently with a history of poor attendance. All these pupils have improved their attendance as a result of the school's support and challenge.*

*Pupils enjoy coming to school and this is reflected in the excellent attendance records of the vast majority of pupils. A number of pupils have medical needs which impact negatively on their attendance. The school works closely with families and other agencies to reduce the impact of these appointments.' (Ofsted Report Spring 2019)*

*'Planning for attendance and strategies for improvement are put into place for individual students in PA or for those at risk of PA.' (QA Report Spring 2019)*

*'Pupils categorised as persistent absentees are subject to robust attendance management plans and monitoring. They work towards individually negotiated rewards, which once established are effective in improving attendance and punctuality.' (QA Report Summer 2018)*

*'LA data shows that at (95%) Pioneer House has the best 2017/18 attendance figures of all specialist support schools in the City. Pupils categorised as persistent absentees are subject to robust attendance management plans and monitoring.' (QA Report Autumn 2018)*

*'Attendance is good because the students are very keen to be at the school. All that the school offers gives them a sense of belonging, and their differentiated needs are accurately and precisely met. Staff have a full understanding of students learning needs and ensure they are being highly inclusive. It is remarkable how very quickly students settle into the school's welcoming culture and ethos with a real sense of achievement which is instilling self-confidence.' (QA Report Autumn 2018)*

## **School culture**

**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.**

**Indicated by:**

*'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)*

*'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'. (QA Report Spring 2020)*

*'Staff are supported through high quality CPD and modelling, in diffusing potential situations with students. They know how to challenge these students and understand what will be the next steps. In doing so, their confidence is increasing'. (QA Report Spring 2020)*

*'Quality CPD training has impacted strongly on ensuring consistency of practice and implementation across the school. TAs continue to make positive contributions to the implementation of the curriculum in lessons. Students are fully engaged in lessons and their behaviour and attitudes are excellent'. (QA Report Spring 2020)*

*'The resource and focus are current, relevant and related to the wider world. Teacher support uses skilful questioning at the appropriate level which is challenging'. (QA Report Autumn 2019)*

*'The high quality of TA training from the parent school within the Trust, has impacted exceptionally well on upskilling the TAs at Pioneer House to improve the quality of their contribution and its effectiveness for students'. (QA Report Autumn 2019)*

*Pupils' behaviour, both in lessons and around school, is calm and orderly. Pupils quickly learn to better regulate their own behaviour so that incidents reduce in frequency and severity. Pupils are sensitive to each other's needs and offer unsolicited support and guidance to each other. The school promotes pupils' spiritual, moral, social and cultural development well. Pupils understand and carry out their responsibilities as young citizens of Manchester.*

*Pupils listen attentively to their teachers, pay heed to advice given and take pride in their work.*

*Pupils take pride in their work, which they set out neatly.*

*The school's work to promote pupils' personal development and welfare is outstanding.*

*Pupils are confident and self-assured learners.*

*The school's curriculum places great emphasis on pupils' development as 'young Mancunians'.*

*Staff plan a wealth of opportunities to help pupils deal with everyday situations they will find themselves in as adults.*

*Pupils keep up-to-date with current affairs.*

*Excellent relationships are the bedrock of this provision.*

*Students get on well together. They value the friendships they have made at school.' (Ofsted Report Summer 2019)*

*'Staff readily tackle the use of inappropriate language and low-level disruption. Discriminatory or prejudiced behaviour is recorded and dealt with swiftly through a range of effective approaches.*

*Students enjoy their learning and they want to be in school. Collaborative team working is a significant strength and ensures success.' (QA Report Spring 2019)*

*'Team working is very strong and an exceptional strength of the school. The school has seen rapid and sustained improvement in the quality of teaching, which is now firmly embedded, through robust CPD and a highly collaborative culture, ensuring the consistency across the school. Staff are relentless in their drive to strengthen, develop and improve what they do in order to improve students' outcomes.' (QA Report Summer 2018)*

*'A positive climate for learning is created across the school. The teaching teams are strongly collaborative with a good strong ethos established. Good appointments have been made and peer development process is established from the beginning. All share the same vision and aspirations Teachers foster good attitudes to learning and provide activities that make learning fun Teacher expectations are generally very high across the school and students are provided with a high level of challenge. There was a recognition all are new to building the school and that everyone has something to bring to the team and share. The teaching teams are strongly collaborative with a good strong ethos established. Good appointments have been made and peer development process is established from the beginning. All share the same vision and aspirations.'* (QA Report Spring 2018)

**Indicated by:**

An internal **Safeguarding Audit** completed on 16.5.19 found that the school places a very high priority on safeguarding, pupil safety and welfare.

*"It is very clear that safeguarding, pupil safety and welfare is a high priority for Pioneer House. The schools excellent use of their PHSE curriculum covers numerous aspects of safeguarding, which empowers pupils on what is appropriate and what is not. The curriculum also educates pupils on relevant and appropriate life skills preparing for adulthood and later life.*

*Pupils at Pioneer House are well cared for and it is clear that they have excellent knowledge on what safeguarding is, who to talk to and what to do should they have any concerns or worries. It was evident that positive relationships between pupils and staff at Pioneer House is paramount.*

*Senior Leaders and DSL's bring a wealth of expertise and skills across multiple areas, providing a good range of knowledge in order to provide excellent care and support for their pupils as well as being able to support and cascade their knowledge to the wider staff community.*

*The School's awareness of their cohort is a clear strength and key to their decision making and planning for the future.*

*"Throughout the review it was evident that safeguarding is paramount to the schools ethos. By providing such a rich and diverse curriculum, they are empowering their pupils to question and challenge, teaching them their rights as young people and giving them many opportunities to learn and grow within a supportive and nurturing environment where pupils who require additional support receive it."* (External Safeguarding Audit May 2019)

The audit found only five areas for improvement.

- Consider annual SCR audit from an external agency. (Low priority)
- Consider adding a safeguarding page on the website which covers the school's duty to report and early help offer. (Low priority)
- Further training on CPOMS will allow the school to use the system more efficiently and effectively and allow further data analysis. (Medium priority)
- Ensure whistleblowing help is widely available to all staff, e.g. staffroom display (Medium priority)
- Consider exploring regular safeguarding supervision for safeguarding staff. (Medium priority)

*"The school's work to promote pupils' personal development and welfare is outstanding.*

*Pupils participate enthusiastically in the wealth of extra-curricular activities. Pupils are confident and self-assured learners. ... They understand that learning from mistakes is a key part of success. They are resilient, persevering when they find lessons tricky and proud when they master difficult skills. ...*

*The school's curriculum places great emphasis on pupils' development as 'young Mancunians'. Pupils are highly knowledgeable about their city, including its musical heritage and diverse communities. ... Staff plan a wealth of opportunities to help pupils deal with everyday situations they will find themselves in as adults. ... They develop as confident and articulate citizens who are able to talk about topics such as the right to vote and are comfortable to chat to shopkeepers, bus drivers and their work colleagues."* (Ofsted Report 2019)

**Improvement Priorities: - linked to SEF and Governor focus areas:**

#### **BEHAVIOUR AND ATTITUDES:**

- **Expected Outcome 1:** Pupils' attitudes to all aspects of learning and towards each other are consistently positive; they understand what is expected of them and follow staff instructions well. The pupils are highly motivated and demonstrate high levels of resilience when faced with difficulties, new challenges and new routines. The school is an extremely orderly environment and behaviour is managed highly effectively by all staff. Pupils conduct themselves very well throughout the day including at lunchtimes and key transition points.
- **Expected Outcome 2:** The well designed provision at Pioneer House supports and improves the emotional wellbeing and mental health of students through the implementation of a post COVID - 19 recovery curriculum, with a clear focus on ensuring that students continue to feel safe and secure in the school environment which in turn enables them to thrive and reach their full potential socially and academically.

### Personal development

*'Personal Development through residential stays is invaluable, because they challenge students in different ways, from staying away from home for the first time to overcoming a fear to socialising with peers and staff. The experience develops their cultural capital knowledge and skills. It enables them to practice key skills learnt in school within a real-life context, as well as developing new skills. They develop their self-confidence by being encouraged out of their comfort zones and learn life skills which enable them to take up new challenges when back home, apart from abiding memories.'* (QA Report, Spring 2020)

*In reference to work experience, residential and offsite learning opportunities: 'The impact is immense and give students confidence to try new things. They are strengthening their resilience and try again if it doesn't work the first or second time. Students have increased independence, something which is also seen in all the work experience placements. Their organisational and personal planning skills are improving. Moving on is less daunting, students are motivated to gain qualifications to help them gain a placement after they leave the school. Relationships are improved.'* (QA Report, Spring 2020)

*In reference to performing for the Royal Exchange: 'The skills involved are many-fold such as team working, being positive, problem solving, aiming high -gold award being the best. The students came up with the ideas for animals themselves and are confident in performing.'* (QA Report, Spring 2020)

*In reference to the CERA cycloan placement: 'They are developing communication skills and other life skills, which are a step towards life and a career. One young man said that his personal qualities have changed, Before the work placement he would get angry and walk out but not now, even when he finds it challenging, his approach now is to 'give it a go'.'* (QA Report, Spring 2020)

*'The school is also exemplary in how it provides for a fully inclusive environment. The school leaders think carefully about individual students' needs and has created a strong programme to develop pupils' personal and social skills. In this way the schools enriches and extends experiences for students, which is a key strength.'* (QA Report, Spring 2020)

*In the MFL sessions, students are becoming familiar with the numbers of Mandarin, Spanish and German. The teacher had created a book depicting the Tomato Festival celebrated in Spain. Students discuss what is happening in the photos. Once again, the use of visuals is excellent and these underpinned the young people's success. (QA Report Spring 2019)*

*The school has embarked on the 'Digital Advantage Project. The Young people in KS5 are devising a web-site called 'Careers Hive'. This is a digital hub with resources for young adults with SEN/Disabilities who are making the transition from school into further education, training and employment. The website will host a variety of information on careers advice in writing CVs and interview techniques designed to help young people explore their options and to find the appropriate support. It will look at training apprenticeships, further education and supported internships. These are to be linked to organisations who specialise in helping young people with disabilities, into work.*

*The school participated in the Mentally Healthy Schools Pilot over the past two years with Place2Be. Two senior leaders and 10 staff are trained in developing a mental health strategy and focus in school. Students were also through working with mental health representatives from the world of sport on the benefits of a healthy body and mind.*

*The school's 'Curriculum for Life' pilot supports students in developing skills for life such as communication and problem solving. It forms part of the Tutor programme and some aspects of the whole curriculum. Students choose challenges and work towards them whilst monitoring their own progress and evaluating their achievements. (QA Report Spring 2019)*

*'The school promotes pupils' spiritual, moral, social and cultural development well. Pupils understand and carry out their responsibilities as young citizens of Manchester.' (Ofsted Report 2019)*

*The school's 16 to 19 provision has gone from strength to strength. Pupils are well prepared to run their homes, manage their finances and hold down a job when they leave the school. (Ofsted Report 2019)*  
*Leaders know the school's local community well. They make sure the curriculum prepares pupils well to live and work in Manchester. They ensure that pupils are sensitive to tensions in the community, for example following the Manchester arena bombing. Moreover, they encourage pupils to be active citizens by taking part in community events, volunteering and raising money for local charities. (Ofsted Report 2019)*

*Pioneer House High is a warm, welcoming school where visitors, staff, pupils and families are treated with respect, regardless of religion, sexuality or ethnicity. Pupils know right from wrong and the possible legal and personal consequences of any inappropriate behaviours. (Ofsted Report 2019)*

*Pupils participate enthusiastically in the wealth of extra-curricular activities. They make good use of their breaktimes, for example singing or playing board games or computing. (Ofsted Report 2019)*

*A significant proportion of the pupils travel to school independently. The school's successful travel-training programme helps pupils to become competent and confident users of a range of public transport across the city, including trams and buses. (Ofsted Report 2019)*

*'The school's curriculum places great emphasis on pupils' development as 'young Mancunians'. Pupils are highly knowledgeable about their city, including its musical heritage and diverse communities. Older pupils recognise the importance of learning to speak different languages in order to communicate well with different people within their community. (Ofsted Report 2019)*

*'Staff plan a wealth of opportunities to help pupils deal with everyday situations they will find themselves in as adults. For example, pupils are challenged to find unfamiliar landmarks across the city, vote in an election and plan a celebration.' (Ofsted Report 2019)*

*'Pupils keep up-to-date with current affairs. They are able to talk about local, national and international events. They develop as confident and articulate citizens who are able to talk about topics such as the right to vote and are comfortable to chat to shopkeepers, bus drivers and their work colleagues.' (Ofsted Report 2019)*



*'Pupils relish the opportunities afforded by frequent trips and visits to local places of interest. Older pupils talked enthusiastically about residential trips. For some pupils, this was the first time they had stayed away from their families overnight. Pupils across the school enjoy taking part in local competitions, such as inter-school sports tournaments.'* **(Ofsted Report 2019)**

*'The school's well-planned curriculum, careful timetabling and effective subject teaching mean that pupils achieve well in the broad range of subjects taught. For example, pupils learn three different modern foreign languages across the school. Pupils learn essential vocabulary, which helps them construct simple phrases and sentences. Pupils are able to talk about the similarities and differences between these modern foreign languages and English.'* **(Ofsted Report 2019)**

*'The school's 16 to 19 curriculum is exceptionally well designed to ensure that students are as well prepared as possible for employment and independent living. Students learn how to carry out household chores, manage finances and travel independently. They also learn how to behave appropriately in the workplace, and to consider the types of jobs which would best suit their interests and aptitudes.'* **(Ofsted Report 2019)**

*'Staff engage well with employers, colleges and other agencies to give students the best possible chance of success. Students all participate in purposeful work experience placements. Most students access these placements independently.'* **(Ofsted Report 2019)**

*'Students are proud of their school. They take their responsibilities as role models for younger pupils seriously and are excellent ambassadors for the school. They know how to look after themselves and understand the importance of a healthy diet and regular exercise.'* **(Ofsted Report 2019)**

## **Physical and mental health**

*'Parent feedback is impressive. A sample of comments include, 'I am so proud of his achievements. He has come on leaps and bounds, socially, emotionally and academically. He has become a very happy, confident young boy.'* **(QA Report, Spring 2020)**

*'The SDP 2018/19 plan formalised and increased the PSHE and Citizenship offer through formalising tutor time, increasing opportunities for student voice, focus weeks such as preventing bullying, increased pastoral support though non-class based TA posts with responsibility for behaviour , SMSC/SEAL, and safeguarding.'* **(QA Report, Spring 2020)**

*'Pupils are knowledgeable about how to keep themselves healthy. They understand the risks of drugs and alcohol as well as the importance of regular exercise and good personal hygiene. Younger pupils learn about healthy relationships and older pupils about sexual health.'* **(Ofsted Report 2019)**

*There has been significant improvement in the planning structure and provision of PE, which is now exemplary practice. The visual support is well displayed, and helps students to understand what skills they are learning in the lesson. The session was fully active, the learning flowed and students worked hard.* **(QA Report, Spring 2019)**

*The PSHE curriculum was re-launched as Healthy Lifestyles, including PE lessons, relationships and safety aspects of PSHE. New modules were introduced at the start of this year to ensure key aspects of the PSHE curriculum were covered considering the independence, understanding and needs of young people. Additional modules focus on SRE, online risks and mental health. The school is part of Healthy Schools Manchester. The Citizenship curriculum was re-launched as 'Young Citizen' and new modules were introduced to ensure key aspects of the Citizenship curriculum were covered.* **(QA Report, Spring 2019)**

*The school participated in the Mentally Healthy Schools Pilot over the past two years with Place2Be. 'Two senior leaders and 10 staff are trained in developing a mental health strategy and focus in school. Students were also through working with mental health representatives from the world of sport on the benefits of a healthy body and mind.'* **(QA Report, Spring 2019)**

*'Staff and pupils are developing a good awareness of all aspects of safeguarding through a targeted programme of CPD and lessons including mental health, safe and positive relationships and on-line safety. The latter and Citizenship are included in every Computing module delivered. A highly differentiated whole school SRE day supported students to understand about safe and healthy relationships at a level which was individually appropriate.*

*Pupils are learning to understand how to keep themselves healthy through the newly established Healthy Lifestyles Curriculum. The young Citizens curriculum, class based Good Citizens Awards and post incident debriefs prepare students to be responsible for their own actions. The school takes every opportunity to engage with the local community in order to model and develop, skills knowledge and understanding to be active citizens.*

*The Lead for PE is in the process of securing qualifications in PE and Sport. The school is seeking a Sports leader qualification. PE enabled students to take on leadership roles in leading other students.'* **(QA Report Summer 2018)**

*'They are beginning to use trial and error growing in resilience when a problem isn't solved the first time.'* **(QA Report, Spring 2018)**

### Respectful, active citizens with well-established British values

**Pioneer House provides students with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Opportunities are made to discuss and debate issues and ideas in a considered way.**

**Indicated by:**

*'Duke of Edinburgh charity works helps young people gain essential skills experience, confidence and resilience to become confident adults.'* **(QA Report, Spring 2020)**

*'In reference to the school council: Students embrace their identity and in having a platform to express their voice'.* **(QA Report, Spring 2020)**

*'The school's provision for improving the personal development of students is highly effective in enabling the development of responsible, respectful and active citizens who are able to contribute and become actively involved as adults beyond school. The school is exemplary in how it promotes equality of opportunity and all pupils thrive together, understanding that difference is positive and individual characteristics make people unique.'* **(QA Report, Spring 2020)**

*'The broadening of the creative arts curriculum at KS4 and KS5, further enriches the diverse and creative curriculum offer for students. Their access to these learning opportunities develops their social and emotional skills and sense of self-worth. Furthermore, they add value and impact to the school's offer in terms of Cultural Capital.'* **(QA Report, Autumn 2019)**

*'Cultural Capital in English is sequential through the Key Stages, from KS3 the experiences include: stories from around the World; Royal Exchange Theatre Production; Cinema and Theatre visits; World Book Day; Classical Literature. At Key Stage 4, this moves on to include Modern Poetry; work on*

*Shakespeare and the African Tales Module. At Key Stage 5, experiences move on to include Modules: The World is a Big Place and World Tales and Stories.’ (QA Report, Autumn 2019)*

*‘They really enjoy the many trips and visits organised for them to widen their experiences and a chance to fill in the gaps in their cultural capital. ‘Learning journeys’ are devised at each Key Stage, setting out what enrichment opportunities are available to them.’ (QA Report, Autumn 2019)*

### Preparation for next stage

***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.***

#### **Indicated by:**

*‘Pioneer House’s innovative work experience programme is intrinsically linked to essential skill development. The school has developed various tools to help students focus and reflect on how they use skills during their placements.’ (Skills builder Award – ‘Guide for schools and colleges 2020-2021 – September 2020)*

*All careers guidance is tailored to the individual needs and interests of each student. (QA Report Spring 2020)*

*In reference to the accreditation opportunities provided at Pioneer House: ‘12 students have received work placement offers after leaving school.’ (QA Report, Spring 2020)*

*‘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 to allow leavers to meet the complexities of the workplace with confidence and competence.’ (QA Report, Autumn 2019)*

*‘Students are enabled to have the relevant opportunities to further develop their independent learning skills whilst gaining transferable skills and qualifications that will support their progression into the workforce.’ (QA Report, Autumn 2019)*

*‘The provision for students is outstanding. Leaders are highly effective in equipping students with the skills required to be ready for the world beyond the school.’ (QA Report, Autumn 2019)*

*‘The school’s 16 to 19 provision has gone from strength to strength. Pupils are well prepared to run their homes, manage their finances and hold down a job when they leave the school.*

*Leaders’ ambitious vision for every pupil to move into employment is becoming a reality. Some of the first pupils to leave the school at the end of key stage 5 have secured paid employment. Moreover, there are current pupils who already have paid and voluntary jobs.*

*Leaders know the school’s local community well. They make sure the curriculum prepares pupils well to live and work in Manchester.’ (Ofsted May 2019)*

*‘A significant proportion of the pupils travel to school independently.’ (Ofsted May 2019)*

*This team’s relentless focus on preparing students for adulthood has helped them to secure employment, travel independently and learn to run a home.’ (Ofsted May 2019)*

*'The school's 16 to 19 curriculum is exceptionally well designed to ensure that students are as well prepared as possible for employment and independent living. Students learn how to carry out household chores, manage finances and travel independently. They also learn how to behave appropriately in the workplace, and to consider the types of jobs which would best suit their interests and aptitudes.'* (Ofsted May 2019)

*'The Citizenship curriculum was re-launched as 'Young Citizen' and new modules were introduced to ensure key aspects of the Citizenship curriculum were covered'.* (QA Report, Spring 2019)

*'The development of students' confidence is clearly growing all the time enabling them to achieve success. This creates the identity of the school in where they go in the future, for them to be well placed to continue to make progression beyond the school.*

*The way the school defines the sixth form offer is unique in this context, in terms of realising the vision, and makes this provision exceptional.*

*The school's 'Curriculum for Life' pilot supports students in developing skills for life such as communication and problem solving.'* (QA Report, Spring 2019)

*'PSHE and Citizen curriculum is both flexible and adaptable in order to suit the students more exactly'.* (QA Report, Autumn 2018)

*'As citizens, students are learning to understand how to keep themselves healthy through the newly established Healthy Lifestyles Curriculum. The young curriculum, class based Good Citizens Awards and post incident debriefs prepare students to be responsible for their own actions. The school takes every opportunity to engage with the local community in order to model and develop, skills knowledge and understanding to be active citizens.'* (QA Report, Summer 2018)

*'The school takes every opportunity to engage with the local community in order to model and develop, skills knowledge and understanding to be active citizens.'* (QA Report, Summer 2018)

*'All students are to complete a structured and coherent pre-internship programme in KS5. The vision is to ensure that all students are exceptionally well prepared for their next stage of development and well-planned transitions support steps towards sustainable destinations.'* (QA Report, Autumn 2018)

**Improvement Priorities: - linked to SEF and Governor focus areas:**

#### **PERSONAL DEVELOPMENT:**

- **Expected Outcome 1: - Attendance target 96% PA target 12%**  
Attendance improves across all groups, is at least in line with the national average and no group is disadvantaged by low attendance. A reducing number of pupils are absent or persistently absent. Attendance of pupils with good attendance is sustained and further improved.
- **Expected outcome 2:-** Students in each year and access group to have access to a new and exciting cultural offer through the newly established Young Citizen/Careers and Financial Literacy curriculum. Students in KS4 have access to a new Cultural Studies programme which further supports their Cultural Capital in preparation for life beyond Pioneer House.

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**Pupil Outcomes**

**Grade : Outstanding**

**Summary:**

The vast majority of pupils at Pioneer House make better than expected progress across the curriculum. Now that the school has robust data relating to pupil outcomes over four years this has been moderated against outcomes for pupils working at similar levels in other special schools locally. The school's progression guidance has been revised as a result, however, with even higher expectations of pupil progress. Whole school targets for pupil progress have been similarly revised and early indications are that pupils and teachers will meet the very challenging targets set.

Staff are highly skilled in recognising what constitutes better than expected progress for each child. Our assessment policy and guidelines take into account our own professional knowledge and exceptionally thorough knowledge of our pupils' potential and learning needs and draws on data from similar schools locally and nationally, as well as considering 2010 Progression Guidance, and our own longitudinal data.

At every point the effective and engaging curriculum develops the skills which pupils need to become confident learners, moving on to the next stage of their education. The school is constructing a systematic and functional system of accreditation which reflects the school's curriculum and ensures that pupils are given systematic recognition of the skills they have gained to prepare them for the next stage of education, training or employment.

#### **Indicated by:**

Since revising the parameters to further stretch and challenge the students at Pioneer House, teachers and students have consistently strived to reach higher aspirational targets. For the academic year 2019-20 an average of 86% of students made expected or better than expected progress in English as well as an average of 86% of students making expected or better than expected progress in Maths with 51% and 47% students making better than expected progress respectively. For the academic year 20-21, these targets have been raised to 100% of students making expected progress and 55% of students making better than expected progress.

Within upper school, a full accredited programme is now offered to students at 3 levels; entry level 1, entry level 2 and entry level 3. Despite the COVID lockdown, 100% of KS5 students have made expected progress for the academic year 2019-20. After a catch up period in Autumn 1 2020, it is expected that 100% of KS4 will have made expected progress for the academic year 2019-20 and will be on track to make expected progress and complete their two year accredited course this academic year. 100% of leavers for the academic year 2019-20, made expected progress and gained unit awards for all of their accreditation subjects.

*'Seesaw is a preferred assessment tool for all staff to use and has been updated to include Skills and quick codes to support assessment and collection of evidence to inform EHCP reviews. It enables the robust tracking of students' progress. The teacher can upload the evidence of students' progress, to monitor and track skills highly effectively.'* (QA Report, Spring 2020)

*'All pupils including disadvantaged and SEND, are able to access the full curriculum through skilful scaffolding of learning steps. All KS4 and KS5 students achieved at least one accreditation and 60% of KS5 students achieved an Entry level 2 in Maths.'* (QA Report, Autumn 2019)

#### **Governor challenge:**

*'HT Reports to governors keep the governors well informed. Data is shared with the governors to monitor full curriculum entitlement for all pupils. Interventions are integral to the teaching in classes. Thy receive presentations from subject leaders. Governors visit the school on a regular basis'.* (QA Report, Autumn 2019)

#### **External QA:**



*'At Pioneer House High School the outcomes for pupils after school and college really matter and they are committed to developing the skills of each child so that they become the most effective citizens they can be. Pioneer House is a great example of a school that is fully committed to offering a comprehensive essential skills education to its students. There are examples across the school of innovative and effective practice and extensive plans are in place to build on this and to further embed the Principles.'* **(Skills builder Award – Guide for schools and colleges 2020-2020)**

*'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)**

*'Moving on is less daunting, students are motivated to gain qualifications to help them gain a placement after they leave the school'.* **(QA Report, Spring 2020)**

*'Parent feedback is impressive. A sample of comments include, 'I am so proud of his achievements. He has come on leaps and bounds, socially, emotionally and academically. He has become a very happy, confident young boy.'* **(QA Report, Spring 2020)**

*'The data end of last year in July 2019 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 2019/20. 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 2019)**

*'Pupils across the school have exceeded their own expectations and aspirations as well as those of staff and parents. ... Leaders set substantially higher expectations, which the overwhelming majority of pupils are now meeting. ... pupils are making substantial and sustained progress across the school. ... The school's well-planned curriculum, careful timetabling and effective subject teaching mean that pupils achieve well in the broad range of subjects taught.'* **(Ofsted May 2019)**

*KS3 and KS4 data across the whole key stage, indicates that all pupils are making expected progress in Number and Reading across both Key Stages. The vast majority are making expected progress in writing, with only one student not making expected progress. The focus on writing is impacting well and all but one student has made at least one descriptor progress in the Autumn term. Using the new guidance, 'Above expected progress' is evident across all areas but in particular Reading (25%), Number (27%) and shape, space and measures (25%)* **(QA Report, Spring 2019)**

*'Students are targeted for early intervention from the school's autumn data. The new progress guidance increases greater robustness around strategic target setting. The early indications are this is working well for the school. Pupil premium students are on track to perform better than non-pupil premium students. Leaders have identified skills of reading, writing and using and applying, as key areas to be improved. New progress expectations have been introduced in Spring 2019.*

*'A 'culture of excellence' has been developed over this year and the level of consistency significantly improved to achieve high outcomes for all students. In the same vein, school leaders are seeking further clarification of expectations, to further improve the way the school assesses pupil outcomes across all subjects. Networking with other similar schools within the City, enables collaborative working, in order to achieve clarification of good and outstanding pupil outcomes, in terms of progress. This innovative*

*work is unprecedented, exciting and raises the ceiling of what might be achieved.'* (QA Report, Autumn 2018)

**Improvement Priorities: - linked to SEF and Governor focus areas:**

#### QUALITY OF EDUCATION

- **Expected Outcome 2:** Subject knowledge for all teachers and support staff is outstanding across the curriculum in all their lessons. All teachers use their subject knowledge, and that of subject curriculum leaders to plan learning that engages students' interest, challenges their thinking and consolidates and deepens their knowledge, understanding and skills - ***Resulting in 100% of students achieving expected progress and at least 55% better than expected in English and maths, with 100% achieving at least expected in all other subject areas, under the new higher aspirations.***

**Summary:**

Expectations in KS5 are consistently high and pupils rise to the challenge. Students have high attendance and are punctual. The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, 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. Teaching in KS5 is consistently outstanding; teachers use innovative approaches to teaching, learning and assessment to ensure greater independence and pupils work reliably and conscientiously in lessons.

The continually developing curriculum is responsive to the needs of the students and the local economy, and places a significant emphasis on employability skills and personal development. The school is approved by three awarding bodies to ensure that learning across the provision is nationally recognised, through the offer of accredited courses at Entry levels 1-3 across all aspects of the curriculum. The current accreditation offer across the key stage includes:

Gateway Entry Level Qualifications in Maths, English. Skills for Independent Living, and Preparation for Employment as a core offer.

In addition, students access at least one option of accredited vocational learning from Gateway Qualifications in Hospitality and Catering, Land Based Studies, Skills for Construction and the Prince's Trust Award in Personal Development and Employability.

The school has invested, in a planned and systematic manner, in strategic developments to embed, refine and secure outstanding enterprise and employability education across school in a strong and unique offer which leads to outstanding 16-19 pre-internship provision.

**September 2017:** the school appointed a skilled TA4 member of staff with responsibility for managing personalised pathways, supporting work placements and developing the range of work placements available to students. The TA4 member of staff has been trained in systematic instruction (Job Coaching)

**February 2018:** the school employed a job coach, strengthening the capacity to source and support work placement.

**June 2018:** the school recruited a DHT, with skills and experience in leading an acclaimed post 16 SEND provision at an outstanding special school, to increase capacity for leadership of the KS5 provision. The DHT has successfully completed the Post Graduate Certificate in Careers Leadership which has served to drive and further increase post -19 opportunities for students making the transition from Pioneer House to adulthood.

**Since 2018,** the CEIAG offer to pupils has improved significantly, well-structured work placements have increased in number and a significant proportion of the KS5 curriculum is now externally accredited. In **March 2019** the school commissioned a Level 6 careers advisor to provide careers advice and guidance to all pupils, starting with school leavers. All of these initiatives impact positively and significantly on the capacity of the school to offer outstanding CEIAG and has ensured that the school is able to demonstrate that they are able to meet all 8 of the Gatsby Benchmarks in full. In addition, the school has been able to make significant progress towards achieving the Gold Inspiring IAG Award, meeting the necessary criteria in July 2019 to achieve the Silver Award in full.

**Indicated by:**

Since 2017, **100%** of students leaving our post-16 provision have progressed on to further education and training opportunities:

- 53% of students have progressed on to Supported Internship programmes

- 34% of students have progressed on to college courses at The Manchester College
- 13% of students have enrolled on to Personal Education Programmes

Students are tracked for at least 5 years from leaving school and all students remain in sustainable destinations, many having secured paid employment.

Following on from the introduction of accredited courses across the curriculum 100% of leavers in July 2020 left Pioneer House with qualifications at least at Entry Level 2 in Maths and English. 80% of leavers progressed onto supported internship programmes and 20% of leavers continued in further education.

#### **External QA:**

*A highly effective Enterprise Advisor has been sourced and regular meetings with the Careers Enterprise Company has ensure that the school is able to keep abreast of opportunities across greater Manchester for school leavers. (QA Report, Spring 2020)*

*The school's provision for improving the personal development of students is highly effective in enabling the development of responsible, respectful and active citizens who are able to contribute and become actively involved as adults beyond school (QA Report, Spring 2020)*

*'As a major part of personal development, the programme of careers education at Pioneer house High School is designed to support the progression of students' knowledge and understanding of realistic career opportunities as they progress through school. The Careers Leader (DHT) has a high profile within school. She leads on the development and implementation of the careers curriculum. All careers guidance is tailored to the individual needs and interests of each student. Students are enabled to take part in at least one meaningful encounter with an employer, from the school's own network of local employers and other stakeholders. Alongside these are whole year group enrichment opportunities, enabling enterprise activities and the preparation for employment curriculum focus on skills that are valued in the workplace. A wide range of projects support students in gaining essential life skills, experience, confidence and resilience to become successful adults. These include a Careers Fair, The Digital Advantage project, Royal Exchange Theatre Work Experience project, Duke of Edinburgh programme Prince's Trust programme, career guidance workshops and preparation for employment activities, such as, conduct and personal presentation for work. In addition, there are also offsite vocational learning opportunities made available for students.' (QA Report, Spring 2020)*

*'The deputy headteacher provides strong, effective leadership for the 16 to 19 provision. Her ambitious vision for the students is shared by the teaching team that works with her. This team's relentless focus on preparing students for adulthood has helped them to secure employment, travel independently and learn to run a home.*

*Teachers make sure that not a moment is wasted for their students. Their meticulous planning follows well-considered schemes of work which set out the essential knowledge students need to acquire. Age-appropriate tasks are pitched at the right level for all students' aptitudes and abilities. As a result, these highly engaged and enthusiastic young people make strong progress.*

*Excellent relationships are the bedrock of this provision. Students talk positively of the lasting friendships they have formed with their peers. Staff and students create a safe, supportive environment in which students are confident to share and debate their opinions.' (Ofsted May 2019)*

*'Key Stage 5 -Guided reading session was exemplary. ... There was real dignity to the provision resulting in high achievement of the students. Effectiveness of leadership on the 16-19 provision is outstanding. The Careers curriculum have devised success criteria to measure pupils' progress across the whole school. This work is 'trail blazing' ... The development of students' confidence is clearly growing all the time enabling them to achieve success. This creates the identity of the school in where they go in the future, for them to be well placed to continue to make progression beyond the school. The way the school defines the sixth form offer is unique in this context, in terms of realising the vision, and makes this provision exceptional.' (QA Report, Spring 2019)*

*The accreditation established in the first two years, i.e. Skills for Working Life and Functional Skills, Maths and English, with City and Guilds, required review, refining and restructuring, to ensure continuing positive outcomes and relevant progression routes for students leaving Pioneer House aged 19. The accreditation routes have been carefully sourced and thought through. The students' assessment levels have been transferred into entry level qualifications. Students have been inspired and motivated by the choices within their grasp to join apprenticeships and the world of work. It is poignant that they should be feeling proud that they are in a 'real' school- Pioneer House High. (QA Report Autumn 2019)*

**Improvement Priorities:**

### **EFFECTIVENESS OF 16-19 PROVISION**

**linked to SEF and Governor focus areas:**

Further development of all work-related learning across school, so that

- 100% of students complete a well-planned, pre-internship programme in KS5 which is relevant to their future aspirations.
- Students are exceptionally well prepared for their next stage of development through engagement in accredited vocational learning opportunities whereby they are empowered to make choices to study subjects closely linked to their future aspirations.
- Post 19 transitions ARE WELL PLANNED AND EFFECTIVELY SUPPORTED ensuring that all students are able to progress onto sustainable destinations beyond Pioneer House