



## School Evaluation Form – Executive Summary

Prosper Learning Trust

School: Pioneer House High School

Date: Autumn 2022

**Self-Evaluation – Executive Summary**

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**Position Statement and Characteristics**

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

**(QA Report Summer 2022)**

*‘Pioneer House continues to grow in strength and purpose. Team working is exceptional with some very strong leaders at all levels. Professional development of teachers is focused and highly effective in consistently improving the intent, implementation and impact of the curriculum. Collaborative working with other schools in the Trust is a major strength of the school, evidenced strongly in all that has been achieved through working together’.*

**(QA Report Summer 2021)**

*‘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. Students join the school from both mainstream and specialist schools at Years 7 and 12, although we do accommodate intake of pupils joining within all year groups. The demand for a placement is high and from 2022 we will have 129 students on roll, in a school originally built for 100 students.

**Current School Cohort by Deprivation Characteristic**

Characteristic	School 2022/23
Number on Roll	129
% free school meal eligibility	63%
% students from minority ethnic groups	37%
% students with first language not English	11%
Number of Boys	88
Number of Girls	41

**September 2022 sees Pioneer House entering its Sixth year and operating at full capacity having 129 full time students on roll.**

Following the appointment in 2019 of the new Headteacher, the staff team at Pioneer House has continued to grow in strength. The dynamic Senior Leadership team of 4 Assistant Headteachers and 2 Deputy Headteachers are well supported, able to maintain their momentum and continually strive for excellence in all areas of the school. The delegation of clear responsibilities within the team and the development of middle leaders across school has continued to ensure that no student at Pioneer House has been disadvantaged despite the COVID-19 global pandemic. The development of middle leaders during the academic year 2021-22 has built further leadership capacity and this has allowed Senior Leaders to focus on continuing to further enhance the school's curriculum offer and collaborative working across Trust schools and beyond. Excellence has continued to be achieved across this year despite COVID, such as the remote learning offer, curriculum developments, work of governance, reporting to governors, Vocational and Careers working, Post 16 accreditation, the 3i's of the Curriculum in practice, Mental Health and Wellbeing of staff and pupils, 'Community belonging' focus, including work on anti-racism and collaborative working across all Trust schools.

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

Furthermore, safely resuming the many curriculum enrichment activities, including clubs, the invitation of external speakers into school, day trips and residential, has ensured that no child has been unnecessarily disadvantaged during this unprecedented time.

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

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

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

Leadership and Management of the school continues to effectively support the continued provision of a curriculum offer of exceptional quality, including a vocational learning offer which is responsive to current labour market trends. This ensures that all students have the opportunity to reach their full potential and are able to progress on to meaningful and sustainable destinations beyond Pioneer House. In addition, the school continues to embed high expectations in terms of teaching and learning and student progress through the implementation of a continually revised, relevant and highly engaging Pioneer House curriculum. This is delivered alongside highly effective student-centred pastoral support. There continues to be a drive to expand realistic and relevant accredited learning opportunities, the impact of which is that students are exceptionally well prepared for their next steps. The role of Key Stage Leads, established in 2019 has positively impacted on the management of Key stages. The targeted, stage based effective, research based CPD programme (linked to the EEF and the

Great Teaching Toolkit) implemented during the academic year 2021-22 has ensured that all staff have the opportunity to high quality CPD which in turn will enable them to access opportunities for career progression in the future.

The school offers effective mentorship for all staff undertaking new roles and responsibilities at all levels, utilizing the expertise of more experienced staff. As a result, all staff are empowered to fulfil their roles successfully

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

*‘Leaders’ self-evaluation for the school’s performance is accurate and realistic. The school development plan maps out clearly the areas for improvement and actions to tackle them. Leaders are precise in identifying what impact their actions are intended to have on pupils’ outcomes. Their evaluations are sharp, so previous good work is enhanced’.*

**(QA Report Spring 2021)**

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

## **The Effectiveness of Leadership and Management** **Grade: Outstanding**

### **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.

### **1 - 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:***

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

*'Collaborative working with other schools is a major strength of the school evidenced strongly in all that has been achieved through working together.' (QA Report Summer 2021)*

*'There is a strong collective vision to provide a community which is truly inclusive and meets the needs of all those who attend'. (QA Report Spring 2021)*

*'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)*

## **2 - Capacity to Improve**

**At Pioneer House our mantra is 'we have never arrived', constantly striving to drive forwards, ever evolving, using research to develop our thinking, and having a clear strategic vision as a group of educators.**

*'The quality of leadership in classes and team working is impressive and enables a 'flow of learning' in lessons between the different carousel groups. The carousel model is highly effective. The induction of teaching assistants sets out high expectations and they can lead any group from the training they receive. Structures and routines are clear for all. Staff know what everyone's role is and are flexible to keep the whole of learning seamlessly flowing. Ideas are shared and staff are supported by the SLT. Teachers know the targets that pupils are working on and are confident in these being addressed'. (QA Report Summer 2022)*

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

## **3 - 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.

Teachers use their secure subject knowledge to effectively challenge thinking and sustain interest, ensuring a challenging curriculum. Teachers have secured subject knowledge which enables them to deliver at highly effective curriculum, that enables lessons to move along at just the right pace for students to make the best progress which then leads to the next step in their learning.

At Pioneer House no one ever gives up on a student, and we are ambitious in our targets for every child. We are passionate about learning.

**Indicated by:**

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

*'Subject leadership continues to grow and develop strongly'. (QA Report Summer 2022)*

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

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

*'CPD has been staged with a targeted offer to meet individual staff needs. Training has used elements of the outstanding teaching programme from which leaders have devised an 'outstanding teacher course' for targeted staff. Monitoring includes triangulation of evidence from lesson observation, data, reflection and feedback. Teachers value the opportunity for reflection. Professional learning time is developmental and allows for thinking of the process over time.....Areas of development are identified and include personalised, bespoke training to address. This process is for all staff. All staff are trained to ensure their subject knowledge across all areas of the curriculum is of a high level'. (QA Report Summer 2021)*

*'Building capacity in subject leadership with Curriculum Co-ordinators and developing the workforce has been a significant piece of work this year, led by Senior leaders. It has provided subject leaders with opportunities for collaborative planning and research. Teachers are supported by specialist subject TAs. Specialists teaching subjects is following the secondary model. There are opportunities for subject leaders to share good practice, develop strategic thinking skills with an overview of the curriculum, attend workshops to focus on action planning and evaluation of impact, data analysis and moderation planning meetings'. (QA Report Summer 2021)*

*'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).**

#### **4 - 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:***

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

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

*'The school is involved in working with MCC in shaping strategy of working with other employers through drawing on experience. Employers are asking what it is they need to do to provide the right resources which would help these students achieve employment. Resources need to be both visual and interactive'.* **(QA Report Summer 2022).**

*'The School works closely with outside agencies, which include Proud Trust, Manchester Healthy Schools, CAMHS, Brook Centre and Sex Education Forum'.* **(QA Report Autumn 2021).**

*'Case studies of support for the safeguarding of students clearly evidence the importance of the school's good relationships which have been developed with parents and in gaining their trust. This has enabled barriers to be removed so parents can ask for the help they need. Case studies also provide strong evidence of highly effective support being put into place and how the school has managed to keep going to serve the students very well indeed, despite COVID restrictions.'* **(QA Report Summer 2021).**

*'The school has worked closely with transport which mainly due to staff absence (COVID related), has caused a significant issue for the students/families and the school. To resolve this matter, the staff have gone above and beyond to support students and their families. This has been of paramount importance in ensuring all the students who needed to be back in school were able to attend school. As a result, all the arrangements put into place worked extremely well and systems ran smoothly, enabling students to learn at school'.* **(QA Report Summer 2021).**

*'Families were supported through staff distributing food bags, in spite of funding taking time to arrive. School worked as a team with families and worked hard to ensure students came into school during*

lockdown. A vulnerable students list was drawn up and frequent home visits were made, which resulted in all but one student coming into school'. **(QA Report Autumn 2020).**

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)**

## **5 - 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:**

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

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

**In Summer 2021, Pioneer House was awarded the SILVER Award for Staff Wellbeing.**

*'Staff wellbeing is considered to be of utmost importance. An action plan has been devised and delivered from September to reduce stress and improve cohesion of working. A staff audit was undertaken in the Autumn term. The results indicated staff were feeling more valued and recognised'. (QA Report Summer 2021)*

*'School has found this COVID year an incredibly testing time but the staff survey is strong in showing almost all staff are happy with what the school is doing to support the staff. It brings the school together'. (QA Report Summer 2021)*

*'Peer support for teachers, including paired planning and thinking about sequential learning, has been helpful in teachers utilising each other's skills'. (QA Report Summer 2021)*

*'A key focus was placed on staff well-being. It was felt to be important to produce guidance 'Supporting our staff team into the Academic Year. All preparation was managed with military precision and practiced during lockdown. It meant the school could 'hit the ground running' in September.' (QA Report Autumn 2020)*

*'All the School's careful preparation in addressing the challenges which were pre-empted, has resulted in a smooth implementation of systems, processes and protocols and the smooth start of the new school year'. (QA Report Autumn 2020)*

*'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)*

## **6 - Governance at Pioneer House**

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

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

**Indicated by:**

*'The development of Governance of the school is a notable strength. A new Chair has been appointed from the established governing body and had a long lead into post, being coached and mentored by*

the outgoing chair. New governors contribute a good complement of expertise into the governing body and offer a wealth and breadth of expertise. There is an open-door policy for LGB members. School does also, however, offer invitations to school events. The LGB annual self-evaluation of governance has been carried out. Governors have ample opportunities for governors' training. There is full inclusion of LGB information and parents receive pictures of LGB members in termly newsletters, so they know who they are. An annual business plan is in place, linked to the school's SDP. The Head and Chair meet regularly for updates. Governor visits are calendared into the diary. These visits produce reports by the relevant governor and are shared with the full governing body and staff team.

School leaders devise 'exceptions' reports for governors, highlighting ongoing priorities (amber) and those not yet activated (red).

The CEO of the Trust, together with the School's past Chair (who is now Chair of Trust governance), attend LGB meetings to offer support and guidance. **(QA Report Spring 2022)**

*'The governing body meetings are well informed through documentation which governors can read beforehand. They are presented with real experiences of students to demonstrate the school's practice'. **(QA Report Spring 2022)***

*'PD Link governor made a visit into school to see how effectively PD is interwoven throughout the school, and also to meet the staff and students. This governor was impressed with how students are enabled to feel so empowered to have ownership and a sense of control of their own personal development. It is clear to see the school's aim to prepare students for life beyond school and to see how students are developing their independent living skills, such as in cooking meals and in cleaning the 'flat'. Looking around the classrooms, she observed there are different ways to help students learn best through the wide range of ways learning is organised to help them achieve. The link governor was also impressed with the productive relationships, especially between teachers and students and in all that the school is trying to achieve for every student. The students are supported and helped to identify their emotions and to manage these appropriately, thus fostering their autonomy in better managing themselves'. **(QA Report Spring 2022)***

*'Training and support ensures all governors are highly effective in undertaking their specific roles. They understand their roles and responsibilities to the School and the Trust. This has grown considerable over the past year to the extent whereby the outgoing Chair can handover to the incoming Chair, to confidently lead the school's governance forward because systems and processes are robust'. **(QA Report Summer 2021)***

*'Governors are kept updated and channels of communication with governors, parents and students are highly effective'. **(QA Report Spring 2021)***

*'Pioneer House Governors Business plan is thorough and meticulously detailed.*

*They (Governors) are impressed with the enthusiasm and commitment of staff'. **(QA Report Autumn 2020)***

*'Governors 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. They 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)

## **7 - Safeguarding, including 'Prevent'**

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

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

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

**Indicated by:**

'CPD programme over the past year has included development of the 'Safeguarding Snapshot' profile using the same format for reporting concerns such as Peer on Peer abuse. These are referred to in the regular meetings held on safeguarding concerns. Training has taken place for the development of the HLTA role TA4, the Deputy Safeguarding Lead, Early Help Assessment Practitioner, Attendance and Mental Health First Aider'. (QA report Summer 2021)

'The school staff are highly skilled at recognising and reporting concerns, which are swiftly acted upon. The school has very effective systems, processes and protocols in place. The process is the same for students at home and at school'. (QA report Autumn 2020)

'Relationships with parents are stronger as a result of the close contact and frequent communication, in the need to safeguard students. Multi Agency workers gave recognition of how hard the school had worked on behalf of the students'. (QA report Autumn 2020)

'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)

## **8 - External support**

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

*'The partnership of students working with therapies, such as music therapy, continues. Interventions such as Occupational therapy and SALT are being rolled out, sustained and maintained'. (QA Report Spring 2021)*

*'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)*

## **9 – 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)*

## **10 - Pupil Progress**

**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:**

Challenging whole school pupil progress targets which were set and achieved in 2021/22 when



- 49% pupils made better than expected progress, on average across all strands in English in 2021-22 in KS3
- 55% pupils made better than expected progress, on average across all strands in Maths in 2021-22 in KS3.
- In KS4 and KS5 students were working towards their accredited qualifications in Maths. 92% and 93% of students made expected or better progress in KS4 and KS5 respectively.
- In KS4 and KS5 students were working towards their accredited qualifications in English. 82% and 91% of students made expected or better progress in KS4 and KS5 respectively.

**For the academic year 2022-23, aspirational targets have been set for Maths and English;**

- 100% of pupils will make expected progress and 50% of students will make better than expected progress in English.
- 100% of pupils working towards accreditation will make expected or better than expected progress in Maths.
- 100% of pupils will make expected progress and 50% of students will make better than expected progress in Maths.
- 100% of pupils working towards accreditation will make expected or better than expected progress in English

The gap between the progress of pupil premium pupils and non-pupil premium in target areas in 2021-22 was reduced from

- -1% to 0% in RE
- -8% to +4% in Healthy Lifestyles – Health and Wellbeing

Healthy lifestyles will continue to be a focus for pupil premium students this year (2022-23) with an emphasis on the Relationship strands with a target of reducing the pupil premium progress gap from -11% to 0%.

Computing will also be a focus this year (2022-23) with a target of reducing the pupil premium progress gap to -8% to 0%

*“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:**

- 4.1 - Further embed performance management and in house QA cycle to ensure robust systems in place at all levels of leadership. Develop a cyclical peer review system through links with other schools in the Trust.
- 4.2 - Increase understanding of teaching and learning and curriculum at all levels through CPD linked to the GTT and track and monitor the impact of all training.



- 4.3 - Maintain and develop the systems and processes within the school to ensure a continued highly effective culture of safeguarding

**Governor Focus** - As **capacity for leadership is expanded** throughout the school, ensure robust processes are in place for monitoring, evaluating and reviewing all initiatives and developments. Ensure these are firmly established and well embedded, to secure sustainability and capacity at all leadership levels.

<b>The Quality of Education</b>	<b>Grade: Outstanding</b>
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Quality of teaching	2017-18	Spring 18/19	Summer 18/19	Autumn 19/20	Spring/Summer 19/20
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%	

#### Using new categories

	Autumn 20/21	Spring 20/21	Summer 20/21	Autumn 21/22	Spring 21/22	Summer 21/22
Category	Number of Staff	Number of Staff	Number of Staff	Number of Staff	Number of Staff	Number of Staff
Achieving Expectations	11	11	11	11	11	9
Below Expectations	0	0	0	0	0	2
<b>Total</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>

## 1 - 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:

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

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

*'Preparation for Adulthood' is a newly implemented initiative to better address the needs of lower ability students. The school leaders understand that the needs of lower ability students are to be better met if they are unable to achieve accreditation in the time allocated. The focus was placed on what a meaningful curriculum offer would look like for these students. As a result, school is increasing opportunities for developing choice and in increasing learning opportunities for students to be able to*

*make their own choice, including problem solving and developing resilience which is character building’.*

**(QA Report Summer 2022)**

*‘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)

*'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.'* (QA 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).

**2 - Disadvantaged - Additional funding: disadvantaged, Year 7 catch-up funding, Covid Catch up funding, Tutoring Grant, special educational needs and/or disabilities (SEND),support.**

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

*'Staff went above and beyond to support students during lockdowns, providing them and families access to food, ensuring they had enough food in the mornings through Breakfast clubs'.* (QA Report Summer 2021)

*'The funding is being used well to support Reading development across the school. The Hygiene Room, which wasn't being well used, has been transformed into a Reading Space. The Remote Learning offer has been funded by Catch up as well as the new curriculum. Significant work has been invested in upskilling the Curriculum Subject Co-ordinators, linking this to high quality teaching and strengthening subject knowledge. Also, in providing support and training for Early Career Teachers'.* (QA Report Summer 2021)

*'All students on Pupil Premium report had additional information on gaps identified during the last school year in 2020, for example in Science. The school's data showed these gaps had been successfully filled in the Autumn term 2020. Pupil Premium funding supplemented the Catch up funding. Leaders are ensuring this funding source continues into the next academic year 2021/22 with a programme of interventions because of COVID and lockdowns, resulting in loss of time in school and learning'.* (QA Report Summer 2021)

*'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)**

### **3 - 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 students' interest is sustained, and their thinking is challenged and they become independent learners and citizens. 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.**

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

#### **Intent**

The curriculum at Pioneer House High School is carefully structured to provide students with the skills, knowledge and understanding to be active citizens and to enable them to take advantage of opportunities for employment and independence as they move into adulthood. We want our students to be engaged and curious learners and our curriculum offers many opportunities for the hands-on, practical learning that students supports our students to acquire key skills and knowledge.

The curriculum has a number of key 'building blocks' which take a systematic and strategic approach to developing and embedding essential skills, knowledge and understanding over time. This allows our leavers to meet the complexities of the workplace with confidence and competence. Through our spiral skills curriculum, students re-visit essential learning as they move through the school to build, develop and refine their skills.

Careful timetabling, personalisation and individual route-mapping ensures that these key components work together to meet the needs of each individual. The introduction of a Vocational and Skills Pathway in upper school provides opportunities for all students to engage in a learning pathway which aligns to their needs and abilities.

The carefully structured and progressive vocational curriculum offer ensures that each and every one of our students are equipped with the necessary skills, knowledge and qualifications to make successful transitions between each key stage and that they are exceptionally well prepared for their life beyond school.

In addition our carefully structured and progressive Skills curriculum offer, similar to the Vocational Pathway, provides each student with a learning journey encompasses a sequential series of learning opportunities which offer a clear progression route for all at each key stage. However, if students join the Skills Pathway in upper school they will have an increased focus on making progress towards the targets in their EHCP particularly around independent and community engagement. This pathway ensure that all learners are prepared for their next steps in line with the Preparation for Adulthood outcomes

### **Implementation**

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. Through our spiral skills curriculum, students re-visit essential learning and skills as they progress through the school to build, develop and refine their skills over time.

Each class accesses all required National Curriculum subjects. We have ensured that the curriculum is inclusive, ambitious, relevant and varied.

The carefully structured and progressive curriculum offer at Pioneer House is underpinned by a clear and well considered rationale for the teaching of a wide range of relevant and engaging subjects across all key stages. At Pioneer House, each student's learning journey encompasses a sequential series of learning opportunities which offer a clear progression route for all students at each key stage. This cohesive and structured approach to the broad curriculum offer, ensures that each and every one of our students are equipped with the necessary skills and knowledge to make successful transitions between each key stage and that they are exceptionally well prepared for their life beyond school.

When students join key stage 4 or key stage 5 they will be placed on a unique pathway dependent on their skills for learning and life. Our upper school Vocational Pathway offer incorporates a range of bespoke vocational subjects and accreditation to support the personal development of our students. This area of the curriculum provides students with the opportunity to gain nationally recognised and standardised qualifications that are underpinned by The Adult Literacy Core Curriculum and The Adult Numeracy Core Curriculum. This runs alongside our Skills Pathway offer which focuses on developing learners' skills for life working towards the preparation for adulthood outcomes. The learning route has an emphasis on accessing the community and developing independent living skills. Both pathways offer subjects which develop students' knowledge and understanding of personal finance, business, enterprise, independent living and the world of work. Some of this learning is accredited through awarding bodies including Gateway Qualifications, The Duke of Edinburgh Award Scheme and The Princes Trust.

### **Impact**

From their different starting points, all students at Pioneer High School will make good progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that our students achieve their full potential and are exceptionally well prepared for their next steps into either employment or further education and training.

They will leave as confident adults who communicate effectively whilst having the ability to listen respectfully and with tolerance to the views of others. They will take pride in all that they do, always striving to do their best. They will demonstrate emotional resilience and the ability to persevere when they encounter challenge.

They will develop a sense of self-awareness and have confidence in their own abilities. They will be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of the positive role they are able to play in our wider society

We aim for all our students to leave Pioneer House High School as respectful, skilful, and ambitious adults with a thirst for life and all it has to offer.

Our ambitious and challenging curriculum offer alongside the high expectations we have for each student at Pioneer House enables us to maximise opportunities to celebrate achievement. Students are able to demonstrate progress through each key stage and achieve nationally recognised



qualifications aligned to our Pioneer House progression pathway, which enhance their opportunities and life chances as they make the transition to life beyond school.

*'SLT are strong and highly effective in ensuring the curriculum offer is strong for all students'. (QA Report Summer 2022)*

#### **4 - Curriculum flexibility and activity choices**

The diversification of our curriculum ensures that the needs of all students are met and each student is equipped and prepared for success in the future having gained the appropriate skills to be an effective citizen in modern Britain. The balance of curriculum time may vary from group to group. A personal learning profile for each pupil enables staff to provide an environment suitable to meet individual needs and supports students to reach their maximum potential. We provide flexible pathways through the curriculum. It sets out the structure for those aims to be implemented, including the knowledge and skills to be gained at each stage. It enables the evaluation of pupils' knowledge and skills against those expectations. Students are fully engaged in all aspects of their learning and keen to be involved as a result of the highly motivating curriculum experiences provided. Additional resources to support learning such as visuals, sensory programmes, physical development where needed ensures all students are ready for learning. Teaching of communication and numeracy skills across the curriculum, including high impact from phonics teaching on children's reading is exceptional.

**Indicated by:**

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

*'The Quality of Education outcomes are clearly identified and include ensuring high quality structured interventions to help students who are struggling with literacy, through the development of a model of tiered support, and thorough assessment to match appropriate interventions to need'. (QA Report Spring 2022)*

*'All teachers are trained and supported to enable them to deliver an outstanding blended learning offer for all students in school. The Remote offer is strong and effective'. (QA Report Autumn 2021)*

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

*'... the school is delivering a very strong Remote Education offer, which has been improved significantly from the first lockdown. It is absolutely remarkable in all that has been achieved in a relatively short period of time. This exemplary practice, in terms of systems and processes, which are comprehensive and meticulously detailed, is to be shared collaboratively with schools across the Trust. The school is following the DfE guidance, which supports structure and relevance in developing the Remote Learning offer'. (QA Report Spring 2021)*

*'The well-designed educational and pastoral provision at the school supports and improves the emotional well-being and mental health of students, through the implementation of the School's Recovery Curriculum post COVID-19'. The school's remote offer in the summer meant staff worked tirelessly to produce hard paper work packs, since not all families have internet access. The School's Website has a Learning wall and the Remote offer is on that. (QA Report Autumn 2020)*

*'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)**

'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)**

## **5 – Political impartiality**

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

We follow our legal duties ensuring we:

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

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

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

*'In all Curriculum subjects, including RSE, the school's provision is fully meeting national curriculum aims and requirements for all students. The curriculum is ambitious for all students, with clear goals and pathways. The school has carried out Curriculum reviews for the intent, implementation and impact, to ensure that skills and knowledge are built up sequentially, well planned and coherently structured to link and connect learning. Curriculum Modules (content) are strong evidence sources to demonstrate this and are highly effective in underpinning the learning of students in classes and in remote learning'. (QA Report Summer 2021)*

*'All curriculum leaders are trained to be highly effective in the new framework. They have a secure and common understanding of the school's curriculum intent and what it means for their practice. The new curriculum intent is explicit within each subject area and provides a progressive pathway across all the Key Stages throughout the school'. (QA Report Summer 2021)*

*'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)*

## **6 - 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)*

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

**The resources and materials that teachers select and produce – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. Effective**



deployment of staff have been highlighted as a strength in Senior leader lesson visits, OFSTED and QA visits.

*'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)**

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

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

*'Staff are trained and confident in delivering the Wave 1 Literacy offer across all classes'.* **(QA Autumn 2021)**

*'A key strength is that teachers are addressing a range of different abilities within classes, in a measured and highly skilled way'.* **(QA Report Autumn 2021)**

*'Literacy skills are threaded throughout all curriculum modules and plans. Leaders ensure that writing, reading and literacy are threaded firmly throughout and across the whole curriculum. This work has been a high focus over the past two years, in particular'.* **(QA Report Autumn 2021)**

*'As a result of the high quality training received and resources, teachers are confident to differentiate activities and provide reading work which is tailored to individual student levels'.* **(QA Report Autumn 2021)**

*'Literacy leads confidently use the data to identify students who require further interventions. Interventions are implemented in a timely manner, with measurable impact and no students are making less than expected progress.'* **(QA Report Autumn 2021)**

*'The Mathematics Curriculum is both broad and ambitious. The content has been mapped against the national curriculum to ensure coverage, but also goes above and beyond. The overarching aim is for students to be enthusiastic and to enjoy maths, to prepare them for independent living and able to navigate the wider world. The clear intent of mathematics is threaded throughout the practice observed in school'.* **(QA Report Autumn 2021)**

*'School endeavours for students to be fluent, to be able to reason and explain. These core skills have been written into a bespoke, tailored curriculum. Each student's pathway through the key stages is ambitious, unique and bespoke'.* **(QA Report Autumn 2021)**

*'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)**

*'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)**

## **9 - Achievement and use of assessment**

Pioneer House have an effective assessment system which assess and indicates learning in a positive way. The assessment is used by all teacher, teaching assistants and students. The process gives clear next steps and annotates learning as students engage in individualised outcomes. Assessment is carried out in a way that it is not a burden on staff or pupils, assessment is used as a way to celebrate achievement.

Pioneer House uses a robust, accurate and consistent assessment which effectively informs target setting and teaching and learning. The system has been developed by teaching staff and enables assessment against small step learning. All subjects are internally moderated on a 2 year rolling programme and external moderation is completed within the specialist sector of the trust, to demonstrate a consistent approach for all students. Through moderation it has enhanced the skills and expertise of staff, whilst strengthening the schools own judgements.

**Indicated by:**

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

*'Leaders moderate students' progress expectations with another outstanding specialist school which is outside the Trust. As well as this external moderation, moderation sessions are also carried out across the Trust's own specialist schools. Leaders have noted that the variance in performance is very small and this gives credibility and integrity to Pioneer's rates of progress measures'. (QA Report Autumn 2021)*

*'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 pacey 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)*

## **10 - Post Covid 19 - Supporting the students to catch up.**

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

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

Albeit challenging, ensuring transition from primary to secondary was smooth, seamless, and supportive as possible, became a priority and this transition into school was strengthened during this time with the production of video tours, virtual meetings with staff, students and families.

## **10 - Tutoring**

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

## **11 - Readiness for next steps**

Post pandemic, activities to develop independence was resumed, such as trips in the local community, travelling on a tram/bus and shopping. At Pioneer House we pride ourselves in recognising the importance and necessity of providing these sorts of opportunities in support of our students preparation for adult life.

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

*'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)*

## **12 - Quality of work**

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

### **13 - Highly effective Teaching and Learning**

**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.**

#### **External QA:**

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

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

*‘Lesson visits gave evidence of the highly positive impact the CPD training for all teaching and support staff has on strengthening subject knowledge, planning learning that engages students’ interests, challenges their thinking, and enables them to practice and apply new knowledge and skills in order to deepen them. Lessons are carefully and thoroughly planned to address the students’ own EHCP targets. Differentiation is clearly visible, and activities are devised with appropriate resources, to ensure students meet with success in achieving their bespoke targets. Learning intent is made clear so that*

students know what they are doing and understand the purpose of their learning. The correlation with their EHCP targets is tight and robust. Clear links are also made to their previous learning in helping students to make connections of all that they are learning, which supports them in learning exceptionally well'. **(QA Report Summer 2022)**

'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)**



## EFFECTIVENESS of Quality of Education:

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

- 1.1 - Work with the Trust Quality of Education team to further embed and monitor the Cambridge Great Teaching Toolkit focusing on Activating Hard Thinking in order to improve student engagement, progress, attainment and aspirations.
- 1.3 - A whole school focus on digital literacy and online safety through the Computing curriculum and cross curricular links will result in **100% of students achieving at least expected progress in Computing.**
- 1.6 - Continue to provide high quality interventions for struggling students through Support for Learning team, expand this provision to upskill staff, building capacity at all levels.
- TRUST FOCUS - **Quality of Education** - To provide both exceptional education for children from any background so that they can become happy, confident adults with excellent knowledge and qualifications, and inspiring, memorable schooling for all.

**Governor Focus - Launch, implement, review, revise and evaluate** both Twinkle Phonics and Fresh Start programmes.

**Governor Focus - Implementation of the Great Teaching Toolkit (GTT)** to activate teachers' 'hard thinking' skills, assessment and feedback in lessons. Teachers are to ensure accurate, appropriate feedback for all students. Ensure the impact of curriculum implementation is positive for all students.

## Behaviour and Attitudes

Grade: Outstanding

### Attendance

Pioneer House Attendance by Demographics													
	Whole Year 2018-19	Whole Year 2019/20	Autumn 19/20	Spring 19/20	Summer 19/20	Whole Year 2020/21	Autumn 20/21	Spring 20/21	Summer 20/21	Whole Year 2021/22	Autumn 21/22	Spring 21/22	Summer 21/22
Whole school	93.99%	78.63%	93.68%	94.76%	22.90%	81.64%	94.97%	51.85%	93.40%	91.97%	92.65%	92.32%	90.90%
Free school meal eligibility	95%	77.92%	93.66%	94.39%	24.07%	81.45%	94.23%	52.42%	92.96%	92.14%	92.92%	92.44%	90.87%
EAL Students	95.24%	78.54%	96.28%	97.27%	19.05%	83.67%	96.87%	55%	94.40%	91.19%	92.16%	92%	89.37%
Persistent absence	13%	81.67%	16.95%	15%	78.33%	74%	14%	79%	17.95%	25.24%	23.53%	28.43%	33%
Fixed term exclusions	0	0	0	0	0	0	0	0	0	0	0	0	0
Permanent exclusions	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of reportable students	31	60				78				103			

### Safeguarding

	17-18	Spr 18-19	Sum 18/19	Aut 19/20	Spr 19/20	Sum 19/20	Aut 20/21	Spr 20/21	Sum 20/21	Aut 20/21	Spr 20/21	Sum 20/21	Aut 22/23
Numbers on roll	53	76	76	105	105	105							129
Child Protection	1 (Sept-Feb)	2	2	4	4	3	2	2	2	1	0	0	0
Child in need	3	4	4	6	6	4	8	6	6	4	6	8	8
Early Help	1	3	2	5	5	3	1	3	3	3	3	3	3
LAC	0	1	1	3	3	3	4	3	3	4	3	5	3

## **Behaviour and attitudes**

### ***Summary:***

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

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. In 2021/2022 analysis of behaviour data evidences that the total number of incidents are attributable to a very small proportion of the school population. There have been a total of 46 recordable incidents in Key Stage 4 this academic year, attributed to just 8 students. This demonstrates significant improvement when compared to last year, where there were 42 incidents involving 17 students in Key Stage 4 when we had significantly reduced opening due to Covid. There is a consistent picture of improvement across the whole school, with only 9 students being responsible for 70% of the total behaviour incidents. All of these students were subject to bespoke behaviour management planning and showed significant improvement as the year progressed, with vast improvements in the data in the second half of the academic year when interventions were the most effective. The large majority of behaviour incidents were effectively managed without the requirement for physical intervention evidencing good levels of student self regulation and effective staff training / levels of expertise. As students progress through the school the requirement for physical intervention decreases, with students in Key Stage 5 rarely needing this type of assistance. Again, this demonstrates students learning how to control their behaviour through the work of the behaviour and wider staff teams.

The school operates a positive behaviour for learning policy, with the emphasis placed upon praising and rewarding good behaviour. All school staff are excellent role models, skilled in managing and minimising low-level disruption in the classroom and beyond , allowing students to enjoy their learning and in turn be proud of their work. Inappropriate language and low-level disruption are tackled in a timely manner and any discriminatory or prejudiced behaviour, although infrequent, is recorded and resolved through a range of approaches including individual work and group teaching. 'Zones of Regulation' are fully embedded across the school to help students to self-regulate and reflect upon their behaviour. These have been found to support excellent classroom management and maximise leaning opportunities, evidenced through recent engagement with our quality assurance partner.

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

The school makes strategic, strenuous and sustained efforts to ensure that students understand how to keep themselves healthy and safe primarily through the Healthy Lifestyles curriculum. The multiple strands of the curriculum allows significant focus on the development of safe and positive relationships as well as on the maintainance of good mental health and emotional wellbeing. The Young Citizens curriculum, and post incident debriefs prepare students to take responsibility for their own actions. SMSC is at the heart of the Pioneer House curriculum, the Young Citizen programme of study specifically addresses students' 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. Following the COVID- 19 pandemic the school has made significant progress in developing links with a range of stakeholders and local organisations to support students' undertsanding of how they can become active citizens and make a positive contribution to the society in which they live.

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

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

**Indicated by:**

*'The way lessons are presented to them, enables students to become fully engaged and focused. Their enthusiastic responses show how much they are enjoying the lesson, and how much they are inquisitive, keen and committed to learn'. (QA Report Summer 2022)*

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

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

*'School data analysis of behaviour data reveals the total number of incidents are accountable to a very small proportion of the school's population. These students have access to high-level intervention strategies. Behaviour has been very good with students taking increasing ownership of their regulation. The use of calm space demonstrates a significant decrease across the school year, evidencing students effectively self-regulating while remaining in the classroom setting and also, staff show a high level of skill in managing behaviour in class teams'. (QA Report Summer 2022)*

*'The school's systems in place for management of incidents and the processes that lead to steps of intervention are clear and intentional. Students and staff know how to access support as needed. Data relating to targeted interventions from child-to-child abuse, which are recorded on CPOMS, enable staff to challenge and educate students involved, specifically to their individual need. Engagement with the Support for Learning team, to formalise intervention strategies, has enabled the provision of personalised support for individual students as needed'. (QA Report Summer 2022)*

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

*'Tutor times are purposeful, motivating and enriching. TAs are proactive in ensuring lessons are well organised. IRIS data is evidence that students are engaged and their behaviour for learning is good'. (QA Report Spring 2022)*

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

*'Behaviour management has been strongly developed across this year and found to be highly effective in reducing serious incidents. The school's data shows that the number of incidents in all categories involving the use of calm spaces have reduced significantly.*

*The calm spaces are primarily used by students voluntarily when they require time out to reflect and manage their own behaviour'. (QA report Summer 2021)*

*'The school is an extremely orderly environment and behaviour is managed highly effectively by staff'. (QA report Summer 2021)*

*'The Recovery Curriculum, Risk Assessments, classroom strategies, are all measures the school has taken to ensure being well prepared for students return. Consequently, there have been less incidents.'* **(QA Visit, Autumn term 2020).**

*'They (students) are highly motivated and have very positive attitudes towards learning. Behaviour for learning is exemplary.'* **(QA report Autumn 2020)**

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

*'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)**

## **1 - 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.**

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

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

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

*'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)*

## **2 - 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.**

**During the pandemic, parental anxiety was common when students had medical needs that could be exacerbated by COVID-19. As a school, we used several strategies to encourage attendance, including:**

- **engaging with families to communicate high expectations for school attendance and to reassure anxious parents**
- **supporting pupils to return, with enhanced pastoral support**
- **providing practical help, such as arranging transport and access to breakfast club where safe and possible**

**Moving forward we are building on the good work we have done previously to improve attendance, launching a new attendance strategy with a whole school approach to tackle absence. Attendance remains a high priority across Pioneer House, with a drive on empowering staff and the wider school community to challenge absence and understand the links between attendance and attainment. To support this process a culture of praise and recognition will be at the forefront of the attendance strategy.**

*'Attendance data is tightly monitored on a weekly basis, systems are robust and every member of staff is involved and has a responsibility to support good attendance.' (QA Report Summer 2021)*

*'Attendance of students in live lessons is impressive. Systems have been set up to track group attendance and the level of engagement. The percentage rose from week one at (59%) of students attending to (89%) of students in week two. In the second week all students had accessed Seesaw'. (QA Report Spring 2021)*

*'Leaders have robust school systems in place for tracking attendance and whether or not students are engaging with their work.*

*Re attendance in Remote Education, Leaders have thought this to be excellent with an average attendance online being (86%).' (QA Report Spring 2021)*

*'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)*

### **3 - 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:**

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

*'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)*

#### **Indicated by:**

An internal **Safeguarding Audit** completed on 16.5.21 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 TRUST priorities:**

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

- 2.1 - Use the EEF research on Improving Behaviour in Schools to develop staff understanding of learning behaviours, ensuring the school is an orderly environment where students develop self-regulation and behaviour is modelled, taught and well managed, including at social times and key transition points.
- TRUST - **Learning Behaviours** - To explicitly teach metacognitive and self-regulatory strategies and provide opportunities to practise and use these skills frequently. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.

#### **Focus areas for 2022-2023**

- Metacognition and Self Regulated Learning
- Learning Behaviours

#### **Personal Development**

**Grade: Outstanding**

#### **Summary**

**Our work to promote students' personal development is outstanding. Our promotion of students' rights and responsibilities is exceptional. Adults are adept at providing a wide range of opportunities**

for students to develop their social skills. Visits into the local community and work experience allow students to hone their personal skills in real-life situations. By the time students leave Pioneer House, they have developed into well-rounded young people who make a positive contribution to society. Our robust curriculum offer ensures we develop, highly successfully, students' understanding of appropriate behaviours in a range of different situations, e.g. the use of appropriate language, punctuality, attendance, dress and how to keep safe in face-to-face situations and when using social media sites. Students have a sound understanding of how their behaviour and attitudes will affect their future lives.

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

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

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

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

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

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

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

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

*'Opportunities include the Digital Advantage Project. This provides a real-life experience and helps students to become engaged with a number of people from different sectors within the community. This interaction has a direct positive impact on developing their confidence, in addition to increasing their employability skills. Talking to students involved in the project, one of them explained that he wanted to take part because it would boost his confidence, he was shy and not confident in speaking.*

*His involvement has succeeded in increasing his confidence and he has also felt confident in challenging the governors about how they would support the café. (QA Report, Spring 2022)*

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

*'Students show empathy and sympathy for the different countries. They have come to understand this is a diverse society'. (QA Report, Spring 2022)*

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

*'Data analysis highlights students requiring interventions. Bespoke interventions are planned in collaboration with the Behaviour team, safeguarding team, Key Stage leads and external agencies, wherever appropriate. Timetables are made bespoke and include opportunities for sports leadership, which are a positive way to engage students, reinforce expectations, enable team working, and for them to develop an awareness of who they are in knowing their own strengths and weaknesses'. (QA Report, Spring 2022)'*

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

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

*'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 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)**

## **1 - Physical and mental health**

*'It is well documented that SEN students and particularly students with SEMH needs can struggle to maintain positive mental health in their adult life. Therefore, the school intends to give students many opportunities through their school life to build an understanding of mental wellbeing, support systems and strategies they can employ themselves to support their mental wellbeing. Ultimately, by building sequentially on skills such as self-management, interpersonal skills, positive relationship building and maintaining mental wellbeing, students will be enabled to live a healthy and safe life as independently as possible both at School, but also in their next steps and future life choices.'* **(QA Report, Autumn 2021)**

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

*'The curriculum and wider school resources are thoughtfully tailored so that all students can see themselves represented and feel safe within their school communities. Leaders take a whole-school approach to developing a culture where sexual harassment, abuse and discrimination are recognised and addressed. The school's Community of Belonging culture and ethos ensures that students are confident and safe in their own personal identity, this maintains academic motivation, success, and wellbeing.'* **(QA Report, Autumn 2021)**

*'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)**

## **2 - 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:**

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

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

*'The school continues to develop and deepen students' understanding of the fundamental British Values and ensure consistency of the offer is sustained and maintained through high quality, robust staff training and as part of the induction programme for all new staff to the school. British Values are promoted through Collective Worship and Tutor Time. To ensure full coverage, a Collective Worship calendar has been devised, related to current events, which are reviewed and updated accordingly. For example, News Round is well utilised. Every Tutor group had designated responsibilities throughout the year, and these are timetabled. British Values are also being met through Curriculum module planning'. **(QA Report Summer 2022)***

*'Community of Belonging CPD for all staff has increased their cultural competency and confidence, to have more frequent open discussions about race and the language used around race. Staff voice is used to inform CPD needs. The language of diversity is now embedded in the curriculum through Tutor time sessions and Healthy Lifestyles curriculum. Staff are well equipped to address issues raised. The behaviour team is most effective at tackling these issues and in communicating effectively with parents and carers. The school's curriculum offer is both inclusive and multicultural. Students see themselves reflected in the curriculum delivered and the wider school resources are made bespoke so that all students can see themselves reflected in the content. Cultural Studies, History and Young Citizen are in the process of having specific content formalised to clearly demonstrate inclusivity and diversity. Students have a greater awareness of what being inclusive means. It is tightly linked to behaviour and how staff are managing this'. **(QA Report Summer 2022)***

*'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)**

### **3 - 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.**

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

**Indicated by:**

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

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

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

*'A student (KS5) had pride in his voice as he explained that last year he had been on Maths entry level 2 and was now at entry level 3. He knows that he wants to go to college, get a job and that he will start at Maths Level 1. He is currently on a work placement. Another student said that she was enjoying maths and can see how it can help in the future, using maths in hairdressing. A further student said that he could see how maths helps in other lessons and had ambition himself to become a Teaching Assistant teaching Sport'. (QA Report, Autumn 2021)*

Pioneer House achieved the **Princes Trust Award** Level 1 and achieves the **Inspiring Advice and Guidance (IAG) Award** in June 2021.

*'Careers lessons in KS3 through to KS4 and KS5 have been shared with other schools as good practice. The school has moved forward strongly on the Post 16 agenda. The development of Pathways provides students with a clear progression of their learning journey throughout the school. The school has in place a strengthened Careers programme across the school which adheres to statutory requirements. (QA Report, Spring 2021)*

*'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)

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

##### **PERSONAL DEVELOPMENT:**

- **3.1** Ensure the curriculum effectively reflects personal development and consider how best to develop the trust values of self-help, self-responsibility, democracy, equality, equity and solidarity further through the tutor time programme and collective worship.
- **3.2** Develop and embed specific RSE support and education in line with safeguarding developments in order to improve the confidence of staff in teaching relationships education.
- **3.3** Continue to engage fully with the Prospere Community of Belonging strategy, through development of inclusion Mark and other linked accreditations in order to celebrate diversity and develop students' awareness of their own and others' disabilities.
- **3.4** Embed the new attendance strategy measures to improve attendance to 96%. Ensure that no group is disadvantaged by low attendance and reduce the number of pupils that are absent, including persistent absence (~20%).
- **3.5** Increase opportunities for cultural capital through developing a programme to engage all stakeholders including engagement with community and increased parental engagement through development of the community café and a programme of events.

**Governor Focus - Community of Belonging** is a continuing key priority in 2022/23, for the Prospere trust. The school is driving forward to achieve the Inclusion Quality Mark by the end of next school year.

## **Pupil Outcomes**

**Grade: Outstanding**

### **Outcomes**

The vast majority of pupils at Pioneer House were making better than expected progress across the curriculum. After tracking data for several years, it was decided that Pioneer House would review their progression guidance. The school's progression guidance was revised as a result and higher expectations of pupil progress were set. Since then, whole school targets for pupil progress have been analysed termly and demonstrate that pupils and teachers meet the aspirational progress 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 within the trust, locally and nationally, as well as considering 2010 Progression Guidance and our own longitudinal data. As the special arm of the trust we recently moderated our progress rates with another special school nationally and found very little variance overall (3.99% variance). Moderation work is ongoing with plans to moderate against other special schools locally and nationally in the near future.

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. The school now offers accreditation at Entry Level 1, 2, 3 and Level 1. Again, students were meeting expectations at Entry Level 3 and so the curriculum was adapted to include level 1. The school follows robust internal and external verification systems across the year as outlined by Gateway Qualifications.

**Indicated by:**

Challenging whole school pupil progress targets which were set and achieved in 2021/22 when

- 49% pupils made better than expected progress, on average across all strands in English in 2021-22 in KS3
- 55% pupils made better than expected progress, on average across all strands in Maths in 2021-22 in KS3.
- In KS4 and KS5 students were working towards their accredited qualifications in Maths. 92% and 93% of students made expected or better progress in KS4 and KS5 respectively.
- In KS4 and KS5 students were working towards their accredited qualifications in English. 82% and 91% of students made expected or better progress in KS4 and KS5 respectively.

For the academic year 2022-23, aspirational targets have been set for Maths and English;

- 100% of pupils will make expected progress and 50% of students will make better than expected progress in English.
- 100% of pupils working towards accreditation will make expected or better than expected progress in Maths.
- 100% of pupils will make expected progress and 50% of students will make better than expected progress in Maths.
- 100% of pupils working towards accreditation will make expected or better than expected progress in English

**Indicated by:**

*'Careful, rigorous, tracking and monitoring via a spreadsheet, ensures no student has been disadvantaged due to forced COVID closures'. (QA Report, Autumn 2021)*

*'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. They 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.*

#### **Improvement Priorities: - linked to SIP focus areas:**

##### **QUALITY OF EDUCATION**

- 1.4 - Literacy - The teaching of writing is consistent across school and teachers utilise high-quality structured strategies to break down complex writing tasks for learners. They provide explicit instruction in planning, monitoring and evaluating, ensuring clear modelling at each step will result in 100% of students achieving expected progress and at least 50% better than expected in Reading and Writing
- 1.5 - Numeracy – Revisit and review the calculation policy and embed this within a wider numeracy policy which includes cross curricular numeracy links. A whole school focus on Using and Applying,

use of manipulatives and systematic use of interventions will result in 100% of students achieving expected progress and at least 50% better than expected in Using and Applying in KS3 and 100% of students making expected progress in the Making Calculations Accreditation Unit in Upper School.

## The Effectiveness of 16 – 19 Provision

Grade: Outstanding

### Summary:

Expectations in KS5 are consistently high and students rise to the challenge. Students have high attendance and are punctual. The school provides students with rich experiences in a coherently planned way through the delivery of a highly responsive curriculum and through a wide range of extra-curricular activities which promote independence, considerably strengthening the school's offer. The sixth form prepares its students for future success in education, employment or training. Students enjoy and take pride in their learning and as a result, they make very good progress. 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, placing a significant emphasis on employability skills, preparation for adulthood and personal development.

From Key Stage 4 students begin either a skills based or vocational learning pathway which continues into Key Stage 5.

Students in Key Stage 5 follow either a vocational or skills pathway. The Vocational Pathway provides opportunities for learners to work towards accredited qualifications whilst also developing vocational and employability skills ensuring that our students are exceptionally well prepared for their steps beyond Pioneer House. The school is an approved centre for three awarding bodies to deliver accredited learning which ensures that learning across the provision is nationally recognised. Students are able to recognise and celebrate their achievements, providing them with a strong foundation for their next steps. The sixth form offers students the opportunity to access accredited learning opportunities from Entry Level 1 through to Level 1. The current accreditation offer across the vocational pathway within the key stage includes:

Gateway Entry Level Qualifications in Maths, English, Vocational Studies and the Prince's Trust qualification in Personal Development and Employability

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

The Skills Pathway provides students with the opportunity to follow non-accredited courses in Maths, English, Accessing the Community and Preparation for Adulthood through which students are able to work towards making progress towards their Education and Health Care Plan outcomes.

The school has invested, in a planned and systematic manner, in strategic developments to embed, refine and secure outstanding enterprise and employability education across school in a strong and unique offer which leads to an outstanding 16-19 provision which prepares students well for the transition into adulthood.

The school employs a TA4 member of staff with responsibility for managing personalised pathways, supporting work placements and developing the range of work placements available to students. Since 2018, the CEIAG offer to pupils has improved significantly, well-structured work placement have increased in number, and a significant proportion of the KS5 curriculum is now externally accredited which ensures that students are able to follow vocational learning routes which align to their intended career paths. Since March 2019 the school has commissioned a Level 6 careers advisor to provide careers advice and guidance to all pupils and support students to prepare for life beyond Pioneer House.

Since September 2020, a number of external stakeholders began to work in partnership with school to further strengthen the curriculum offer through a highly engaging employability offer linked to the world of work. This includes Digital Advantage Engie and Kier. More recently the school has developed a partnership with the Manchester United Foundation which serves to further engage students in activities which enable them to feel valued within the society in which they live. This will

continue to raise the profile of the school with local employers, which in turn will increase the range of opportunities for students making the transition into adulthood to make a valuable contribution to their local community through gaining paid employment.

In July 2021 The DHT successfully completed the Post Graduate Diploma in Careers Guidance and Development becoming a Level 7 Registered Career Development Professional with the Career Development Institute. During the academic year 2021/22 the DHT took up the role of SLE for Careers. This has served to inform and strengthen the school's Career Strategy through collaborative working and has further refined the transition process, which is underpinned by high quality CEIAG ensuring that all students are exceptionally well prepared for their next steps.

The school's involvement in a wide range of initiatives have impacted positively and significantly on the capacity of the school to offer outstanding CEIAG and has ensured that the school is able to maintain their position in achieving all 8 of the Gatsby Benchmarks in full. As a result of the continued development of the vocational learning offer and strong focus on independence and employability, the school was able to achieve the Inspiring IAG Award, meeting the necessary criteria in July 2021 to achieve the Gold Award in full.

#### **Indicated by:**

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

Year on Year students progress on to further education employment or training.

Academic Year	Number of Leavers	Supported Internship	Local FE Colleges Vocational Learning	Bespoke Pathway	Local FE Colleges Foundation Learning	Full-Time Employment	Independent College
2017-18	4	3	1				
2018-19	7	2		1	4		
2019-20	5	3		1		1	
2020-2021	19	3	10	1	4		1
2021-2022	18	3	6	3	5		1

*'The external QA has awarded the school 100% against the 8 Gatsby benchmarks, the Gold Aspiring IAG Award and the Gold Skills Builder Award'. (QA Report Summer 2022)*

#### **External QA:**

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

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

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

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

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

*'The exciting working across the Trust schools, focused on a high-quality Vocational offer, is being developed and expanded next year'.* **(QA Report, Summer 2021)**

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

*'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:**

- 5.1 Continue to raise the aspirations of students, through the development of a tiered work experience model that includes work related expectations and development of work-related behaviours.
- 5.2 Improve the cultural literacy and cultural capital of students to ensure that they develop confidence and resilience and have the same opportunities to access the wider community as their peers locally and nationally.

**Governor Focus - Refine the School's Curriculum offer.** Fully implement and firmly establish the planned curriculum pathways for students in KS4 and KS5, to ensure that each student follows the right pathway as appropriate.