

**School Evaluation Form – Executive Summary**

**Prospere Learning Trust**

**School: Pioneer House High School**

**Date: Spring 2 2019**

## **Prospere Learning Trust**

**School name: PIONEER HOUSE HIGH SCHOOL**

**Date: SPRING 2 2018-19**

## **Self-Evaluation – Executive Summary**

**Position Statement and Characteristics**

Pioneer House High School is situated in the Northern Moor area of Manchester and draws pupils, with severe learning difficulties, from Wythenshawe, South, East and Central areas of the city. Pupils are typically working up to and including Y2 outcomes when they join the school in Y7 or Y3 outcomes in Y10. In 2018-19 68% pupils are within LSOA decile 1, the most deprived 10% of LSO Areas nationally.

The majority of pupils join the school from mainstream schools at Years 7 and 12, although the first three intakes have seen pupils joining in all year groups. In years one and two a significant number of pupils joined the school from Piper Hill, a specialist support school within the Trust.

**Current School Cohort by Deprivation Characteristic**

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| Characteristic | School 2018-19 |  |
| Number on Roll | 76 |  |
| % free school meal eligibility | 42.7% |  |
| % students from minority ethnic groups | 37.3% |  |
| % students with first language not English | 12% |  |
| Deprivation indicator | 68% pupils LSOA decile 1 |  |
| Number of Boys | 50 |  |
| Number of Girls | 25 |  |

**Overall effectiveness of the School** Grade : Outstanding

When Pioneer House opened in September 2016 the staff team consisted of a head teacher and part-time deputy head teacher, two newly qualified teachers and four teaching assistants, the majority of whom were inexperienced in the sector. All were in promoted posts.

With a growth in pupil numbers the staffing and leadership team was strengthened and developed. The well documented difficulties which new free schools can face in recruiting and retaining appropriately qualified staff were avoided through skilful recruitment and high quality training.

Because the school opened with 26 pupils in Y7 and sixth form, it was necessary to establish teaching and learning expectations, pupil progress expectations, curriculum and accreditation for two key stages, KS3 and KS5, simultaneously. A third key stage, KS4, in the school’s second year necessitated strengthening and development of the SLT.

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

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

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

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

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| Summary Judgements |
| Key Aspect | **Judgement** |
| The outcomes of students at the school | Outstanding |
| The quality of teaching in the school | Outstanding |
| The quality of leadership in and quality of management of the school | Outstanding |
| The behaviour and safety of students at the school | Outstanding |
| The effectiveness of 16-19 provision | Outstanding |

**SCHOOL DEVELOPMENT EXPECTED OUTCOMES 2018-19**

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| **EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT** |
| **Expected outcome 1:** Expectations of good and outstanding pupil outcomes are further clarified so that school can articulate expected and above expected pupil progress across all subjects. | **Expected outcome 2:** Strategic distributed and extended leadership in the school is embedded so that all staff have the opportunity for aspirational professional development which inspires effective school improvement. |

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| **EFFECTIVENESS OF TEACHING AND LEARNING** |
| **Expected outcome 1:** Teachers and classroom staff maintain a robust understanding of outstanding teaching and learning so that they plan and deliver outstanding lessons which embed pupil learning securely. |

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| **OUTCOMES FOR PUPILS** |
| **Expected outcome 1:** 100% pupils make expected progress in English and Maths and 20% make better than expected progress in English and Maths, over a Key Stage. | **Expected outcome 2:** Aspirational yet achievable accreditation in KS4 and 5 ensures that pupils are exceptionally well prepared for the next stage of their education, employment or training. |

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| **EFFECTIVENESS OF 16-19 PROVISION** |
| **Expected outcome 1:** Further development of all work-related learning across school, so that 1. all students complete a structured and coherent pre-internship programme in KS5
2. students are exceptionally well prepared for their next stage of development and
3. well planned transitions support steps towards sustainable destinations
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**Areas for actions from the previous inspections:**

* The school expects its first Ofsted inspection in 2018-19

**The Quality of Leadership and Management** Grade: Outstanding

**Summary:**

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.

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.

School leaders make highly effective use of incisive action planning to drive rapid school development. Targets set at the end of Year 2 are on track to achieve identified success criteria and KPIs by July 2019.

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. Both members of staff have now taken on curriculum coordinator roles for core subjects, mentored by members of the SLT. 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.

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 2016-17 when

* 78% pupils made outstanding progress, across all strands in English in 2016-17.
* 76% pupils made outstanding progress, across all strands in Maths in 2016-17.

 were improved upon in 2017-18 when an increased

* 90% of pupils made outstanding progress in Maths overall and
* 94% made outstanding progress in English overall across the year.

The gap between the progress of pupil premium pupils and non-pupil premium in target areas in 2017-18 was reduced from

* 28% to 4% in Speaking and Listening, from
* 12% to 0% in Music, from
* 5% to 0% in PE.

Whilst the gap between the progress of pupil premium pupils and non-pupil premium in MFL has increased slightly from 4% to 6%, there was a significant increase in the number of pupils making outstanding progress overall, with 94% pupil premium pupils making outstanding progress in MFL while 100% non-pupil premium pupils made outstanding progress (the 6% gap equates to 1 pupil). School targets for 17-18 in respect of pupil premium were met.

**External QA:**

‘Pioneer House has established itself as a school which is highly effective in providing robust, enriched, high quality provision and excellent outcomes for all the students. The significant impact of the Headteacher and her team is exemplary in all that has been achieved in establishing the new school and in securing the school’s good capacity for continued improvement. The whole school community embodies a strong, can-do culture, through which staff and pupils celebrate their success and as a result, all can make excellent progress. Leaders expectations are consistently high and drives excellence in school improvement.’ **(QA Report October 2018)**

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

**Improvement priorities:**

* Expectations of good and outstanding pupil outcomes are further clarified so that school can articulate expected and above expected pupil progress across all subjects.
* Strategic distributed and extended leadership in the school is embedded so that all staff have the opportunity for aspirational professional development which inspires effective school improvement.

**The Quality of Teaching, Learning and Assessment** Grade: Outstanding

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| --- | --- | --- |
| Quality of teaching | 2017-18 | Spring 1 2018-19 |
| Outstanding | 80% | 71% |
| Good  | 20% | 29% |
| Requires improvement | 0% | 0% |
| Inadequate | 0% | 0% |

**Summary: Teaching**

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

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.

An engaging curriculum with a strong practical and applied focus ensures that pupils’ interest is sustained and their thinking is challenged.

All teachers have PM targets which drive improved outcomes for pupils. A robust programme of coaching, mentoring and CPD ensures that initial teacher trainees and NQTs make rapid and sustained progress to become highly effective teachers.

**Indicated by:**

Moderated lesson observations by the EHT and SLT in Summer 2018 judged that teaching in all observed lessons was typically outstanding (80%) and none was less than good. In the good lesson (1 teacher) there was evidence of outstanding teaching in some aspects. This meets whole school targets set for the year and is a significant improvement on the quality of teaching and learning at the end of 2016-17 when teaching in all observed lessons was at least good with 25% being outstanding. **(Lesson observation records)**

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

**External QA:**

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

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

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

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

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

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

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

**Improvement Priorities:**

* Teachers and classroom staff will maintain a robust understanding of outstanding teaching and learning so that they plan and deliver outstanding lessons which embed pupil learning securely.

**Personal development, behaviour and welfare** Grade : Outstanding

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| --- | --- |
| Attendance |  |
|  | **LA 2017-18** | **School** | **H/term 2 2018-19** | **2018-19** |
| Whole school | 87.03% | 95.5% | 95.83% |  |
|  Free school meal eligibility |  |  |  |  |
| EAL Students  |  |  |  |  |
| Persistent absence | 31.47% | 8% | 13.78% |  |
| Fixed term exclusions |  | 0 | 0 |  |
| Permanent exclusions |  | 0 | 0 |  |

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| --- | --- | --- |
| Safeguarding |   |  |
|  | 2017-18 | Spring 2 2018-19 |
| Number on Roll | 53 | 76 |
| Child protection | 1 (Sept-Feb) | 2 |
| Child in need | 3 | 4 |
| Early help | 1 | 3 |
| LAC | 0 | 1 |
| Previously LAC | 0 | 2 |

**Summary:**

Pupils develop their confidence as they move through school and they typically take pride in their work and their school. Behaviour planning and intervention is strengthening and becoming systematic, as a result the frequency and intensity of incidents of challenging behaviour has significantly reduced for the vast majority of pupils. Challenging behaviour is addressed through highly individualised behaviour intervention planning and support with success. All staff work hard to promote high standards of behaviour. Teachers and other adults are skilled in managing and minimising low-level disruption in the classroom and this is working very effectively. Pupils are proud of their work and enjoy their learning.

An in-school behaviour review saw that behaviour in classrooms and shared spaces is very good. Pupils arrive and leave school in an orderly and courteous manner, settling into the classroom quickly. IRIS records allow for a robust analysis of trends in incidents of challenging behaviour; for example, two pupils who have had a high level of 1-1 support and a highly differentiated curriculum are making good progress in managing their own behaviour.

Staff tackle inappropriate language and low-level disruption in a timely way. Discriminatory or prejudiced behaviour is recorded and dealt with in a timely manner through a range of approaches including individual work and group teaching. Staff and pupils are developing a good awareness of all aspects of safeguarding through a targeted programme of CPD and lessons, including mental health, safe and positive relationships and on-line safety.

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

The school makes strategic, strenuous and sustained efforts to ensure that pupils understand how to keep themselves healthy embedding this drive in the newly established Healthy Lifestyles curriculum which promotes pupils’ understanding of how to stay and feel safe. The Young Citizens curriculum, class based Good Citizen awards and post incident debriefs prepare students to be responsible for their own actions. SMSC is at the heart of the Pioneer House HS curriculum, a Young Citizen curriculum specifically addresses student understanding of their own citizenship. The school takes every opportunity to engage with the local community in order to model, demonstrate and develop the skills, knowledge and understanding to be active citizens.

Participation in the GM Mentally Healthy Schools rapid pilot has involved focused work with students to develop an understanding of the impact of exercise on positive emotional and mental wellbeing; the Healthy Lifestyles curriculum addresses themes of healthy relationships; incorporation of innovative local curricula (I-Matter) into the offer to students ensures that the curriculum is relevant, appropriate and evidence based.

**Indicated by:**

An external Behaviour Audit completed 2.7.18 found that the school met all standards at a very high level

“The school has a clear and effective behaviour policy linked to the ethos and primary values of the school. There is a strong emphasis on self-regulation, problem solving and reflection… Excellent use is made of the ‘IRIS’ and CPOMS software system to track behaviour incidents, pre-empt escalation and evidence impact of adaptations. …There is a strong ethos of mutual respect in the school and the behaviour policy emphasises positive strategies to encourage good behaviour choices….Very high priority is given to pupil welfare who are encouraged and facilitated to communicate any concerns….Great care is taken to ensure that communication with parents is accessible and in a form of communication which suits the parents…. Leadership and support provided to staff is strong, and I observed a cohesive and supportive class team who clearly trust their leadership and each other.” **(External Behaviour Audit July 2018)**

The audit found only three minor areas for improvement.

* Good safeguarding systems, I did not observe school’s Disability Equality Duty, this should be added to the rest of your extensive evidence
* Comprehensive staff training programme linked to SDP and individual pupils needs evidenced, staff handbook is still Piper Hill trust, will need to adapted to more truly represent Pioneer house
* Expectations shared and understood by all staff: All areas positive – ensure policies refer to Pioneer House or Piper hill trust schools – not just Piper Hill

All areas for improvement have now been actioned

**External QA:**

‘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 October 2018)**

**Improvement Priorities:**

There are no key improvement priorities for Personal development, behaviour and welfare.

**Pupil Outcomes** Grade : Outstanding

**Summary:**

The vast majority of pupils at Pioneer House make outstanding progress across the curriculum. Now that the school has robust data relating to pupil outcomes over two years this has been moderated against outcomes for pupils working at similar levels in other special schools locally. The school’s progression guidance has been revised slightly as a result, however, it expected that pupil progress will remain consistently strong.

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

**Indicated by:**

Challenging whole school pupil progress targets set and achieved in 2016-17 have been improved upon in 2017-18 when 90% of pupils made outstanding progress in Maths overall and 94% made outstanding progress in English overall across the year.

In 2017-18 75% of leavers (3 students) have achieved an Entry Level 2 Certificate in Skills for Working Life from City and Guilds. The remaining 25% (1 student) have achieved an Entry Level 1 Certificate in Skills for Working Life from City and Guilds. This exemplifies the significant increase in expectations for these students which Pioneer House embodies.

In Autumn 2018 95% of pupils were on track to make good or outstanding progress in English and 97% of pupils were on track to make good or outstanding progress in Maths.

**External QA:**

‘A ‘culture of excellence’ has been developed over this year and the level of consistency significantly improved to achieve high outcomes for all students. In the same vein, school leaders are seeking further clarification of expectations, to further improve the way the school assesses pupil outcomes across all subjects. Networking with other similar schools within the City, enables collaborative working, in order to achieve clarification of good and outstanding pupil outcomes, in terms of progress. This innovative work is unprecedented, exciting and raises the ceiling of what might be achieved.’ **(QA Report October 2018)**

‘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.

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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 March 2019)**

**Improvement Priorities:**

* 100% pupils are on track to make make expected progress in English and Maths and 20% are on track to make make better than expected progress in English and Maths, over a Key Stage.
* 100% pupils in receipt of pupil premium are on track to make expected progress in English: Writing and 20% are on track to make better than expected progress over their key stage
* 100% pupils in receipt of pupil premium are on track to make expected progress in Maths: Using and Applying and 20% are on track to make better than expected progress over their key stage;
* Aspirational yet achievable accreditation in KS4 and 5 ensures that pupils are exceptionally well prepared for the next stage of their education, employment or training.

**The Effectiveness of 16-19 Provision** Grade: Good

**Summary:**

Expectations in KS5 are consistently high and pupils rise to the challenge. They enjoy and take pride in their learning, they make very good progress. Teaching in KS5 is consistently outstanding; teachers use innovative approaches to ensure greater independence and pupils work reliably and conscientiously in lessons.

The developing curriculum places a significant emphasis on employability skills and personal development. The school has achieved City and Guilds centre approval for Skills for Working Life and Functional Skills, being judged “low risk” in relation to certification of post 16 students in Functional Skills.

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

**September 2017**: the school appointed a skilled TA4 member of staff with responsibility for managing personalised pathways, supporting work placements and developing the range of work placements available to students.

**February 18**: the school employed a job coach, strengthening the capacity to source and support work placement.

**June 2018**: the school recruited a DHT, with skills and experience in leading an acclaimed post 16 SEND provision at an outstanding special school, to increase capacity for leadership of the KS5 provision.

**December 2018:** the CEIAG offer to pupils has improved significantly, well-structured work placements have increased in number and an increased proportion of the KS5 curriculum is on track to be externally accredited.

**March 2019:** the school has recruited a Level 6 careers advisor to provide careers advice and guidance to all pupils, starting with school leavers. The TA4 member of staff has been trained in systematic instruction (Job Coaching) and the KS5 DHT is undertaking a postgraduate Masters in Careers Leadership. All of these initiatives impact positively and significantly on the capacity of the school to offer outstanding CEIAG.

**Indicated by:**

* 87% pupils made outstanding progress, across all strands in English in 2016-17.
* 87% pupils made outstanding progress, across all strands in Maths in 2016-17.
* 96% KS5 pupils made outstanding progress across all strands in English in 2017-18
* 94% KS5 students made outstanding progress across all strands in Maths in 2017-18
* 96% KS5 students on track to make good or outstanding progress in English Autumn 2018
* 100% KS5 students on track to make good or outstanding progress in Maths Autumn 2018

All KS5 students have had a structured supported or independent work placement which contributed to their Skills for Working Life accreditation.

100% of post 16 pupils (summer 18) follow C&G accredited programmes in Skills for Working Life and Functional Skills and are on track to receive at least Entry Level 2 accreditation.

Three pupils have secured and held down paid employment at the weekend as a result of the skills gained in school.

In Summer 2018 75% of Y14 leavers (3 students) have achieved an Entry Level 2 Certificate in Skills for Working Life from City and Guilds. The remaining 25% (1 student) have achieved an Entry Level 1 Award in Skills for Working Life from City and Guilds (authorised absence as the result of medical treatment limited the number of modules he had been able to complete.

In recent C&G Functional Skills exams 100% leavers were successful in passing Entry Level papers in Reading and Writing; 3 passed at EL2 and one at EL1

**External QA:**

‘Expectations are consistently high and pupils rise well to the challenge. They enjoy and take pride in their learning and as a result, they make at least good or better progress. The quality of teaching in KS5 is deemed by the school to be outstanding and this was seen by the QA on the day of visit. Teachers use innovative approaches to ensure greater independence and pupils are fully engaged and involved in lessons. Their level of independence is impressive. The new DHT is well placed to take this area of the school further towards excellence.’ **(QA Report July 2018)**

‘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 March 2019)**

**Improvement Priorities:**

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

1. all students complete a structured and coherent pre-internship programme in KS5
2. students are exceptionally well prepared for their next stage of development and
3. well planned transitions support steps towards sustainable destinations