

Autumn Term 2017 Quality Assurance Visit: Specialist High School Support Provision.

| | | | | | | | |
|---------------------------------------|------------|--|---|--|------------|---|-----------------|
| School name and contact number | | Pioneer House School. 0161 436 3009 | | DfE number | | <u>142893</u> | |
| Head teacher | | Wendy Godfrey | | Chair of Governors | | Jenny Andrews | |
| QA professional | | Sheila Cairns | | Date/length of meeting | | 20 TH November 2017 5hrs. | |
| Last Ofsted grade and date | N/A | School's current judgement of overall effectiveness | O / G / RI / I | % pupils eligible for FSM 2017/18 | 53% | Pupil premium allocation 2017/18 | £3038.75 |

| | | |
|---|--|--|
| 16-18 results in relation to the following categories: (a) progress (b) attainment (c) English and maths progress (d) retention (e) destinations | KS5 outcomes 2017 | |
| | <ul style="list-style-type: none"> - (97%) of students made good or better progress, with the vast majority making outstanding progress, across all strands in English. - In Maths (95%) of pupils made good or better progress with the vast majority making outstanding progress across all strands. | |

| Behaviour and attendance | | | | | | | | | | | | |
|--------------------------|---------------|---------------|----------|--------|---------------|---------------|----------|--------|---------------|---------------|----------|--------|
| | 2015 | | | | 2016 | | | | 2017 | | | |
| | School target | School actual | National | | School target | School actual | National | | School target | School actual | National | |
| % absence | | N/A | 5.3% | | | 6.1% | 5.2% | | | 6.4% | TBC | |
| % PA | | N/A | 13.8% | | | 19.2% | 13.1% | | | 21.2% | TBC | |
| | No. of pupils | No. of days | School % | Nat. % | No. of pupils | No. of days | School % | Nat. % | No. of pupils | No. of days | School % | Nat. % |
| Fixed term excl. | | | N/A | 7.51% | | | N/A | 8.46% | 0 | 0 | 0 | TBC |
| Permanent excl. | | | N/A | 0.15% | | | N/A | 0.17% | 0 | | 0 | TBC |

School Self Evaluation: September 2017

| Outcomes for pupils: evaluation and supporting evidence |
|--|
| <p>The School's Pupil Progress Summary Report –Summer 2017, School's Self-Evaluation Framework and Headteacher's Report to governors are used as an evidence base:</p> <p>The School's development priority 2016/17 was for the large majority of Pioneer House pupils to make at least good or better progress in Maths and English.</p> <p>In 2016-17 the school had 26 pupils in Year groups 7, 11, 12, 13 and 14. These outcomes are for the whole school.</p> <ul style="list-style-type: none"> • In English, (99%) of pupils made good and better progress, with (78%) making outstanding progress. • in Maths, (97%) of pupils made good and better progress, with (76%) making outstanding progress. • In Citizenship and Careers, Computing, PSHE, PE and MFL (100%) of pupils made good or better progress, with a very large majority of pupils making outstanding progress. • In RE all pupils made good or better progress in Key Stage 3 and in Key Stage 5, (83%) of students. • Pupils made lesser progress in PE with (62%) of them making good or better progress and in Music it was (46%) of pupils. <p>There is no significant difference in progress between groups; all progress is planned for according to individual pupil need.</p> <p>The School does not have pupil progress figures available for 2016/17 in Science, History, Geography, Technology and Art because they are taught through the International Primary Curriculum in KS3 and KS4, and the pupil progress tracking system was not available until the end of the school year.</p> |
| <p>Outcomes for pupils: Summary statement by QA professional –the school's self- evaluation processes and the range of evidence used by the school, to reach their SEF judgement is robust and rigorous. Judgements of pupil progress have been moderated against the exacting Piper Hill Learning Trust progress expectations. The school has adopted the Trust-wide systems to track pupil progress across all subjects, namely Classroom Monitor. Pupils are supported through teachers using clearly articulated steps to success and teaching assistants are clear about the learning</p> |

and the next steps. PE and music are the lower performing subjects but the school's leaders are confident that pupil progress will increase over time in these subjects. The school's data clearly shows that pupils' progress outcomes are strong as a direct result of the highly effective teaching and learning. The school secured full approval to accredit pupils for City and Guilds Functional; Skills during a recent QA Assessor's visit (July 2017). The Assessor passed comment that "the progress which the school has made in establishing robust assessment processes within a relatively short space of time is remarkable. This marks a significant contribution to the school's ambitious goal of providing pupils with robust, meaningful, industry recognised vocational accreditation.

School self-evaluation judgement

O / **G** / RI / I

QA professional (Based on the evidence seen are you able to confirm the school's judgement?)

Yes / No

Effectiveness of leadership and management: evaluation and supporting evidence

- The school opened in September 2016 with 25 pupils rising to 52 pupils on roll this September in 2017.
- The school moved from temporary accommodation on the Piper Hill site to a partial possession of the permanent site on Yew Tree Lane, Northern Moor in September 2017. Full possession of the whole site is due at the end of November this year.
- Numbers of pupils on roll include (10) pupils in Year 7, (14) in Year 8, (6) in Year 10, (4) in Year 11, (8) in Year 12, (6) in Year 13 and 4 in Year 14.
- 'Enterprise and Employability' is to be the school's unique selling point (USP) to provide the young people with the necessary skills for a successful working life, accredited at City and Guilds Entry Levels 2 and 3. The developing curriculum is broad and balanced with a particular focus on Enterprise, Employability and Independence in line with the school's vision. An Enterprise curriculum was introduced for all students from September 17. This initiative has recently been implemented at the school, and has made a very promising start. The idea was 'maggied' by the Headteacher from seeing it successfully implemented in another Manchester school. The Headteacher instinctively knew it was the right curriculum addition for the pupils and students at Pioneer House. Staff have worked tirelessly together to adapt and devise the Skills for Working Life curriculum and make it appropriate for the young people at the school to achieve Award Level (6 credits). Students from last year have the award and are building on this over the coming year. The award involves practical application but also some theoretical knowledge. The pupils have a video showing six hazards in the classroom which they have to identify. Pupils are able to identify what the next steps are from having clear steps to success shared with them.
- The visual prompts for "Enabling Enterprise" are stimulating and support pupils thinking about the success criteria in this area. In a KS5 session, focus on 'podcasting' students were working on their next stage of their podcast. Groups were at different stages of the cycle, write, rehearse, record, review. One group of students was carrying out an interview with the Headteacher on what she thought about the school being on the new site. They had prepared their open questions in advance. These were well considered and some were quite probing and posed a degree of challenge for the Headteacher in answering! For example, "What can we see in the future for Pioneer House". Every class has one enabling enterprise lesson. There are nine skills to permeate the whole curriculum. Individual Education Plans of students are based on these skills. 'Skills Builder' is an assessment system being used alongside, in order to measure and record pupils' progression of skills.
- The International Primary Curriculum for Science, geography technology and art provides a thematic curriculum and pupil engagement is high. Pupil Progress is tracked by Classroom Monitor. Progress is across a key stage rather than across one year. The system measures pupils' skills acquired but not yet their knowledge and understanding. As a result, senior leaders are to build these in alongside.
- The Headteacher has continued to lead a programme of CPD for the whole school on safeguarding, curriculum, teaching and learning. The staff training programme is centred on priority needs as identified from rigorous monitoring of the teaching and learning across the school and focused learning walks.
- Senior Leaders have given lengthy consideration of opportunities to develop and grow staff, particularly because most come from a mainstream setting and have little or no experience with SEND pupils. The Headteacher has identified the priority to have clearly planned career pathways in order to retain staff.
- Across the Trust and because Piper Hill is a teaching school, a network of NQTs and RQTs has been created to offer mutual support. The members have known each other from the training programme undertaken and completed at Piper Hill School. There is an outstanding teaching programme for teaching assistants at Piper Hill School.
- The Headteacher reports to governors are clear and succinct. They give quantitative and qualitative evidence of progress on the development of pupil progress and for teaching and learning. Link governor visits to the school examine key aspects of the school development plan, challenging senior leaders to account for school performance.
- The school has successfully established links with Newall Green High School to secure two award vocational courses for sixth form students in Hair and Beauty. This two year course is offered at OCR Entry Level 3. The Construction course was less successful.
- A TA4 has been appointed with responsibility for managing personalised pathways, supporting and developing work placements of students. This powerfully demonstrates the school's commitment and investment in securing outstanding enterprise and employability in education. School leaders are determined in providing opportunities for students to develop their skills towards gaining accreditation alongside work experience.
- As the Trust expands, the Headteacher is confident that there will be increased opportunities for training and work experience for students within its partner schools and ultimately in providing supported internships.

| | |
|---|-----------------------|
| Effectiveness of leadership and management: Summary statement by QA professional –the school’s self-evaluation processes and the range of evidence used by the school, to reach their SEF judgement are robust and accurate. Whole school training days, well targeted CPD and supportive performance management reviews have created the foundations for a culture which will enable pupils and staff to excel. The Senior leaders and staff have worked determinedly, with passion and commitment, over the past twelve months to establish the school successfully in its first year of opening. Team working is an emerging strength. Staff are collegiate and collaborative in working highly productively together to fully establish the new school. It is remarkable what has been achieved in such a relatively short timeframe, despite the difficulties encountered in making the right staffing appointments and in buildings not being completed in time. The positive impact is clearly evidenced in the good or better progress pupils have achieved. | O / G / RI / I |
| School self-evaluation judgement | O / G / RI / I |
| QA professional (Based on the evidence seen are you able to confirm the school’s judgement?) | Yes / No |

| | |
|--|--|
| Quality of teaching, learning and assessment: evaluation and supporting evidence | |
| <ul style="list-style-type: none"> • The findings of the joint lesson observations by the Executive Headteacher and the Headteacher, judge that teaching in all observed lessons was at least good with (25%) being outstanding. At least (50%) of observed teaching was good with significant outstanding features. Regular Headteacher learning walks maintain a current overview of the quality of teaching and learning. On the day of visit, the QA joined the Head on a learning walk and would concur with the school’s view. • Two NQTs joined the school in September 2016. They successfully completed their first year and are now RQTs at Pioneer House. Another NQT joined the school this September and is making good progress. An experienced teacher from mainstream secondary phase joined the school in April 2016, and is the school’s Deputy Headteacher. She has developed a very good understanding of personalisation, differentiation and leadership of the class team. A further teacher, who joined from mainstream secondary this April, is making good progress towards developing specialist skills in the classroom. A fifth teacher, experienced in working with pupils who have severe learning difficulties, joined the school this September. • New and existing staff received comprehensive training in the first week on key aspects such as safeguarding and in managing positive pupil behaviour. Staff teams also have time sharing pupil information. Input is provided from the Speech and Language Therapy (SaLT) and Occupational Therapy staff (OT), who enable staff to plan in maximising their support in the coming year. • Overall teachers’ planning is good and a significant proportion is outstanding. Teaching is carefully structured to support pupils’ learning towards the targets set. Steps to success are clearly articulated and ensure pupils know what they are trying to learn. The QA observed this working in practice on the day of visit. Teaching was very strong, being highly skilled and learning was well differentiated and responsive to pupils’ individual learning needs. TAs contribution was also strong and the more experienced TAs are good role models to support those newly appointed. In the spirit of collaboration, one of the RQTs created an excellent idea to support pupils’ reflection of what they are learning, through the use of “Reflective Phrases”. This practice was adopted by all staff, experienced and otherwise. The QA observed that this strategy provided a clear structure and framework for pupils, in following through and in reinforcing the skills, knowledge and understanding learned. The initiative has made a significant contribution to the school’s teaching, learning and assessment practice. It is a successful vehicle in supporting the pupils with an opportunity to reflect. Pupils are so proud of what they have achieved and wanted to share their success with the QA, the Headteacher and class TA repeating their learning again and again. The joy was palpable. • Homework is set on an individual basis. It provides pupils with opportunity to practice recent and familiar learning in a different context. • At Key Stage 3, pupil groupings have been carefully considered based on the knowledge of current individual pupils. The school leaders have established a ‘structured’ Key Stage 3 group and an ‘independent’ group with some KS4 pupils added. Both groups are highly effective in engaging pupils in teaching and learning and in achieving the desired outcomes. • Excellent relationships between staff and pupils support students’ confidence and feeling of security. The high level of trust and confidence is impressive. Most pupils show high levels of concentration and very positive attitudes to learning. | |

| | |
|--|-----------------------|
| Quality of teaching, learning and assessment: Summary statement by QA professional –the school’s self-evaluation processes and the range of evidence used by the school, to reach their SEF judgement are rigorous and thorough. Structured CPD has supported teachers effectively to strengthen systems for gathering evidence of pupil progress over time which has led to secure teacher assessments. There have been a number of promoted posts within the staff team showing good capacity for successful succession planning. The school has good capacity for growing and developing staff into the Pioneer House School and has identified its own kite-mark for success. The strength and quality of teachers’ feedback to pupils is appropriately timed and individualised. It is highly effective in enabling pupils to learn and build on prior learning. Pupils’ learning is recorded, evidenced in work books and on-line, so that staff and pupils are clear about learning over time. The resources, both practical and human, reflect and value the diversity of pupils’ individual needs. The promotion of visual learning is a strength in supporting pupils’ growing independence. All teachers have performance management targets. These are linked to the identification of pupils who are on-track to make good or less than good progress in Maths and English, so that immediate intervention can be put into place to ensure pupils succeed. | |
| School self-evaluation judgement | O / G / RI / I |
| QA professional (Based on the evidence seen are you able to confirm the school’s judgement?) | Yes / No |

Personal development, behaviour and welfare: evaluation and supporting evidence

- School leaders have recently introduced on-line safe guarding training which has ensured that all staff have completed Child Protection in Education training at Level 2.
- The section 175 audit completed by the Headteacher and safeguarding governor found that safeguarding in school was effective. The Headteacher is the designated safeguarding lead and the Deputy Head was trained at the end of the previous school year. The school uses CPOMS to record all safeguarding incidents. Staff take immediate action to respond to pupils in need of support and help.
- Overall absence is (94.6%) in November 2017. The vast majority of pupils attend well and are punctual. Persistent Absence as from November 2017, shows that (10%) of pupils are categorised as persistent absentees and are subject to planning and monitoring. Pupils are given individual attendance plans in order to improve their attendance.
- The individually negotiated rewards pupils work towards, are effective in bringing about the improvements needed. Meetings with parents provide a forum to resolve attendance issues in other ways such as through referral to CAMHS.
- The small amount of funding allocated to the school 2017/18 is to be better targeted on building staff capacity through structured EKLAN training rather than funding SaLT intervention with pupils.
- The school has further developed the IRIS system to record behaviour management and intervention in line with the needs of students and school priorities.
- School staff are trained in Team Teach, looking to reward good behaviour and to reduce incidents of challenging and poor behaviour through effective support and management. The school's systems are beginning to work well and improvement in the overall behaviour of the pupils is evidenced in the log book, of the reduction of incidents over time.
- The school is clear of the profile of the pupils who will be joining the school from feeder primaries. Many of the pupils in Year 7 have made progress but struggle with communication. The challenge facing the school is to improve and develop common communication strategies to meet their needs. Also, a key factor is that many will have experienced 1:1 TA support for a significant number of years and struggle to improve control their behaviour in a classroom environment without this high level of support.
- The Lead for PE and Behaviour Management has comprehensive action plans for both aspects and demonstrates passion and commitment in ensuring these are improved. He enables an enrichment curriculum for students by taking them out into the Community for example, visiting Wythenshawe Park, The Forum and Newall Green High School. Links are made with Manchester City and Manchester United Football clubs. The latter club is working with other students and from mainstream schools.

Personal development, behaviour and welfare: Summary statement by QA professional –the school's self-evaluation processes and the range of evidence used by the school, to reach their SEF judgement are rigorous and thorough. At the end of Autumn /Spring terms 2016/17, the Senior Leadership Team judged the school to require improvement for Personal Development and Welfare. This judgement was changed to good by the end of the previous school year in July 2017. Attendance and PA are significantly better than the national averages for Special Schools, national attendance (90.9%) school (93.9%) and national PA (26.9%) school (19.2%). The school's attendance figures are in line with all other school nationally.

| | | | |
|---|----------|---|----------|
| School self-evaluation judgement of behaviour | O/G/RI/I | School self-evaluation of personal development and welfare | O/G/RI/I |
| QA prof: (Are you able to confirm the school's judgement?) | Yes / No | QA prof: (Are you able to confirm the school's judgement?) | Yes / No |

Key priorities 2017/18 and issues to be addressed/monitored by the governing body

Whole School Targets 2017/18:

Objective 1: -The vast majority of pupils make progress which is outstanding with no pupils making progress which is less than good in English and Mathematics; The majority of teaching is consistently outstanding and none is less than good.

Objective 2: - An increased proportion of pupils make progress which is good or better in Music; An increased proportion of pupils make progress which is outstanding in MFL.

Objective 3: - To increase the number of pupil premium pupils making outstanding progress in PE; To increase the number of non-pupil premium pupils making outstanding progress PE.

Objective 4: - To implement the School Development Plan for Pioneer House to ensure the school is providing a good quality of education for 75 students in September 2018; To develop effective team working at all levels to ensure successful growth.

Objective 5:- To develop an innovative curriculum focused on Enterprise, Employability and Independence so that pupils are well prepared for their next destination within school and an increasing proportion of pupils have employment.

Key focus for spring term visit with QA professional OR for SLT to follow up (Including detailed activities)

List the detailed quality assurance activities that will take place at the spring term visit, from which first hand evidence will be gathered to support QA judgements and school self-evaluation.

| | |
|-------------------|---|
| Key focus: | Quality of Teaching and Learning |
| Activity 1 | Learning walk to all classes |
| Activity 2 | Discussions with pupils and staff (teaching assistants and teachers) |
| Activity 3 | Evidence of outcomes and progress over time |