

2017-18

Pioneer House High School

Self Evaluation Framework

Summer 1 2017-18

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Pioneer House High School
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Pioneer House High School: Self Evaluation Framework

Leadership and management			
Leadership and management at the school is judged to be good			
Ofsted criteria Good (2)	Outstanding (1)	Evaluation and evidence	What the school must do to improve further
<p>Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.</p> <p>Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.</p>	<p>Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.</p> <p>Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.</p> <p>The school's actions have secured</p>	<p>The challenging whole school targets set for 2016-17 were met and benchmarked against Trust expectations. (In 2016-17 50% pupils had moved to Pioneer House from Piper Hill.) These exceptionally good first year results are supported by extremely positive relationships and teamwork within school, frequently commented upon by visitors and parents.</p> <p>At the beginning of 2017-18 similarly challenging whole school targets set with progress benchmarked against Trust expectations. (In 2017-18 just under 30% pupils had moved to Pioneer House from Piper Hill.)</p> <p>Analysis of Spring data 2017-18 in March 2018 indicated that</p> <ul style="list-style-type: none">• In English, overall, 41% pupils have already made the equivalent of outstanding progress, 55% have made good progress and are on track to make outstanding progress and 5% have not yet made good progress• In Maths, overall, 42% pupils have already made the equivalent of outstanding progress, 53% have made good progress and are on track to make outstanding progress and 6% have not yet made good progress <p>This indicates that the school is on track to meet whole school targets set at the beginning of year 2 in English and Maths</p>	<p><i>Within the context of a rapidly expanding workforce the following whole school targets have been set for 2017-18:</i></p> <p>100% of students make at least good progress in English and mathematics, and 80% pupils make outstanding progress.</p> <p>60% of teachers deliver outstanding teaching consistently with the remainder delivering teaching that is never less than good.</p>

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<p>Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.</p> <p>Leaders and governors use professional development effectively to improve teaching.</p> <p>They use accurate monitoring to identify and spread good practice across the school.</p> <p>Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently</p>	<p>substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.</p> <p>Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils.</p> <p>Governors do not shy away from challenging leaders about variations</p>	<p>At the end of the first year Music and ML were identified as areas in which pupil progress was less than good. As a result, whole school targets were set to improve outcomes</p> <ul style="list-style-type: none"> • The percentage of pupils making outstanding progress increases from 62% to 75% in MFL • The percentage of pupils making at least good progress increases from 46% to 90% in music <p>Analysis of Spring data 2017-18 in March 2018 indicated that</p> <ul style="list-style-type: none"> • In MFL 6% pupils have already made the equivalent of outstanding progress, 94% have made good progress and are on track to make outstanding progress and no pupils have made less than good progress • In Music 6% pupils have already made the equivalent of outstanding progress, 94% have made good progress and are on track to make outstanding progress and no pupils have made less than good progress <p>This indicates that the school is on track to meet whole school targets set at the beginning of year 2 in Music and MFL</p> <p>At the end of the first year whole school targets were set to reduce the attainment gap between pupil premium and non-pupil premium pupils in identified subjects</p> <ul style="list-style-type: none"> • The percentage of pupil premium pupils making outstanding progress increases from 33% to 80% in MFL • The percentage of pupil premium pupils making at least good progress increases from 16% to 80% in Music • The percentage of pupil premium pupils making outstanding progress increases from 62% to 80% in PE 	<p><i>The following development aims are included in the School Development Plan 2017-18, with attendant actions, success criteria and key performance indicators:</i></p>
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<p>strong across the school or, where it is not, it is improving rapidly.</p> <p>Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.</p>	<p>in outcomes for pupil groups and between disadvantaged and other pupils nationally.</p> <p>Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.</p>	<ul style="list-style-type: none">To reduce the difference between pupil premium pupils and non pupil premium pupils making outstanding progress in English: Speaking and listening to 10% <p>Analysis of Spring data 2017-18 in March 2018 indicated that</p> <ul style="list-style-type: none">100% of pupil premium pupils are on track to make outstanding progress MFL100% of pupil premium pupils are on track to make outstanding progress Music100% of pupil premium pupils are on track to make outstanding progress PEThere is a 4% gap between pupil premium and non-pupil premium pupils in English: speaking and listening <p>In the March Quality assurance visit the QA partner noted that <i>"The SDP identified success criteria for the improvement to the music, MFL and PE curriculum offer. Clear action plans are in place for all of these subject areas and progress towards these actions is well in hand. In Music, students have the offer of instrumental lessons within school because of the employment of a music specialist. As a result, there is an increasing uptake and greater enthusiasm for music, including performance. The quality of teaching music is of a high level from specialist and non-specialist teachers. There has been a substantial increase in whole school music opportunities, which has resulted in students' interest levels being high and their enthusiasm for music vastly increased. The music sessions in particular, had the 'WOW' factor!"</i></p> <p><u>Students' Progress</u>-The evidence from music lessons observed would show that the percentage of students making good or better progress has substantially been increased from the (46%) making good or better</p>	<p>To strengthen parental engagement in school so that the school's vision and ambition are communicated effectively to parents and carers</p>
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		<p><i>progress and (23%) making outstanding progress in Music (2016-17). It is likely that the (80%) targets will be achieved in Music. The same challenging targets are set for pupil progress in PE and MFL, which students are on track to achieve.</i></p> <p><i>All pupils, including pupil premium students, are on track to achieve outstanding progress targets of (80%) in MFL, Music and PE and to exceed these.” (Spring Term 2018 Quality Assurance Visit report)</i></p> <p>(HT PM evaluation by governors; SLT pupil progress summary report to governors Summer 2018; QA report March 18)</p> <p>Joint lesson observations by the EHT and HT in Summer 2017 judged that teaching in all observed lessons was at least good with 25% being outstanding. 50% of observed teaching was good with significant outstanding features.</p> <p>(HT PM evaluation by governors; HT/ELT lesson observation records; QA report March 18)</p> <p>Regular head teacher walk rounds maintain an up to date and accurate picture of the quality of teaching and learning, feedback to staff is informal and immediate. Where trends or issues are identified across school responsive CPD highlights and addresses the issue.</p> <p>Walkround records form a standing item on the SLT weekly meeting agenda and resulting actions are recorded.</p> <p>The SLT monitor teachers’ planning and moderate their judgement and feedback so that planning for learning is improving over time.</p> <p>(SLT meeting records, walk round records, planning monitoring records)</p>	
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	<p>Leaders and governors use high quality professional development to encourage, challenge and support teachers' improvement. Teaching is highly effective across the school.</p> <p>Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.</p>	<p>All staff have performance management targets. Teachers and SLT have challenging targets which reflect whole school targets. Progress towards these targets is reviewed on a rolling programme throughout the year. Expectations of pupil progress are challenging</p> <p>(Standards Tracker records)</p> <p>Head teacher reports to governors give quantitative and qualitative evidence of progress in the development of teaching, learning, assessment and pupil progress outcomes.</p> <p>Link governor visits to school examine key aspects of the school development plan, challenging senior leaders to account for the school's performance</p> <p>(HT reports to governors, LGB minutes, link governor notes of visit)</p>	<p>To provide high quality of continuing professional development for teachers at the start and middle of their careers and later to develop effective teaching and leadership capacity at all levels</p> <p>To improve and strengthen team work across the school as the team expands</p>
The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire	The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills	The developing curriculum is broad and balanced with a particular focus on Enterprise, Employability and Independence in line with the proposer group and LGB's vision for the school. The inclusion of Enterprise as a curriculum area from September 2017 allows the school to develop the 'softer' skills, such as communication, teamwork and resilience, which are essential for successful life within and beyond school.	To expand and develop the enrichment curriculum in order to support pupils' social, moral, spiritual and cultural development

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<p>knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.</p> <p>Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.</p>	<p>in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p> <p>Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.</p>	<p>The curriculum areas of Healthy Lifestyles and Young Citizen address pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.</p> <p>Pupils frequently access whole school enrichment activities, e.g. World Book Day, cinema trips, bookshop visits, Healthy Lifestyles SRE day, enterprise challenge day, science fair, reward trips, which inspire, enliven and embed learning across the curriculum</p> <p>(Curriculum content plans, curriculum resources, medium term planning)</p> <p>Discriminatory or prejudiced behaviour is recorded and dealt with in a timely manner through a range of approaches including individual work and group teaching. For example, a Y7 pupil reported to his parent that he was being bullied and refused to come into school. As a result class teacher delivered a bespoke lesson to the rest of the class to consider the pupil's point of view together and the HT made a social story for the pupil to support his understanding of how the school were dealing with and resolving the issue. The pupil and his family had the confidence to return to school and bullying behaviour ceased.</p>	
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<p>Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.</p>	<p>Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.</p>	<p>The Section 175 audit completed by the HT and safeguarding governor concluded that safeguarding in school was effective in 2016-17. The HT is the designated safeguarding lead and the DHT was trained in July 2017. The school takes immediate action to respond where pupils are identified as being at risk of neglect, abuse or sexual exploitation, reporting concerns using local MSCB and MSAB protocols. The school uses CPOMS to record all safeguarding issues.</p> <p>The DSL participates fully in multiagency planning, action and review at Early Help, Child in Need and Child Protection level.</p> <p>Safeguarding training is included in staff induction and the staff CPD programme. All staff have completed certificated Level 2 Safeguarding in Education training.</p> <p>The safeguarding team was strengthened by the appointment and deployment of a school nurse from December 2017. This development</p>	<p>To improve and strengthen Safeguarding across school</p>
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<p>Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.</p>	<p>partners to support pupils who are at risk or who are the subject of a multi-agency plan.</p> <p>Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.</p>	<p>was further improved by the inclusion of the behaviour and attendance lead on the team from June 2018.</p> <p>(Section 175 audit May 2017; LGB minutes; staff induction records; staff training log; CPOMS records)</p>	
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Teaching, learning and assessment			
Teaching, learning and assessment is judged to be good			
Ofsted criteria Good (2)	Outstanding (1)	Self-Evaluation and evidence	What the school must do to improve further
Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.	<p>Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.</p> <p>Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They</p>	<p>Challenging whole school targets were met by the end of the first year and are on track to be met in the second year. <i>(see Leadership and Management)</i></p> <p>99% pupils made good or better progress, with 78% making outstanding progress, across all strands in English in 2016-17.</p> <p>97% pupils made good or better progress, with 76% making outstanding progress, across all strands in Maths in 2016-17.</p> <p>(HT PM evaluation by governors; SLT pupil progress summary report to governors Summer 2018; QA report March 18)</p> <p>Joint lesson observations by the EHT and HT judged that teaching in all observed lessons was at least good with 25% being outstanding. 50% of observed teaching was good with significant outstanding features.</p> <p>(HT PM evaluation by governors; HT/ELT lesson observation records; QA report July 17)</p> <p>Overall teachers' planning is good and a significant proportion is outstanding. Teachers typically plan a well considered programme of carefully structured teaching to support pupils' learning towards the targets set. Clearly</p>	<p><i>Within the context of a rapidly expanding workforce the following whole school targets have been set for 2017-18:</i></p> <p>100% of students make at least good progress in English and mathematics, and 80% pupils make outstanding progress.</p> <p>60% of teachers deliver outstanding teaching consistently with the remainder delivering teaching that is never less than good.</p>



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<p>In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.</p> <p>Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and</p>	<p>manage pupils' behaviour highly effectively with clear rules that are consistently enforced.</p> <p>Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.</p> <p>Teachers check pupils' understanding systematically and effectively in lessons, offering clearly</p>	<p>articulated steps to success ensure that pupils and teaching assistants know what pupils are learning and what their next steps are.</p> <p>(Planning moderation files)</p> <p>Teaching is highly differentiated and responsive to individual learning needs. Robust CPD and a highly collaborative culture ensure that there is consistency across school in terms of establishing next steps in learning and supporting pupils who achieve less than expected progress. School expectations of progress are high and teachers are clear about those expectations.</p> <p>Teachers habitually meet with class teams at the beginning of each day to ensure that teaching assistants are clear about planned works, knowing what pupils are learning and how to support them.</p> <p>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.</p> <p>An engaging curriculum with a strong practical and applied focus ensures that pupils' interest is sustained and their thinking is challenged.</p> <p>All teachers have PM targets which identify those pupils who are on track to make good or less than good progress in Maths and/or English.</p>	<p><i>The following development aims are included in the School Development Plan 2017-18, with attendant actions, success criteria and key performance indicators:</i></p> <p>The quality of teaching is improved so that it is consistently good with a significant proportion which is consistently outstanding teaching</p> <p>To strengthen and accelerate learning for those pupils who do not appear to be on</p>
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<p>challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.</p> <p>Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.</p>	<p>directed and timely support.</p> <p>Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.</p>	<p>Quantitative analysis of progress shows that pupils make very good progress over time. Recent focused work by the whole staff team on Evidencing Pupil Progress was designed to improve the quality of evidence, an issue which was noted by the QA partner,</p> <p><i>"Work scrutiny-</i>The school has in place a policy for work scrutiny and practice case studies to evidence progression. Work scrutiny uses an individual teacher crib sheet proforma. Staff find it challenging to make evidence clear about a young person's progression in learning. Teacher feedback and self-evaluation have developed over the past year revising and simplifying to prevent over-complication and to have a greater clarity of what feedback is to be given to the young people. A recent school scrutiny of work showed that knowing the student well was important. There was a need identified for cross referencing of evidence where this was held in more than one place. Evidence does not always show how (feedback) is given to students. As a result of this scrutiny, actions have been identified including embedding a 'plan, do, review cycle' for learning as part of everyday practice. Also, to</p>	<p>track to make outstanding progress</p> <p>To improve differentiation for pupils working at earlier levels across school</p> <p>To ensure that all members of the staff team understand the levels that pupils are working at, how to support pupils most effectively and how to identify progress and next steps</p> <p>To improve team deployment in lessons so that TAs make a positive impact on pupil progress</p> <p>Leadership is strengthened at all levels</p>
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<p>Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.</p> <p>Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum.</p>	<p>Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.</p> <p>Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well</p>	<p><i>review time management in classes to establish more effective ways of working with students so that they can review their learning whilst continuing to maintain the pace of the lesson. Include pupil voice, as some teachers have begun to do, in feedback sheets."</i> (Spring Term 2018 Quality Assurance Visit report)</p> <p>(CPD records, lesson observations, HT walk rounds, workbook scrutiny, SeeSaw records, curriculum content plans and documentation)</p> <p>Homework is set on an individual basis so that pupils can practice recent and familiar learning in a different context.</p>	<p>Establish homework policy and practice so that pupils are able to select a piece of work to repeat at home giving them the opportunity to consolidate their learning in a new environment. <i>(Additional to SDP)</i></p>
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<p>For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.</p>	<p>across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.</p>		
<p>Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.</p>	<p>Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.</p>		
<p>Pupils develop the capacity to learn from mistakes and they</p>	<p>Pupils love the challenge of learning and are resilient to</p>		



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<p>become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.</p>	<p>failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.</p>		
<p>Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.</p>	<p>Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.</p>		
<p>The school gives parents accurate information about how</p>	<p>Parents are provided with clear and timely information on how</p>	<p>Parental engagement with the school is good. In Autumn 2017 90% of parents of Y7 pupils attended transition meetings with the HT and class</p>	<p>To strengthen parental engagement in school so that the school's</p>



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<p>well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.</p> <p>Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.</p>	<p>well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.</p> <p>Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.</p>	<p>teacher. All parents reported that they are very happy with their child's placement in the school. Parents are informed of their child's progress through termly reports and face to face meetings in the Autumn and Spring term.</p> <p>Teachers habitually challenge derogatory language and stereotyping in and out of school, promoting opportunity and diversity. Significant time, planning and ingenuity supports independent travellers to manage the freedom that unsupervised travel brings, tackling derogatory language and in appropriate behaviour out of school</p> <p>(CPOMS records, travel plans, HT walk rounds, informal feedback)</p>	<p>vision and ambition are communicated effectively to parents and carers</p> <p><i>Increase opportunities for parental engagement across school (Additional to SDP)</i></p>
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Personal development, behaviour and welfare			
Personal development, behaviour and welfare is judged to be good			
Ofsted criteria Good (2)	Outstanding (1)	Self-Evaluation and evidence	What the school must do to improve further
<p>Pupils are confident and self-assured. They take pride in their work, their school and their appearance.</p> <p>Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.</p> <p>In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education,</p>	<p>Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.</p> <p>Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.</p> <p>In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses</p>	<p>Pupils develop their confidence as they move through school and they typically take pride in their work and their school. A weekly 'Good News' assembly celebrates good work and pupils take pride in receiving a Head Teacher's award for achievement.</p>	<p><i>Within the context of a rapidly expanding workforce the following whole school targets have been set for 2017-18:</i></p> <p>Personal development, behaviour and welfare are judged to be outstanding by July 2018</p> <p>Cumulative attendance in KS3 and 4 is at least 95% for 2017-18</p> <p><i>The following development aims are included in the School</i></p>



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<p>employment, self-employment or training.</p>	<p>suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.</p>	<p>KS5 staff have explored post school options with all leavers to secure appropriate post 19 destinations. Work related learning in KS4 and 5 has developed significantly over the year to create a very strong and unique offer Pupils have received careers guidance in association with Piper Hill HS, however the school has plans to commission independent careers advice in its own right from 2018.</p>	<p><i>Development Plan 2017-18, with attendant actions, success criteria and key performance indicators:</i></p>
<p>Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.</p>	<p>Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.</p>		
<p>Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously</p>	<p>Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high</p>	<p>At the end of the spring term reported attendance sat at 95%, with persistent absence at 14.3%. There are several students, with specific reasons for poor attendance, who are being carefully monitored. One of these students has recently transitioned to a new provider. Additional to this persistent absence is, in part, a result of families taking holidays in term time. Pupils categorised as persistent absentees and are the subject of attendance planning and monitoring. These pupils work towards individually negotiated rewards which, once established, are effective in</p>	<p>To improve student attendance so that it is in line with or above National figures.</p>



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had exceptionally high rates of absence is showing marked and sustained improvement.	rates of absence is rising quickly towards the national average.	<p>improving attendance and punctuality. Meetings with parents provide a forum to resolve attendance issues in other ways, for example, through CAMHS referral. Attendance data is reviewed a regular item in whole staff briefings and SLT meetings</p> <p>The vast majority of pupils in PA at the end of the Autumn Term 2017 and therefore subject to monitoring and/or attendance plans have displayed significantly better attendance throughout the Spring Term 2018.</p> <table><tr><th>Name</th><th>Autumn Term %</th><th>Spring Term %</th></tr><tr><td>Student 1 Y13 (CAMHS)</td><td>89.7</td><td>47</td></tr><tr><td>Student 2 Y7</td><td>88.8</td><td>100</td></tr><tr><td>Student 3 Y14 (medical)</td><td>88.8</td><td>49</td></tr><tr><td>Student 4 Y14</td><td>87.9</td><td>96</td></tr><tr><td>Student 5 Y10</td><td>82.8</td><td>100</td></tr><tr><td>Student 6 Y11</td><td>81.1</td><td>93</td></tr><tr><td>Student 7 Y7</td><td>81</td><td>91</td></tr><tr><td>Student 8 Y12</td><td>58.6</td><td>34</td></tr></table> <p>Attendance for all registration groups has been maintained or improved from Autumn 17 to Spring 18.</p> <ul style="list-style-type: none">• Key Stage 3 Independent: 97% to 98%,• Key Stage 3 Structured: 93%,• Key Stage 4: 94% to 97%,	Name	Autumn Term %	Spring Term %	Student 1 Y13 (CAMHS)	89.7	47	Student 2 Y7	88.8	100	Student 3 Y14 (medical)	88.8	49	Student 4 Y14	87.9	96	Student 5 Y10	82.8	100	Student 6 Y11	81.1	93	Student 7 Y7	81	91	Student 8 Y12	58.6	34	
Name	Autumn Term %	Spring Term %																												
Student 1 Y13 (CAMHS)	89.7	47																												
Student 2 Y7	88.8	100																												
Student 3 Y14 (medical)	88.8	49																												
Student 4 Y14	87.9	96																												
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Student 8 Y12	58.6	34																												



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<p>Pupils conduct themselves well throughout the day, including at lunchtimes.</p> <p>The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.</p> <p>Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.</p>	<p>Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.</p> <p>For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.</p>	<ul style="list-style-type: none">• Key Stage 5: 89% to 92%. <p>(Attendance records, attendance improvement plans, meeting records)</p> <p>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</p> <p>Challenging behaviour is addressed through behaviour intervention planning and support with success; 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.</p> <p>(HT walk rounds, lesson observations by the EHT and HT, IRIS records.)</p> <p>Teachers are developing and deploying skills to manage and minimise low level disruption in the classroom, for the vast majority of pupils this is working very effectively. Pupils are proud of their work and enjoy their learning</p> <p>(HT walk rounds, lesson observations by the HT, NQT mentoring records)</p> <p>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. For example, a Y7 pupil reported to his parent that he was being bullied and refused to come into school. As a result the class teacher delivered a bespoke lesson to the rest of the class to consider the pupil's point of view together and the HT made a social story for the pupil to support his understanding of how the school were dealing with and</p>	<p>To improve staff knowledge and confidence in the management of behaviour so that inappropriate behaviour is challenged consistently across school</p> <p>To develop a behaviour team to work collaboratively across school to improve behaviour at all levels</p>
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Pioneer House High School: Self Evaluation Framework

<p>Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.</p> <p>Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.</p> <p>Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.</p> <p>The school's open culture promotes all</p>	<p>Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.</p> <p>Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.</p> <p>The school's open culture actively</p>	<p>resolving the issue. The pupil and his family had the confidence to return to school and bullying behaviour ceased</p> <p>Staff and pupils are developing a good awareness of all aspects of safeguarding through a targeted programme of CPD and lessons, including mental health, safe and positive relationships and on-line safety. The school is a member of Digital Schools and CEOPS, information on digital safety was made available at parent and carer days in March 17</p> <p>(CPD records, CPOMS, MT planning)</p> <p>A Young Citizens curriculum, class based Good Citizen awards and post incident debriefs prepare students to be responsible for their own actions</p> <p>(Curriculum content plans, curriculum resources, IRIS records)</p> <p>The school's Healthy Lifestyles curriculum promotes pupils' understanding of how to stay and feel safe. A highly differentiated, whole school SRE day</p>	
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Pioneer House High School: Self Evaluation Framework

<p>aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.</p>	<p>promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.</p> <p>Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in</p>	<p>in December 2017, piloting materials from the I-Matter curriculum, supported students to understand about safe and healthy relationships at a level which was individually appropriate. The success of the day led to the launch of the I-Matter curriculum to schools across the city held at Pioneer House HS. KS5 pupils supported the launch and feedback from HTs and subject leaders attending the launch were extremely positive.</p> <p>I-Matter launch feedback sheets; Link governor feedback, LGB minutes</p> <p>The school makes strategic, strenuous and sustained efforts to ensure that pupils understand how to keep themselves healthy e.g participation in the 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.</p>	
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Pioneer House High School: Self Evaluation Framework

<p>Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.</p>	<p>staying safe from abuse and exploitation.</p> <p>Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.</p> <p>Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.</p>	<p>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.</p> <p>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.</p>	
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Pioneer House High School: Self Evaluation Framework

Outcomes for pupils			
Pupil outcomes are judged to be good			
Ofsted criteria Good (2)	Outstanding (1)	Self-Evaluation and evidence	What the school must do to improve further
<p>Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.</p> <p>In a wide range of subjects, the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards</p>	<p>Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.</p> <p>The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that</p>	<p>The challenging whole school targets set for 2016-17 were met and benchmarked against Trust expectations. (In 2016-17 50% pupils had moved to Pioneer House from Piper Hill.) These exceptionally good first year results are supported by extremely positive relationships and teamwork within school, frequently commented upon by visitors and parents.</p> <p>At the beginning of 2017-18 similarly challenging whole school targets set with progress benchmarked against Trust expectations. (In 2017-18 just under 30% pupils had moved to Pioneer House from Piper Hill.)</p> <p>Analysis of Spring data 2017-18 indicated that</p> <ul style="list-style-type: none">• In English, overall, 41% pupils have already made the equivalent of outstanding progress, 55% have made good progress and are on track to make outstanding progress and 5% have not yet made good progress• In Maths, overall, 42% pupils have already made the equivalent of outstanding progress, 53% have made good progress and are on track to make outstanding progress and 6% have not yet made good progress <p>This indicates that the school is on track to meet whole school targets set at the beginning of year 2 in English and Maths</p>	<p><i>Within the context of a rapidly expanding workforce the following whole school targets have been set for 2017-18:</i></p> <p>100% of students make at least good progress in English and mathematics, and 80% pupils make outstanding progress.</p>

Pioneer House High School: Self Evaluation Framework

<p>that of other pupils with the same starting points.</p> <p>Pupils read widely and often, with fluency and comprehension appropriate to their age. A very large majority of pupils in Year 1 achieve the expected standard in the national phonics check.</p> <p>Pupils' progress is above average or improving across most subject areas. Progress from starting points of</p>	<p>of other pupils with the same starting points.</p> <p>Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.</p> <p>Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check.</p> <p>For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational</p>	<p>At the end of the first year Music and ML were identified as areas in which pupil progress was less than good. As a result, whole school targets were set to improve outcomes</p> <ul style="list-style-type: none"> • The percentage of pupils making outstanding progress increases from 62% to 75% in MFL • The percentage of pupils making at least good progress increases from 46% to 90% in music <p>Analysis of Spring data 2017-18 indicated that</p> <ul style="list-style-type: none"> • In MFL 6% pupils have already made the equivalent of outstanding progress, 94% have made good progress and are on track to make outstanding progress and no pupils have made less than good progress • In Music 6% pupils have already made the equivalent of outstanding progress, 94% have made good progress and are on track to make outstanding progress and no pupils have made less than good progress <p>This indicates that the school is on track to meet whole school targets set at the beginning of year 2 in Music and MFL</p> <p>At the end of the first year whole school targets were set to reduce the attainment gap between pupil premium and non-pupil premium pupils in identified subjects</p> <ul style="list-style-type: none"> • The percentage of pupil premium pupils making outstanding progress increases from 33% to 80% in MFL • The percentage of pupil premium pupils making at least good progress increases from 16% to 80% in Music • The percentage of pupil premium pupils making outstanding progress increases from 62% to 80% in PE 	<p>The number of pupil premium pupils making outstanding progress in PE will increase from 62% to 80%</p> <p>The number of non-pupil premium pupils making outstanding progress in PE will increase from 73% to 80%</p> <p>The percentage of pupil premium pupils to making good or outstanding progress in MFL will increase from 33% to 80%</p> <p>The percentage of non-pupil premium pupils to</p>
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Pioneer House High School: Self Evaluation Framework

<p>disadvantaged pupils and pupils who have special educational needs and/or disabilities is above average or improving across most subject areas.</p> <p>From different starting points, progress in English and in mathematics is close to or above national figures. The progress from different starting points of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.</p> <p>Pupils are well prepared for the next stage of their</p>	<p>needs and/or disabilities, progress from starting points is above average across nearly all subject areas.</p> <p>From different starting points, the progress in English and in mathematics is high compared with national figures.</p> <p>The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.</p> <p>Pupils are exceptionally well prepared for the next stage of their</p>	<ul style="list-style-type: none"> To reduce the difference between pupil premium pupils and non-pupil premium pupils making outstanding progress in English: Speaking and listening to 10% <p>Analysis of Spring data 2017-18 indicated that</p> <ul style="list-style-type: none"> 100% of pupil premium pupils are on track to make outstanding progress MFL 100% of pupil premium pupils are on track to make outstanding progress Music 100% of pupil premium pupils are on track to make outstanding progress PE There is a 4% gap between pupil premium and non-pupil premium pupils in English: speaking and listening <p>There is no significant difference in progress between groups; all progress is planned for according to individual pupil need.</p> <p><i>The school does not have pupil progress figures available for 2017-18 for those subjects (Science, History, Geography, Technology and Art) taught through the International Primary Curriculum in KS3 and 4 because the progress tracking system, established in summer 2017 has been in use over the year and measures of expected progress have been established, data will be available for analysis at the end of Summer 2 2018.</i></p> <p>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</p>	<p>making good or outstanding progress in MFL will increase from 29% to 80%</p> <p>The percentage of pupil premium pupils to making good or outstanding progress in music will increase from 16% to 80%</p> <p>The number of non-pupil premium pupils to making good or outstanding progress in music will increase from 28% to 80%</p> <p><i>The following development aims are included in the School Development Plan 2017-18, with attendant actions, success criteria and key performance indicators:</i></p> <p>To re-launch and establish a successful Music curriculum which ensures the 3 key areas (composing, listening and performance) are being implemented resulting in all</p>
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<p>education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pupils do so at a level suitable to meet appropriate career plans.</p>	<p>education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.</p>	<p>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.</p> <p>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 2 Certificate in Skills for Working Life from City and Guilds.</p> <p>A system is being developed in 2017-18 to track pupils into their post 19 destinations in order to provide the school with data on the extent to which pupils are prepared for their next steps.</p>	<p>assessment areas being covered effectively.</p> <p>To offer instrumental lessons within school that results in an increasing uptake and greater enthusiasm for Music</p> <p>To increase whole school music opportunities resulting in increasing interest and enthusiasm for Music</p> <p>The quality of teaching is improved in Music so that it is consistently good with a significant proportion which is outstanding</p> <p>To overhaul the existing MFL curriculum to include clear opportunities for challenge, resulting in improved progression and engagement</p> <p>Establish new MFL curriculum with updated</p>
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			<p>programmes of study/modules/resources</p> <p>To support and reinforce learning of Spanish for those in KS3 and 4 so that pupils are more confident in attempting to speak in the target language.</p> <p>To adapt and develop the PE curriculum so that it meets the needs of different pupils and groups of pupils in order to foster a culture of enjoyment and achievement Physical Education activities.</p> <p>To increase and improve the Physical Education and Sport curricular and extra-curricular offer.</p> <p>To develop students as 'Sports Leaders' to increase and maintain engagement.</p> <p>To develop the skills, knowledge and</p>
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Pioneer House High School: Self Evaluation Framework

			<p>understanding of Physical Education by Teaching Assistants and non-specialist teachers</p> <p>To establish a tracking system for post school placements involving parents, students and post-19 providers</p>
The effectiveness of 16-19 provision			
The effectiveness of 16-19 provision is judged to be good			
Ofsted criteria Good (2)	Outstanding (1)	Self-Evaluation and evidence	What the school must do to improve further
<p>Leaders have high expectations. They improve provision and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment and learners' retention, progress and skill development.</p>	<p>Leaders pursue excellence. They improve provision and outcomes rapidly and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as learners' retention,</p>	<p>97% pupils made good or better progress, with the vast majority making outstanding progress, across all strands in English in 2016-17.</p> <p>95% pupils made good or better progress, with the vast majority making outstanding progress, across all strands in Maths in 2016-17.</p> <p>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. Pupils achieve excellent levels of independence and work reliably and conscientiously in lessons.</p> <p><i>See Self Evaluation of Teaching, Learning Assessment</i></p>	<p><i>Within the context of a rapidly expanding workforce the following whole school targets have been set for 2017-18:</i></p> <p>The school's ethos of Enterprise, Employability and Independence is clearly demonstrated by curriculum content in all Key Stages.</p>



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<p>Leaders plan and manage individualised study programmes that build on learners’ prior attainment, meet all the requirements of 16 to 19 provision and prepare them well for future employment.</p> <p>Learners without GCSE legacy grades A* to C (reformed grades 9–4) in either English or mathematics follow relevant courses in English and/or mathematics. Many make progress towards legacy grade C (reformed grade 4).</p>	<p>progress and skill development.</p> <p>Leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment.</p> <p>Learners without GCSE legacy grades A* to C (reformed grades 4-9) in either English or mathematics follow appropriately tailored courses in English and/or mathematics. The considerable majority make substantial and sustained progress</p>	<p>HT walk rounds, lesson observations, assessment data</p> <p>The developing curriculum places a significant emphasis on employability skills and personal development.</p> <p>The school has invested 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. For example:</p> <ul style="list-style-type: none">• In September 2017 the school appointed an skilled TA4 member of staff from with responsibility for managing personalised pathways, supporting work placements and developing the range of work placements available to students• In February 18 the school employed a job coach, strengthening the capacity to source and support work placement. In April 18 all KS5 students had a structure supported or independent work placement. <table><tr><th>Placement</th><th>No. students</th><th>I/S</th><th>Per week</th><th>Duration</th></tr><tr><td>Hair House Boutique</td><td>1</td><td>I</td><td>½ day</td><td>Term</td></tr><tr><td>Piper Hill HS</td><td>1</td><td>I</td><td>1 day</td><td>Term</td></tr><tr><td>Mess Cafe</td><td>2</td><td>I</td><td>1 day</td><td>Term</td></tr><tr><td>Mess Cafe</td><td>2</td><td>S</td><td>½ day</td><td>6 weeks</td></tr><tr><td>Shine Hair Boutique</td><td>1</td><td>S</td><td>½ day</td><td>6 weeks</td></tr><tr><td>Community Farm</td><td>3</td><td>S</td><td>1 day</td><td>6 weeks</td></tr></table>	Placement	No. students	I/S	Per week	Duration	Hair House Boutique	1	I	½ day	Term	Piper Hill HS	1	I	1 day	Term	Mess Cafe	2	I	1 day	Term	Mess Cafe	2	S	½ day	6 weeks	Shine Hair Boutique	1	S	½ day	6 weeks	Community Farm	3	S	1 day	6 weeks	<p>Pupils demonstrate a good level of progress in Enterprise, Employability and Independence skills appropriate to their key stage</p> <p>Over 50% pupils leaving school go on to employment focused destinations</p> <p><i>The following development aims are included in the School Development Plan 2017-18, with attendant actions, success criteria and key performance indicators:</i></p> <p>To establish an enterprise curriculum across school</p> <p>To establish an employability programme for KS4 pupils</p> <p>To establish an Independent Life Skills</p>
Placement	No. students	I/S	Per week	Duration																																		
Hair House Boutique	1	I	½ day	Term																																		
Piper Hill HS	1	I	1 day	Term																																		
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Impartial careers guidance ensures that learners undertake study programmes that build on their prior attainment and enables them to develop clear and realistic plans for their future.	towards legacy grade C (reformed grade 4) or above.	<table><tr><td>Brinnington Hall</td><td>3</td><td>S</td><td>½ day</td><td>6 weeks</td></tr><tr><td>Specialist Electronic Recycling</td><td>2</td><td>S</td><td>1 day</td><td>5 weeks</td></tr><tr><td>On-site caretaking</td><td>2</td><td>I</td><td>2x ½ days</td><td>Term</td></tr></table>	Brinnington Hall	3	S	½ day	6 weeks	Specialist Electronic Recycling	2	S	1 day	5 weeks	On-site caretaking	2	I	2x ½ days	Term	curriculum for KS4 and 5 pupils
	Brinnington Hall	3	S	½ day	6 weeks													
Specialist Electronic Recycling	2	S	1 day	5 weeks														
On-site caretaking	2	I	2x ½ days	Term														
Teaching, learning and assessment support and challenge learners so that they make strong progress across all aspects of their study programmes. Learners who fall behind are helped to	High quality and impartial careers guidance ensures that learners follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future. Learners understand the options available and are informed about local and national skills needs.	<ul style="list-style-type: none">In June 2018 the school recruited a DHT, with skills and experience in leading an acclaimed post 16 SEND provision at an outstanding special school, to increase capacity for leadership of the KS5 provision.The 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. <p>100% of post 16 pupils 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.</p> <p>In 2017-18 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 2 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.</p> <p>(Curriculum map, City and Guilds approval records, QA assessor visit report, TA4 recruitment records, course registration)</p> <p><i>See self evaluation of personal development, behaviour and welfare.</i></p>	To increase the numbers of modules delivered to KS5 pupils in Skills for Working Life															
	Teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme. Teaching enables learners who fall behind	To develop the Functional Skills offer in the sixth Form	Establish Pioneer House as a C&G centre approved to deliver Food Skills accreditation	To increase work placements														
			To establish a tracking system for post school placements involving parents, students and post-19 providers															



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<p>catch up and the most able are stretched.</p> <p>Learners develop personal, social and employability skills, including through high quality non-qualification activities and work experience relevant to their needs. They are punctual and attendance is high.</p> <p>Learners are safe and feel safe. They behave well, respect others and understand how to keep themselves safe and healthy and to contribute to wider society and life in Britain.</p> <p>The great majority of learners and groups of</p>	<p>to catch up swiftly and the most able to excel.</p> <p>Learners are confident and conduct themselves well. They are punctual. They have excellent personal, social and employability skills and undertake high quality non-qualification activities and work experience that matches their needs. Attendance rates are high.</p> <p>Learners are safe and feel safe. They are thoughtful, caring and respectful citizens. They take responsibility for keeping themselves safe and healthy and contribute to wider society and life in Britain.</p> <p>Throughout the time spent on their study</p>		
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<p>learners make strong progress from their starting points. Gaps in the progress or retention of groups with similar starting points are closing.</p> <p>The great majority of learners progress to higher levels during and after their study programme. They complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.</p> <p>Progress on level 3 qualifications in terms of value added is</p>	<p>programmes, learners and groups of learners make substantial and sustained progress from their starting points. Rates of retention are high for almost all groups of learners. Any gaps in the progress or retention of groups with similar starting points are closing.</p> <p>Almost all learners progress swiftly to higher levels during their study programme. Almost all learners complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.</p> <p>Progress on level 3 qualifications in terms of value added is above</p>		
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above average or improving across most subjects.	average across nearly all subjects.		
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