**School logo**

**PIES at (………..)**

At ………..School we firmly believe we are here to develop the whole pupil not just their academic potential. Therefore we have adopted a system that helps us indicate the holistic strengths and needs of an individual pupil. Each member of **education staff** independently **assess every pupil three times a year** through the school’s **PIES Profile Analysis** (**P**ersonal development, **I**ntellectual (engagement in learning), **E**motional intelligences, **S**ocial skills). The outcomes inform an individualised and therapeutic intervention support programmes and holistic targets.

Each section has 11 or 12 skills to which teachers and key staff members asses on a scale of 1-5, 1 being always and 5 never.

As you will see below PIES gives the school a detailed holistic picture of the skills. Any areas highlighted red will be the focus for the pupil to improve through SMART targets in their IEP.

Considering the backgrounds of the pupils at …………….. School to achieve a score of 2 or 1 is a great achievement.

An example of one of the four areas that staff assess pupils in.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Summer 2016 PIES - Pupil name Tutor Group:** | | | | | | | | | | | | | |  |  |  |  |
| **P** |  | **Staff Initials** | | | | | | | | | | | **Total Pts** | **AVE** |  |  |  |  |
| **REF** | **BEHAVIOUR / PHYSICAL CONDUCT** | AF | PF | JT | LS | WK | DGr | DG | KC | PPO | CK | PI |  |  |  |  |
| **B1** | Shows respect for others | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 13 | 1.2 |  |  | 1 | Always |
| **B2** | Shows respect for the school environment | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 14 | 1.3 |  |  | 2 | Often |
| **B3** | Is in the right place, at the right time | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 13 | 1.2 |  |  | 3 | Sometimes |
| **B4** | Moves around the school in an orderly manner | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 17 | 1.5 |  |  | 4 | Rarely |
| **B5** | Arrives Punctually to class | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 18 | 1.6 |  |  | 5 | Never |
| **B6** | Enters/leaves class in an orderly manner | 1 | 3 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 17 | 1.5 |  |  |  |  |
| **B7** | Moves around the classroom appropriately | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 14 | 1.3 |  |  |  |  |
| **B8** | Remains in class unless given permission to leave | 1 | 3 | 3 | 3 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 19 | 1.7 |  |  |  |  |
| **B9** | Conforms to the requests of adults | 1 | 3 | 2 | 3 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 17 | 1.5 |  |  |  |  |
| **B10** | Allows others to work | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 14 | 1.3 |  |  |  |  |
| **B11** | Seeks attention appropriately | 2 | 3 | 3 | 3 | 1 | 1 | 2 | 3 | 2 | 2 | 2 | 24 | 2.2 |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | 180 | 1.5 |  |  |  |  |