



Sir Tom Finney Community High
Self-Evaluation Summary
Date: September 2022

Contents:

Section A - Summary of overall performance

Section B – Detailed information of School context, whole school delivery models, departments and impacts.

Section C– Overview of Assessment information – refer to separate document – ‘Assessment and Accreditation’ report

SECTION A

<u>Overview of key strengths , developments and school’s own judgements</u>			
	<u>School's key strengths</u>	<u>Area (s) for development</u>	<u>School’s own overall judgement</u>
Quality of Education	<ul style="list-style-type: none"> • Departmental and pastoral structure and organisation facilitates targeted differentiated learning • Grouping students by ability allows for targeted differentiation therefore enabling stretch, challenge and aspiration in the higher groups and greater support where needed within lower ability groupings. • Ks3 is the bedrock, establishing a ‘full’ curriculum offer without any ‘narrowing’ to allow all to become ready for accreditation. We keep the curriculum as “broad as possible for as long as possible”. Our curriculum is ambitious, flexible, and adaptable to the needs and starting points of students • Following a successful pilot programme underpinned by use of Tutoring funding Reading/Phonics is ‘prioritised’ from entry at KS3 	<ul style="list-style-type: none"> • Continued development of subjects as a specialism for individual co-ordinators • Accreditation for all model to embed unit award scheme across subject • Options opportunities to be increasingly more accountable in terms of intended outcomes • Even further stretch and challenge for the very most able in FE – both academically and in lifeskills for independent living • Development of Evidence for Learning to support and enhance evidencing progression and attainment in all subjects; initially in KS3/SFX with whole school deployment over a two year period 	<ul style="list-style-type: none"> • Good overall – Some pockets of outstanding practise

	<ul style="list-style-type: none"> • Ks3 offer as a whole provides the breadth and building blocks successfully to enhance the progression through into increasingly personalized delivery at KS4 and FE • KS4/FE – A responsive and bespoke model incorporating a range of nationally recognised accreditation to aid students moving into mainstream college education and adulthood. • Offering a full range of Pre-Entry, Entry Level and Functional Skills to develop the ‘whole student’ as well as their individual understanding of how and why we are working towards their aspirational ‘end point’. • All students post 14 have an opportunity to experience ‘vocational’ learning • SFX offers a highly personalized developmental approach based around individual need, challenge and support following a creative, sensory and experiential model of delivery with an emphasis on early development of communication skills. • Opportunities for ‘cultural capital’ are ‘taken’ throughout the school through ‘Theme Days’ and visits in KS3 and ‘options/vocational opportunities’ in the KS4/FE departments, with the purpose of CC being to “introduce them [students] to the ‘best’ that has been thought and said and helping to engender an appreciation of human 	<ul style="list-style-type: none"> • To fully implement the Read, write Inc scheme within KS3 to further enhance the quality of teaching of reading and writing ensuring even better progress and continuous challenge • Succession planning for future leadership and management roles 	
--	--	---	--

	<p>creativity and achievement”.</p> <ul style="list-style-type: none"> • All depts - Rigorous quality assurance monitoring and enhancing teaching and learning. • All depts - collaboration between teaching staff sharing good practice. • The strong focus and emphasis on the overall vision of the journey toward preparation for adulthood. • Effective transition throughout school leads to students being ‘ready’ for whatever their next steps will be whether education, employment or social care outcomes. 		
Behaviour and Attitudes	<ul style="list-style-type: none"> • Whole school team approach of promoting positive behaviour and attitudes. Staff and students supporting each other through times of change. • Communication and contact with parents • Structured PSHE /RSE programme and support with PSD • ELSA provision (Emotional Literacy Support Assistance) 	<ul style="list-style-type: none"> • Maintaining the consistent quality and standards with upper floor coming on stream and new department set up being established • Consistent pastoral interventions prior to referral to ELSA programme 	<ul style="list-style-type: none"> • Outstanding
Personal Development	<ul style="list-style-type: none"> • High percentage of students meet their aspirations and ambition for example accreditation results, college destinations, work experience • The overall journey toward preparation for adulthood 	<ul style="list-style-type: none"> • continue to maintain the already high and effective standards 	<ul style="list-style-type: none"> • Outstanding
Leadership and Management	<ul style="list-style-type: none"> • <i>L&M structure of delegation and distribution with clear division of roles and responsibilities.</i> • Heads of Department given autonomy to develop departments accordingly but - • The strength of the collaborative practice and communication between the 	<ul style="list-style-type: none"> • HOD and middle leadership greater understanding and accountability to the ‘bigger whole school picture’. • Future proofing and succession to meet the challenges of a number of senior leaders retiring 	<ul style="list-style-type: none"> • Good but may be considered outstanding

	<p>SLTHOD to ensure whole school functioning and operation is very effective, being mindful to individual strengths and experience.</p> <ul style="list-style-type: none"> • Constantly reflective and evaluative SLT/HOD team who consider any challenges and strive to develop solutions (solution focused growth mindset) underpinned by a clear vision for all students and staff. • Visible leadership within school • Engagement with all stakeholders as part of evaluative practise • Professional dev and training is given a high priority e.g. – npq's, apprenticeships, cert ed, nqt, placements for teacher trainees and subject/send/curric – succession • Excellence in protocols within safeguarding • Well informed and challenging/supportive Governors led by an experienced Chair of Governors 	<p>within the next 3-5 years.</p> <ul style="list-style-type: none"> • Governing body has seen changes of parent governor in the last 12 months – new governor development 	
<p>Quality of post 16 education</p>	<ul style="list-style-type: none"> • Refer to previous comments with regard to quality of education as a whole – notably accreditation; engagement and preparation for adulthood 	<ul style="list-style-type: none"> • New Accreditation to replace current OCR life and living skills • Re engage with community links after the period of COVID 	<ul style="list-style-type: none"> • Good

(For context and analysis/evidence to support the above judgment, please refer to SECTION B)

Summary continued

CONTEXT OF THE SCHOOL

Sir Tom Finney Community High School is a Generic Learning Difficulty (GLD) designated secondary special school with a sixth form. We admit students from 11-19 years. Our feeder schools include other special schools and a wide range of primary mainstream schools and local secondary mainstream schools. Our student population has a broad range of needs, including all known types of identified SEND. There is a significant proportion of the student population on Free school meals (or Ever6) and almost half the population are either Child in Need, Looked After, Post Looked After or in Child Protection. The school has seen a rise in students who display complex mental health challenges alongside their special educational need and/or disability. As such there are a number of interventions,

activities and opportunities available to support those young people and we continue to invest in and expand the Emotional Literacy Support Assistant (ELSA) programme. The school has been recognised for its approach to care, nurture and support in a flexible and adaptive manner that underpins its successes within teaching and learning and progress and achievement through its model of delivery.

The numbers admitted have continually increased over the school's original designated capacity. In light of this, the county council SEND/inclusion strategy has allowed for further refurbishment and new build to re-establish the upper floor with the intention of expanding the numbers on roll to 240 over the next 3 years. Admitted numbers for September 2022 will be 216 on roll with 80 of post 16 age. Students attend from a wide geographical area with most using LCC transport to get to and from school, others are dropped off by parents or travel independently. Many fall into the 'more deprived' category according to the Inspection Data Summary Report with 46% taking FSM according to the most recent census. Absence data suggests that rates are consistently between 8-10% overall which is in line with other GLD/LDD special schools, often impacted by those who are medically vulnerable, require appointments, hospitalisation or susceptible to seasonal illness.

The school is organised departmentally into KS3, KS4, FE(POST 16) who provide 'formal' teaching and learning and an SFX department. The SFX department is focussed on semiformal and experiential teaching and learning traditionally associated with learners who display profound and multiple learning difficulties, complex and challenging autism and the more severe and complex Learning difficulties. Each department groupings are broadly ability based.

The curriculum is broad and wide ranging offering a number of opportunities. The formal offer is subject based learning leading to various accreditation routes, and prepares young people for adulthood taking account of aspirations, talents and outcomes e.g. college options, social care settings, independent or supported living or the world of work. Progress is good and often outstanding overall when considering starting points.

If at an individual level students are noted as not making expected or as much progress as peers then investigations take place to consider what may be the cause and if necessary interventions put in place.

Many of our young people achieve and make significant progress socially, emotionally, behaviourally, physically and these areas are less easy to quantify in terms of progress, and can be seen as additional life-learning and equally as important as and often underpin academic and accreditation achievement and progression, as part of preparing them for adulthood. To evidence we have tracking and assessment records, accreditation records, records of achievement, impact statements, anecdotal information from reviews, parental contact and from the young people themselves.

The resources the school offers are exceptional the building is maintained to a high standard and includes specialist subject specific rooms, a hydrotherapy pool and full size sports hall and small gym. Performing arts hall, sensory rooms, safe spaces and a computer/interactive device system networked throughout the building. As well as outside play areas.

The staffing structures are under constant review in order to meet needs and through appraisal processes staff are offered many opportunities for professional development both in terms of curriculum subject as well as needs-based training. There is a great deal of expertise within the various staff groups, who are supported to maintain a healthy balance between workload, wellbeing and resilience. The school can identify many structures it has in place that visibly evidence this. For example a supportive leave of absence system, use of occupational health, external support package for all staff and their families, a wide range of training and professional development, whole school, departmental and class team meetings as well as fully trained 'supervision' leads within school.

Throughout the periods of National Lockdown and restrictions the school remained open to all. Any students not attending accessed remote learning opportunities and had regular contact with staff and class groups to keep in touch – more detail is held within our remote learning policy, guidance and actions.

The aims of the school are clearly documented within the prospectus and on the website, along with a full summary of the curriculum offer, subjects, their intent, implementation and impact. (These are in the

process of being updated as an annual task as cohorts change and the curriculum follow suit). Further information about the school and its context can be obtained via documents such as the prospectus, staff handbooks, school improvement planning and assessment information and generally via the website and facebook pages.

Key issues from previous inspection 8-9 November 2017 overall effectiveness GOOD		
Issue	Actions taken	Impact
<p>1. Improve the quality of T&L further by ensuring that teachers provide greater challenge for some of the most able.</p>	<p>Review of department structure and created new department specifically linked to semiformal and pre formal learning (PMLD/SLD/CASD). Other formal depts focus on differentiating and challenging more able.</p> <p>Review of accreditation suites to provide further challenge as appropriate inc. Functional level 1 and 2 and GCSE where appropriate</p> <p>Development of lesson study as peer to peer professional development</p> <p>Further links with colleges and vocational providers</p> <p>Closer observation of T&L led by dept heads and AHD.</p> <p>Streamline teacher timetables and subject delivery so are more focused in the range of subjects they teach</p>	<p>Allows differentiation and challenge and support to be more directed to individuals and specific cohorts.</p> <p>Accreditation identified to provide a graded suite of accreditation to offer more challenge in specific subjects to all students.</p> <p>Professional development focus on subject development and action planning for greater challenge.</p> <p>Using other providers to offer greater challenge through their expertise and further progression routes preparing for adulthood and next steps</p> <p>Focus on observation, learning walks to be able to provide feedback from monitoring to be actioned.</p> <p>Teachers become even more 'expert' in a particular subject or delivery to specific cohorts.</p>
<p>2. Improve the quality of L&M by ensuring that: Senior leaders evaluate school's performance more precisely, so plans have well defined measurable outcomes.</p> <p>Department and curriculum leaders gain the skills and knowledge needed to have a better overview of the areas for which they have responsibility.</p>	<p>A new Leadership structure was put in place specifically defining responsibility. Deputy Head -key responsibility safeguarding, pastoral, and student mental, Health welfare and emotional development and external service liaison.</p> <p>AHD responsible for monitoring and evaluating T&L, curriculum and assessment overview and develop well defined action plans and outcomes based upon performance.</p> <p>Dept Heads given greater ownership and accountability over department delivery, monitoring and evaluation.</p> <p>Subject leaders given greater ownership and accountability over subject monitoring and evaluation.</p> <p>Subject leaders have done deep dives and put together</p>	<p>Gives greater specificity of responsibility and distribution and delegation of responsibility and accountability to be able to evaluate performance more precisely and provide action plans with positive and measurable outcomes.</p>

	action plans and summarized subject I, I, I on the website (with updates being made annually) Eng/Maths/PSHE and RSE moderation takes place with overall subject and dept. team leads.	
3. Improve the effectiveness of governance by ensuring that governors question in greater detail the progress made by different cohorts in the school.	Assessment and accreditation report delivered to Governors Autumn term. Curriculum and accreditation overview and summary in response to series of questions delivered by AHD. Subject leaders deliver subject overview to Curriculum and Standards committee Impact statements shared with Governors	Governors are increasingly aware of raise questions about rates of progress, assessment tools and accreditation

2021/22 School Improvement Evaluation

School Improvement Plan 2021-22, Summary Evaluation – Spring 2022 (Impacted by COVID)

SIP targets RAG rating summary - Autumn 2021

COLOUR CODE:

Completed or embedded in system and structure for this year

Activity or work towards meeting objective has begun

Not started or evidence not yet in place to show working toward.

Annual Objectives (Summary)				
Premises, Buildings and Resources:	Expansion Project – Embedded into planning for this year and is set for completion Summer 2022 On track. Progress meetings are regular Site liaison regular	Continued rollout of upgrade programmes embedded into planning e.g. LED lighting, with all external lighting now replaced and internal lighting on track Consideration of outdoor shelter provision on playgrounds – to wait until next year following upper floor build programme	Upgrading of IT equipment is ongoing and will tie into the upper floor development additional resources to support teaching software developed Resources and development of communication aids – is ongoing with a focus on provision for VI students	
Quality of education	Impact of on-site construction as a 'live' site minimised and has had very little	Department and Subject leaders Action planning to reflect nature, ability and complexity of students and	Rollout of training for annual reviews and new IEP format completed.	Embed progress files to capture achievement and progress not quantifiable elsewhere is ongoing – there is still work to

	impact or disruption.	meeting their needs; delivering stretch and challenge to all cohorts		consider on this to ensure consistency in understanding of the approach across school
Behaviour, attitude, and personal development	Growing ELSA as an in-house referral service is continuing and ongoing – system of referral in place; another staff member training; increase in students supported.	Whole school attachment – Emotion Coaching training – delivered to senior staff, ongoing rollout across the year This has been picked up by alternative training available	Preparations for growth in capacity and strategic planning linked to this will be picked up at HT appraisal The next stage of this will inform next SIP	
Leadership and Management	New L&M structure in place and operating well	Overarching policy review – ongoing All H&S documentation: Safeguarding and Child protection; Financial policies and LCC model policies completed and adopted. Still to review – online safety, behaviour and homework	Re-establish Parent Forum – not done. Focus on Student council re-established first	Keeping up to date with OFSTED – Meeting with HMI gave latest update and context to inspection process and timing Governors to keep up with local and national contexts and training opportunities - ongoing

2022/23 School Improvement plan summary

Context

The previous school year from Sept 2021- 22 was a year where the expectation was to build on the notions of 'Recovery, Remind and Re-establish' the structures and operational practise that delivered a broad and balanced curriculum model, with quality teaching and learning that met the needs and abilities of the full range of learners across school after the previous 14 months in Pandemic restrictions. Students were supported emotionally, socially, physically, and personally to be resilient, independent, and confident. British values and cultural capital were embedded along with personalised approaches and interventions to ensure behaviour and attitudes remained positive, learning gaps were narrowed, specific needs, skills or priorities were met, and individual talents and aspirations were considered; all whilst we were still working within a context of the continuing response to the pandemic. It was from Christmas 2021, with the onset of the OMICROM variant that we had an escalation of positive cases amongst our student population and staff. Additional contingency arrangements were employed in line with our own outbreak management plans and UKHSA guidance and advice.

The next stage of our actions was to 'review' the previous school improvement plan and follow up with 'Respond, Re-invigorate and Re-invest' which will drive the next school improvement plan.

At the same time the school has been operating as a 'live' construction site with the refurbishment and development of the upper floor in order to increase the overall capacity of the school to 240 students in support of the local authority's strategic SEND sufficiency plans. The planned completion is Summer 2022 to allow the capacity increases to be effective from Sept 2022. The increases are likely to be staggered over the next few years but will need strategic organisational and operational structural review to ensure that the 'whole' building is being used efficiently and effectively to meet the needs and demand of a growing and ever changing and complex student population. This will also require strategic consideration of staffing structures, financial implications, resources, professional development and training and any other aspects of school that may impact on or be impacted by the continuing growth of the school.

Annual objectives 2022 -23 summary

Quality of Education

- Monitor and review curriculum breadth and balance, accreditation and assessment, and individual opportunities to reflect the changing nature and complexity of individual student needs and their preparations for adult life alongside specific subject developments.
- Continue to empower teachers/co-ordinators to monitor progression from starting points for individual and specific cohorts of students to inform actions or interventions to support the least able to improve further and the most able to continue to be challenged further.
- HOD's to develop next set of department action plans: - inc. monitoring and evaluating practise and performance
- Co-ordinators to develop new subject action plans: - including how each subject fulfils its intent, implementation and impact; and how they will monitor and evaluate.
- Implement and embed 'Read, Write Inc' throughout KS3 as the phonics delivery model to support the development of reading, communication and language.
- Review and revise homework policy
- Collate updated individual impact statements to evidence 'informal learning' and 'impact of PP'
- Ensure that Total Communication and the use of Alternative and Augmentative Communication (Lo-tec/hi tec) is being used effectively to support teaching and learning, behaviour and attitudes and personal development

Behaviour and Attitudes

- Behaviour policy and system practise review
- Attendance policy and system practise review
- Consider benefit of 'Parent Council' or snap surveys of all parents as an advisory sounding board

Personal Development

- Mental Health Lead training completed by named person
- Emotional Resilience and confidence building
- Developing Talents and interests – ambition and aspiration
- Continued Post 14 careers development in line with Gatsby benchmarks focus on those not yet attained

Leadership and Management including Governance

- Governance continue to be knowledgeable about the school and able to articulate to external agencies.
- Governors take advantage of any appropriate training/e-learning opportunities
- Ensure school organisational structure is reviewed and continues to reflect the complexity and demands of the students as expansion takes place
- Ensure that the range of staffing structures, roles, responsibilities and size reflect the expansion of the school.
- Outdoor premises development - trees, horticulture, shelter, fencing, seating
- OFSTED preparation and readiness

Safeguarding/PREVENT/GDPR

- Annual training and regular updates

Staff professional and personal development and training:

To meet statutory requirements and accountabilities
To enhance subject and SEND knowledge and skills

To develop Leadership and Management at all levels
To support Succession planning
To enhance individual personal development

INSET DAYS to include:

PREVENT training update/refresher
Safeguarding/GDPR Annual update training (with in -year updates as required)
Phonic development
Preparation and planning – for September cohorts and move to new refurbished upstairs and new department area.

SECTION B

Detailed information of School context, whole school delivery models, departments and impacts.

QUALITY OF EDUCATION

Intent

Our school has a clear intent behind a carefully and progressively designed offer of a broad and balanced curriculum that prepares our students for adulthood and lifelong learning in whatever form that may look like depending upon need and ability. We want to challenge, empower, prepare and inspire all our students to maximize their opportunities, develop their talents and work toward their ambitions and aspirations set out within the outcomes of their EHCP's.

The aim of our curriculum is to meet the challenge of diverse individual learning by being flexible, adaptable and responsive; ensuring differentiated, creatively planned teaching and interventions to offer access, engagement, and participation to all.

The rationale behind this is to have an inclusive community that develops opportunities to release and build upon an individual's personal, social, emotional, and academic potential; to enrich their quality of life; in an environment that is safe and secure with a climate that supports, celebrates, and values the success, achievements, and attainments of everyone, preparing them for their next stages of development into adulthood.

Implementation

Our curriculum is delivered and implemented successfully by organising the school departmentally and following a secondary model of delivery for most but having the flexibility to offer some students who would benefit a more creative, sensory and communication focussed primary/EY style of delivery.

The 3 distinct categories are:

- a) A formal curriculum – based upon the national curriculum and option choices generally for those operating and preparing to work toward 'standard expectations'.
- b) A semi-formal curriculum – based upon a creative themed approach incorporating structured play-based development for those operating cognitively significantly below 'standard expectations'.
- c) An experiential/sensory based curriculum for those operating cognitively and presenting with profound and multiple learning needs.

There are always exceptions and cross over between the broad offers may be in the best interest of specific individuals.

The curriculum offer is reviewed year on year to account for changes nationally and locally and to meet the needs of different groups of students as new students are admitted and as they progress through school.

The Formal Curriculum in Key Stage 3 (Years 7,8,9)

The KS3 department offers formal learning for young people with a wide range of SEND. The timetable includes all compulsory national curriculum subjects; English, Maths, Science, Computing, Physical Education, Personal, Social, Health, Citizenship Education, Humanities (history/geography), British Sign

Language (modern foreign language), Design & Food Technology, Art, Music, and Drama. Religious Education is delivered as a 'Theme Day' each half term.

The curriculum in KS3 follows the national curriculum programmes of study and is differentiated and personalised to meet the individual needs and ability of each learner. We recognise that some of our learners need access to a customized timetable to enable them to make greater progress and reach their full potential. There are six classes in KS3 which are ability based, both academically and socially, and have a mix of learners in Year 7, 8 and 9.

Interventions are in place for learners who need additional support in meeting their Education, Health and Care Plan outcomes. Sensory Regulation, Hydrotherapy, Physiotherapy and Speech, Language and Communication plans are followed alongside the formal curriculum for learners who need access to additional provision.

Enrichment activities and days are provided to enable learners to develop their confidence, independence and resilience in conjunction with teaching the importance of keeping physically and mentally healthy. All activities provide extended learning opportunities as well as having fun!

Achievement assemblies take place once per week to celebrate each individual learner's success however big or small. The KS3 department is the foundation for preparing our learners for adulthood as they transition throughout school

Our KS3 curriculum meets the needs and interests of our students and is unique to our school because it is tailored to meet the needs and interests of every learner; investing a lot of time in getting to know our young people well. We quickly establish a sense of how each of them learns and their preferred learning style whether it is visual, auditory, kinesthetic or by reading and writing. Each lesson is then delivered via a variety of strategies to ensure individuals make progress continually at a level that is appropriate and accessible to them. Through this, learners develop the skills and knowledge and understanding to enable them to transition through school and starting the journey of preparation for adulthood and being as independent as possible. We provide regular opportunities to access enrichment activities to experience 'hands-on learning linked to schemes of work. For example, one of the current literacy units of work is 'Amelia Earhart' which focusses on adventure and exploration and to plan, write and edit an adventure story, alongside reading, writing and following instructions. To compliment this our young people visited Manchester Airport to learn more about aviation, the roles of the staff who work there and how aviation has developed over the past decades.

Our curriculum has clearly defined end points and is planned and sequenced in a way that builds on prior learning across subject areas. Whilst developing each learner's physical, mental, spiritual, cultural, and intellectual health. All learners are assessed when they join us in year 7. This provides a baseline for individual learners and identifies gaps in skills, knowledge and understanding. Subject leads across school provide long term plans and schemes of work on a three-year rolling programme for class teachers. Each individual learner has clearly identified starting points to ensure progress can be measured toward reaching their potential.

The KS3 curriculum offer intertwines skills, knowledge, interest, aspiration and considers the whole child enabling them to become well rounded and as independent as possible. Every learner achieves, no matter how big or small and we celebrate every success. KS3 has a number of disadvantaged young people and we strongly believe in opportunity for all. Staff are highly experienced in addressing barriers to learning including delivering effective communication programmes, following positive behaviour plans, meeting physical, medical and social needs, delivering high quality teaching and learning, providing consistency in approaches, embedding clear boundaries, timetabling interventions and deploying support staff effectively.

To give our learners a sense of cultural capital we provide them with a wide range of opportunities to develop themselves personally and generalize the things they learn in school whilst experiencing activities and opportunities out of school. We have timetabled theme days across the year, we offer educational visits to compliment the learning in school, residential experiences and out of hours trips for specific events.

KS3 Strengths:

- Broad and balanced curriculum in place.
- Opportunity to embed skills across the curriculum.
- Good/outstanding teaching and learning
- Gaps in learning identified. Regular assessment.

Good or better progress for individual learners.

- Clear expectations of behaviour, following rules and daily routines.
- Interventions in place - Sensory Regulation.
- Pupils grouped according to academic and social strengths to meet individual needs.
- Opportunities for independent and group learning.
- Staff highly knowledgeable/trained – TT, M&H. RANGE OF ADDITIONAL NEEDS
- Teamwork.
- Effective communication between home/school – excellent pastoral links.
- Effective communication with other professionals.
- Enrichment opportunities.
- Thorough transition planning

Happy and engaged learners.

The Formal Curriculum in Key Stage 4 (Years 10,11)

The KS4 department at Sir Tom Finney Community High School progresses from KS3 to offer a higher level of formal learning for young people with a wide range of SEND. The curriculum in KS4 (years 10,11) follows a similar pattern to that in KS3, however there is an increase in emphasis on a personalised timetable of accreditation and a wide range of 14-19 option choices. Students may be offered nationally recognised qualifications at an appropriate level which include Functional skills entry level, Level 1 & 2, in Maths, English, Science and Computing/ICT. Entry Level and Unit Award selection includes, Science, RE and PSHE. Performing Arts concentrate on LAMDA examinations, production, and performances. There will be a 14-19 options provision in collaboration with FE and SFX, option choices (accredited where appropriate) include Performing Arts, Art, Community sport and leisure, Construction, Horticulture, Sensory, Food Technology, Hair and Beauty, accessing the local community, café and shop, Duke of Edinburgh Award, BSL, Robotics, Childcare and Life Skills. Some sessions will take place off-site. The school also offers access to work related learning and employability, work experience and enterprise education and independent travel training. This curriculum entitlement will allow all learners, irrespective of need or ability or disability to follow a progression pathway linked to academic, vocational and personal development routes. Intervention session will be available for pupils that require additional support with Maths, English, speech and language, or any other need identified in their education and health care plan. Enrichment opportunities will be offered on a Friday afternoon and will promote health and wellbeing across a range of different activities such as, kickboxing, physical exercise, drama and many more. Students in KS4 will also have the opportunity to access the hydrotherapy pool based upon need. Some subjects are delivered on a carousel to facilitate opportunities for a broad and balanced curriculum for all. Individual students will also have access to additional interventions and activities that support their progress and individual needs. The KS4 department continues in preparing our learners for adulthood as they transition throughout school and into adulthood.

Our KS4 curriculum meets the needs and interests of our students and is unique to our school because the curriculum is delivered in a way that not only stretches and challenges each pupil but is adapted to suit their individual abilities and specific needs to improve their chance of success and positive outcomes academically and personally.

Our curriculum has clearly defined endpoints and is planned and sequenced in a way that builds on prior learning across the curriculum. This can be demonstrated through schemes of work that have been developed to flow through each key stage whilst maintaining a level of differentiation for each individual pupil. The curriculum is developed by whole school subject leads which ensures the continuity and development of learning for all as each pupil progresses through the school.

The knowledge and skills that the curriculum provides our students with self-belief and confidence and enables them to push themselves in trying new things and being able to fail and try again, this addresses social disadvantage by being realistic in their choices in life and understanding the barriers they may face and how this can be overcome. Pupils' cultural capital is developed by teaching them the skills and knowledge in interacting safely with others in everyday life and the online world, they learn how to live with the technology around them and build upon their confidence and capability to communicate and live digitally, preparing them for future life in adulthood.

We provide children with a wide range of opportunities across the curriculum that develop personal development, including a wide range of extracurricular activities through the 14-19 options including Art & Design, Performing Arts, Sports & Healthy Exercise, Food Technology (concentrating on shopping and cooking for independence), Construction (building, painting and joinery), Horticulture, Hairdressing and salon skills, Café and shop

Design Technology, Duke of Edinburgh, Sensory Experience, British sign language, Robotics, Childcare, Life Skills, Accessing local community and Sensory Yoga

Strengths:

- Subject knowledge of teachers is strong – this is particularly notable in the wide range of academic and complimentary subjects, each and every subject is differentiated to meet the needs of each individual pupil to enhance learning, achievement and enjoyment, this is particularly evident in Maths, English and Computing where individual teaching strategies and intervention are in place, in computing, classes are differentiated to meet the academic level and abilities of every pupil where there is a range of 5 different levels across 2 different qualifications in some groups, this is supported by the subject specialist teacher and specialist support staff. Keystage 4 has a wide range of subjects that are spread across the breadth of year 10 to year 14, which are designed to prepare the pupils for adulthood from the onset. Where this has been less strong, the school has put staff development in place and purchased specialist resources to enhance the curriculum and equip staff with the latest technologies and strategies to increase the pupil experience and prepare them for life outside of school.
- Students develop knowledge in a structured way, progressing through the curriculum in a way that ensures that knowledge is transferred to the long-term memory. This is achieved by subject leaders checking each half term that the curriculum followed, is sequenced in a way that helps students develop the required skills and knowledge. Other ways in which subject leaders support the development of the curriculum include writing schemes of work for staff that are not subject specialists and providing internal staff development for non-specialist teachers.
- Reading is taught in the following way: By a mixture of phonics and vocabulary development, individual and guided reading; throughout the department depending on the level of understanding of the students. Phonics is taught specifically in lessons linked to vocabulary that is needed for students to progress and with regular sessions using Nessy Island software where gaps in phonic knowledge are further addressed. Lower ability groups are also introducing read write inc. to help develop reading.
- In one-to-one reading, pupils read books that are of interest to them to develop reading for pleasure. Alongside these they can be allocated books from our reading schemes, (Totem, Talisman and Dockside) that are at their level, if needed, to further develop confidence and vocabulary. This is sequential and builds on prior learning.
- Reading is also promoted by studying class books for guided and modelled reading and improving comprehension.

- Students' progress through the reading curriculum is assessed regularly during one-to-one reading sessions and mapped against working targets and formally once a term for tracking and where students fall behind, the following support is provided.
- One to one or small group interventions with a teaching assistant on reading recovery programmes following Phonics development either based on Read Write inc. or using progressive phonics books from the project X series. Those with dyslexic difficulties will be provided with strategies and support using the Hickey Multi – sensory language approach.
- The mathematics curriculum offers a creative, personalised and differentiated program which is tailored to the needs and abilities of each student. We combine the teaching of numeracy skills in an adaptable way, while providing opportunities to use these skills and knowledge in practical situations, encouraging the development of fluency, problem solving and mathematical reasoning skills. We strive to promote, that all our students:
 - Develop the ability to explore, understand and adapt to the world around them.
 - Develop the potential to apply skills of comparing, identifying differences, and make connections.
 - Use mathematical skills at their own level and be able to use these skills in everyday life.
- In key stage 4, we provide an academic pathway in Entry level Awards and Functional Skills accreditation. Alongside this, as a means of providing achievements for all, an alternative unit of award pathway is available for students that need extra time and support in achieving their targets
- The sequential structure of all the maths curriculum, enables students to build upon prior learning, and is monitored through our internal PIVATS tracking system. Alongside this, progress is tracked through AQA unit award scheme and accreditation pathway (AQA entry levels, Pearson Functional Skills Entry 3 & Functional Skills level 1 & 2). In Maths, reading is embedded throughout to accommodate each individual students reading capabilities / progress. Where students fall behind, there are structured intervention schemes in place to bridge the gaps in learning and understanding.

Assessment is used to support the teaching of the curriculum and considers starting points and baselines. The school has 3 data collection points in a year plus 3 IEP target evaluations/year as well as the annual review of EHCP outcomes and all this information is used to support learning by setting individual targets that are appropriate to each pupil's EHCP and IEP's, this is supported across the department by specialist staff and appropriate and timely interventions to ensure progress is taking place and pupils are meeting or exceeding their targets.

The Formal Study Programme in the Further Education Department (Post 16 Y12-14)

The FE Department follow an individual study programme tailored to suit needs, abilities, aspiration and preferences. The key skills of English and Communication, Maths, PSHCE and Computing form the core of the programme along with careers and physical development. Access to option choices mirror those in KS4 and are often delivered across both departments.

Work placements and work-related learning experiences are offered both off and on-site including working closely with other local FE providers through a College Links programme to provide students with a flavour of what local college establishments can offer post-19. Plus, a transitional links programme to support those moving into social care settings.

Students in FE also have the opportunity to access the hydrotherapy pool based upon need.

Individual students will also have access to additional interventions and activities that support their progress and individual needs.

Our FE curriculum meets the needs and interests of our students and is unique to our school because 'Preparation for Adulthood' is at the heart of the FE Programme of Study which focuses on progression to the appropriate next stage of education, employment or care for all our learners.

Our curriculum has clearly defined end points and is planned and sequenced in a way that builds on prior learning across the curriculum. This can be demonstrated through our offer of a robust combination of mandatory core skills and individually selected options means that each student enjoys a highly personalised,

individually tailored bespoke learning experience in the FE Department. This intent is evident in our planning & schemes of work – implemented through relatable, relevant teaching and learning experiences evidenced by student work – with the impactful outcome of preparing and empowering them to go on and live their very best lives.

The FE Department at Sir Tom Finney Community High School offers students a structured and challenging learning programme that supports their development and progression in line with their aspirations. The knowledge and skills that the curriculum provides our students with enables them to address social disadvantage by having an understanding of themselves – as a unique individual, with self-worth, as an equal in society – one who knows right from wrong, is able to ask for help when needed and express themselves positively when faced with injustice.

Our 16-19 Study Programme has as its core offer Literacy, Numeracy, PSHE and Computing, all delivered discretely to our teaching and learning groups that have been set according to ability. These groups also experience embedded vocational Life Skills, Careers and Enterprise sessions. These components account for 60% of each student's timetable.

The other 40% is composed of student selected enrichment activities – 'Options': -

A selection of those currently available to choose include the Duke of Edinburgh Award Scheme, Food Technology, Art & Design, Community Sports, Hairdressing & Salon Skills, Construction, Design Technology and Horticulture, to name but a few.

We offer work experience to give students the opportunity to develop their career choices and to apply their skills in real working conditions. Preston College & Royal Preston Hospital currently offer groups of students termly work experiences in ancillary, catering and clerical arenas. Engagement with employers (both 'real' & 'virtual') and work-related activity in our non-core offer, introduce students to the opportunities available and the behaviours that employers expect. A structured work placement may be right for some, but others benefit more from experiencing a variety of different employment related activities, and we are mindful in planning for this.

As planning for the 'next-step' is central to all we do, 'transition' is obviously a major focus. As part of the FE Offer students will partake in numerous taster visits to local colleges over their time with us to ensure they make informed choices about future provision. Once a place has been agreed we support the transition process with bespoke visits to the new providers on either an individual or group basis as appropriate.

All the while we work closely in partnership with parents/carers in offering pastoral and specialist support to help students to remain engaged and progress.

Strengths:

- Subject & pedagogical knowledge of teachers is strong – this is particularly notable in our core offer of Literacy, Numeracy, PSHE, Computing and Employability Where this has been less strong, the school has noted this and ameliorated the situation through CPD and appropriate mentoring and coaching.
- Students develop knowledge in a structured way, progressing through the curriculum in a way that ensures that knowledge is transferred to the long-term memory. This is achieved by... Subject leaders checking that the curriculum followed is sequenced in a way that helps students develop the required skills and knowledge. Other ways in which subject leaders support the development of the curriculum include writing schemes of work, creating & signposting CPD opportunities and reporting to the governing body.
- Reading is taught in a way that is sequential and builds upon prior learning. Students' progress through the reading curriculum is assessed regularly in English lessons and where students fall behind, support is provided.

Assessment is used to support the teaching of the curriculum and takes into account starting points and baselines. The school has 3 data collection points in a year plus 3 IEP target evaluations/year as well as the annual review of EHCP outcomes and all this information is used to support learning by...

The curriculum for Semi-Formal and Experiential Groups (SFX)

The Semi-Formal groups offers a curriculum that combines an element of formal learning specifically linked to English and Communication and Maths, Computing and PSHE alongside themed creative and structured play-based learning suitable for individual development stage.

The Experiential groups offers a themed base curriculum that specialises in a multi-sensory approach and is designed for learners who present with complex and profound and multiple SEND. This personal approach is based upon principles of communication, cognition, social and emotional development and physical movement.

Students in all these groups also have the opportunity to access the hydrotherapy pool based upon need.

Individual students will also have access to additional interventions and activities that support their progress and individual needs.

Our SFX curriculum meets the needs and interests of our students and is unique to our school because it is focused on developing our students individually through a thematic and immersive differentiated approach. This includes focused work allowing students to meet individual education plan and subject based targets in an environment that allows each student to learn, make progress and reach their full potential at their own pace. The themes themselves do not represent the planned learning but are used as a vehicle to offer the students a range of interesting opportunities so that learning can take place.

Our curriculum has clearly defined end points and is planned and sequenced in a way that builds on prior learning across the curriculum. This can be demonstrated through repetition of structured activities each week to enable students to develop their skills, meet or exceed their individual education plan and subject targets to develop them academically, socially, emotionally, their communication and behavioral needs. Assessment of this learning is formative and continuous; staff share their observations during and after each activity and next steps for engagement and learning are planned.

The knowledge and skills that the curriculum provides our students will enable them to develop as a whole person and prepare them for their next steps including individual life skills and preparing them for adult hood.

We provide children with a wide range of opportunities across the curriculum that develop them personally and are differentiated to individual learner's needs. A variety of different activities are used to engage our learners through all of their senses using a variety of environments including the hydrotherapy pool and the sensory room using lighting, visual and auditory effects.

To give our learners a sense of cultural capitol we provide them with a wide range of opportunities to experience activities and opportunities in and out of school that they may not have the opportunity to access usually. We join in with other departmental options, theme days and offer our own access to educational visits, into the community and places of interest that can add to the creative, practical, and sensory approaches of the learning in school. We access residential experiences and out of hours trips for specific events.

Strengths:

- Subject knowledge of teachers is strong – this is particularly notable in the way in which the SFX classrooms operate. The students are taught by specialist teachers with specialist teams around them with the teaching and learning experiences being valuable and meaningful to the students. This is done through having an individual learning approach for each student with a varied timetable of different learning experiences.

Where this has been less strong, the school has supported staff in their professional development. This has included relevant courses, taking part in CPD, staff within the school delivering CPD to other staff members, staff having regular appraisals discussing personal targets for them to develop themselves, the department and support the students.

- Students develop knowledge in a structured way, progressing through the curriculum in a way that ensures that knowledge is transferred to the long-term memory. This is achieved by Subject leaders checking in regularly with staff to ensure that the curriculum followed is sequenced in a way that helps

students develop the required skills and knowledge. In SFX, student development is monitored consistently by the classroom teacher to ensure next steps for progression can be planned for. Other ways in which subject leaders support the development of the curriculum include writing schemes of work including clear learning outcomes for students. Training provided for staff members internally or externally to ensure they have the correct subject knowledge to deliver the correct level of learning opportunities for the students.

- Reading is taught in an individual and differentiated way. This ranges from using pictures, PECs symbols, communication books, students always having access to printed materials to explore and share with staff.
In SFX reading and phonic teaching is kept relevant to the students e.g., teaching the alphabet, recognising the letters of their own name and them being able to communicate their own needs and wants.

Assessment is used to support the teaching of the curriculum and takes into account starting points and baselines. The school has 3 data collection points in a year plus 3 IEP target evaluations/year as well as the annual review of EHCP outcomes and all this information is used to support learning by providing meaningful, relevant, and achievable learning targets to ensure that the students make progress in all areas of their development.

Impact

Our school curriculum has a positive impact upon learners and overall, they make strong, relevant progress across all their needs and through the whole school curriculum offer. This is reflected in core and non-core subjects and all the other areas of development relevant to our students. We can evidence this through outcomes in assessments (progress tracking and IEP targets) and accreditation achievement results; outcome and aspiration progression in EHCP's; through our own observation and evidence and impact statements; via transition and destinations into the wider adult world. Anecdotal evidence from parents, other professionals, and the young people themselves.

Summary of key strengths:

The structure and routines of the school enables students to be placed in an appropriate teaching and learning group

The curriculum offers a broad and balanced range of learning experiences to prepare students for adulthood and develop their independence

Well managed resources enable staff to plan and deliver a wide range of learning opportunities

Differentiated, targeted learning opportunities offer stretch and challenge to all abilities of students

Staff are skilled in adapting teaching activities and learning resources to meet the needs of all students to ensure stretch and challenge

The open and honest culture of the school ensures staff feel confident to ask for support if needed.

BEHAVIOUR AND ATTITUDES

Main strengths in behaviour and attitudes

- Departmental structure, timetabling structures and routine
- Pastoral structure and positive behaviour plans, consistency of staff
- Plans are positive and written to ensure consistency
- Clear routines and boundaries

- Differentiated Strategies, e.g. sensory strategies, coping strategies, integrated into the school day, moving through to bespoke 1;1 sessions to support positive behaviour
- Differentiated lessons and activities develop a positive 'can do' attitude to learning, which promotes self-esteem and in turn reduces anxieties, reinforcing and encouraging good behaviour
- There is a strong caring emphasis and positive respectful culture this is evident on walking around the school
- An environment in which students feel safe
- Harmful/inappropriate sexual behaviour is dealt with promptly at whatever level that might manifest itself
- Bullying is not tolerated and dealt with promptly through the pastoral system
- Positive messages about behaviour and attitudes are reinforced formally within the PSHE curriculum, and more widely across the school day
- Quick response to any identified issues
- Strong link with parents
- High expectations across school for behaviour and conduct

Areas for development/next steps to further improve behaviour and attitudes

Attendance is generally below national mainstream average but in line with other special school averages. Attendance systems and practises are ongoing with a review intended as part of SIP objectives as this becomes an increasing national priority.

We have had no exclusions in the previous year.

We have 3 students who are still on roll, 1 in post 16 who whilst classed as persistent absentees are absent for specific reasons linked to clinical mental health issues and are under medical supervision and CAMHS. School maintains close contact and offers virtual sessions and in one case an externally bought in service who attends the house. Local authority is kept fully informed and future plans may be looking at alternative provision for them.

A consistent and effective approach towards the use of student/family contracts if behaviour is persistently disruptive.

PERSONAL DEVELOPMENT

Main strengths in personal development

The school curriculum extends beyond the academic and vocational by supporting students in many diverse aspects of life;

- The formal curriculum offers a breadth of stretch and challenge for all levels of students enabling them to achieve at their own level and therefore contributing to positive self-esteem, motivation, and encouraging controlled risk. All this supports students to develop confidence, resilience and knowledge to keep them mentally healthy.
- The pastoral structure enables pastoral staff to quickly identify any issues and put interventions in place following pastoral guidance system; this includes ELSA provision and referral to external agencies where appropriate.
- As students progress through school, they are given opportunities to begin to engage in the wider world through options and highly personalised and in some cases bespoke curriculum in preparation for adulthood
- Extra curricular opportunities are offered through options in KS4/FE – E.g. DoE, Friday afternoon enrichment activities in KS3, 'theme days Educational visits
- PSHE curriculum covers Relationship and Sex Education – this is taught in class groups, small identified groups, 1;1 and where appropriate external agencies are involved with a sensitive balance between developmental stage and age appropriateness. Students are taught about healthy relationships through the formal curriculum, and this is reinforced throughout the school day. Mistakes in relationships are used as learning opportunities and

individual interventions are put in place to support students to understand and learn from these occasions.

- Transition to the 'next steps' or next phase of education, training and employment is carefully planned through the annual review process and supported by Careers information and guidance and HLTA who is involved in reviews for students who will be leaving; she liaises carefully with parents and external agencies to ensure there is a robust transition process.
- Fundamental themes of British Values are taught throughout the curriculum, as well as planned theme days to support these. School council represents student voice which informs some key decisions in the school – for example interviews,
- Students are encouraged to take planned risks to support decision making processes; staff are adept at supporting students to overcome mistakes and develop resilience
- Online safety is taught as part of the curriculum and frequently reinforced, both formally and informally; school has an online safety groups comprising of staff and students. Safeguarding training ensures all staff are trained to support vulnerable students and report incidents
- An emphasis on independence within school underpins the whole curriculum, from a student completing part of a task independently, to a student walking independently to the bathroom, to a student going up to collect their own lunch to a student walking independently for school. Where appropriate students are supported to develop skills of independence in the community including independent travel

Areas for development/next steps to further improve personal development

- Now we are 'beyond the pandemic' we are seeking to return to the wider opportunities for work experience within and outside school
- Work to a consistent pastoral response to 'triage' our ELSA referrals

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)

The school promotes all students' spiritual, moral, social and cultural development effectively

Spiritual Development

- There is a strong culture of spiritual development, supporting all students and staff to be reflective about their beliefs. The RE curriculum, contemplation space, RSE lessons all support students to be reflective
- Woven into the curriculum across the whole school day, students are given knowledge of and develop their respect for different faiths, feelings and values

Moral Development

- The pastoral structure and behaviour policy of the school teaches the students the difference between right and wrong
- Positive behaviour plans ensure that students reflect on their behaviour, understand the consequences of such behaviour and enable them to begin to take responsibility for and develop strategies to support them to manage their behaviour

Social Development

- Structures, routines and timetables support students to practise a range of social skills
- Group work is encouraged, and a range of strategies are used to support interactions
- Opportunities for students to work across different groups are carefully planned and increase as students progress through the school

Cultural Development

- The curriculum and subsequent teaching and learning includes opportunities to develop cultural capital

LEADERSHIP & MANAGEMENT

- There are high expectations of all students which are embodied in all staff's day to day interactions with pupils
- There is a clear leadership structure within the school, with regular planned meetings and opportunities that communication is regular and timely
- Distributed leadership ensures that all staff with a leadership responsibility are given time and support to carry out their role effectively - including HLTA roles covering areas of EHCP's
- The open-door policy of the school ensures that any member of staff or any student feels confident to approach a member of the leadership team
- Leaders are visible within the school
- Clear expectations ensure consistency across the school
- Workload and wellbeing are strong considerations when planning the curriculum
- Training has supported teaching staff to consider effective team management

We know this aspect of the school's work is effective through:

- Staff retention
- Appraisal: staff have ambition and request leadership training
- Succession planning: staff want to progress and remain in this environment
 - Apprentice TA
 - Apprentice teacher
 - TA – degree/teacher training
 - VI teacher

Safeguarding is effective. We know this because:

- The school has a strong culture of safeguarding which underpins everything we do; the message 'it could happen here' is reinforced at every opportunity
- Staff always act in the best interest of the students and any concerns are reported in a timely manner
- The buildings are safe and secure
- Annual safeguarding training is undertaken by all staff
- All staff have a safeguarding induction
- All volunteers or temporary staff have a safeguarding induction
- Additional safeguarding updates are delivered through departmental meetings
- Pastoral support system enables staff to identify students who need early help, have been harmed or are at risk of harm
- Pastoral deputy is main DSL and has a clear picture of CIN, and strong system of referral to external agencies
- Recognised that external help sometimes takes a long time so have in school systems to support individuals and families
- Work closely with external agencies
- Close transition arrangements for both students coming to STFCH and moving on ensure that any safeguarding information is shared between schools, colleges, and services.

Areas for development/next steps to further improve leadership and management

- Succession planning – future development of aspiring leaders
- Ongoing review of roles and responsibilities
- Continued Governor training

Section C – Assessment Information - Please refer to separate assessment and accreditation report