Sir Tom Finney Community High School
School Improvement Plan 2018 - 2019

Sir Tom Finney Community High school
Challenges; **Inspires**; **Empowers** and **Prepares**
OUR learners for adulthood
'Learn and Achieve Together'

BY

Having an inclusive community that develops the 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. Where the challenge of diverse individual learning is met by a responsive curriculum and differentiated teaching to ensure access, engagement, participation.

CORE VALUES

- A commitment to equality and inclusion
- A broad, rich, relevant and stimulating curriculum
- High quality teaching and learning
- Personalisation to meet individual needs
- High aspirations and expectations
- Teamwork
- Flexibility, adaptability and responsibility
- Positively respond to developments in SEND provision

The format of this school improvement plan has changed to account for OFSTED (Nov 2018) recommendations.

It will include:

- A response to OFSTED key recommendations for improvement
- Long term and continuing priorities
- Summary of short term annual priorities
- Short term annual action plans using OFSTED key judgement headings of Leadership and Management, Teaching and Learning and Personal Development Behaviour and Welfare
- Subject/specific themed action plans

Progress towards these will be rag rated red, green, amber at times of self-evaluation or significant change and reported to Governors at appropriate Governing Body meetings across the year to indicate if the objective/action remains at risk of not meeting its intended impact.

OFSTED key recommendations (OFSTED Nov 2018)

1. Improve the quality of teaching and learning further by ensuring that teachers provide greater challenge for some of the most able pupils in their work. ***Refer to detailed action plan: student challenge in their learning and the subject specific action plans.***

2. Improve the quality of leadership and management by ensuring that:

    - Senior leaders evaluate the school's performance more precisely so that plans to improve the school have well defined measurable outcomes. ***Refer to school improvement 2017-2018 evaluation within headteacher report to governors, spring 2018; school self-evaluation summary updates termly and this current school improvement plan and attached action plans.***
    - Department and curriculum leaders gain the skills and knowledge necessary to have a better overview of the areas for which they have responsibility. ***Refer to detailed action plan: department and curriculum leadership.***

3. Improve the effectiveness of governance by ensuring that governors question in greater detail the progress made by different groups of pupils in the school. ***Refer to detailed action plan: Governance and progress.***

Long Term and Continuing Priorities 2018-2019

- Maintain ongoing self - evaluation, updating the summary termly and informing performance and school improvement planning.

- Continue with a prudent, balanced and prioritised approach to financial planning, budgets and spending to account for recommendations arising from Financial benchmarking and spending priorities identified by school improvement plans and responding to national and local agendas.

- Develop and enhance curriculum breadth and balance, accreditation and individual opportunities to reflect the changing nature and complexity of individual student needs across the school and their preparations for adult life.

- Ensure ongoing monitoring of progression from starting points for individual and specific cohorts of students leads to actions or interventions that impact upon learning to support the least able to improve further and the most able to be challenged further.

- Frequently review staffing structures, roles and responsibilities to ensure that they meet the demands placed upon the school as it develops physically, systematically, its accountability and in terms of the cohorts and community it serves.

- Encourage staff professional and personal development and training to ensure the meeting of statutory requirements and accountabilities; to enhance subject and SEND knowledge and skills; to be able to efficiently and effectively carry out roles and responsibilities.

- Governance to be knowledgeable about the school, its systems and practise; to be skilled at being supportive and challenging of the leadership and management of the school and to be able to articulate clearly the key aspects of accountability to external agencies.

- Be committed to developing the building, premises, outdoor environment and fixed resources to augment the opportunities for curriculum delivery, teaching and learning and individual opportunity. For example:

  - refurbishment plans for the rest of the second floor
  - rolling programme of roof repair
  - outside space development – playground area, canopy and sheltered provision, horticultural and grassed area, central courtyard
  - internal upgrades – ICT, sports hall (flooring, heating, acoustics), drama hall lighting, energy efficiencies and flexibility of space
  - Annex building
  - Minibuses and transport

Annual objectives summary 2018-2019

Leadership and Management including Governance

- Governors can challenge and question the progress by groups of students more effectively *(Ofsted key recommendation)*
- Dept. and subject leaders have better overview of area of responsibility *(Ofsted key recommendation)*
- Ensure General Data Protection Regulations (GDPR) are followed and school is compliant
- Ensure Education Health and care Plans are og highest quality and meet standards of code of practise and are up to date and relevant
- Revise all appraisal paperwork
- Staff teams are recognised, valued and supported by each other
- Ensure ICT network developments, resources and publicity are as up to date as possible
- Maintain momentum in the drive to improve buildings premises and the opportunities they present *(longer term plans)*
- Be aware and actively respond to local and national priorities as and when thy may impact upon school *(longer term plans)*

Personal Development, Behaviour and Welfare

- Ensure on-line safety and changes to working together to safeguard children document are fully embedded into school systems and practise
- To comply with new DFE statutory guidance on CEIAG and ensure relevant and appropriate programme in place across school.
- Other key objectives have aspects that link into the PDBW arena and are accounted for in action plans

Quality of Teaching, Learning and Assessment

- Ensure all students are stretched and challenged according to their levels of ability, in particular the most able. *(Ofsted key recommendation)*
- To offer core subject (English and Maths) as discrete accreditation pathway in overall Programme at FE (post 16)
- Ensure all aspects of teaching, learning and assessment; planning and delivery, is outstanding. *(Teaching and Learning Audit, may lead to further plans)*
- Highlighted Subject Specific Plans as determined at subject planning meeting with co-ordinators

School INSET programme 2018-2019

Monday September 3rd
Tuesday September 4th
Friday May 24th
Monday July 22nd
Tuesday July 23rd

To be used as needed for statutory training requirements including safeguarding, team teach, moving and handling, first aid, administration of medicines; any teaching and learning requirements and the planning and preparation for admission of students.

Department and staff meetings will allow opportunity for other professional development and training as required

Individual professional development and training are identified planned through school improvement and subject action plans or the appraisal process