



Sir Tom Finney Community High School
School Improvement Plan 2020 - 2021

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 and participation.

CORE VALUES

- A commitment to equality and inclusion
- A broad, rich, relevant and stimulating curriculum
- 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

Annual objectives 2020-2021 - summary

At the time of preparation and writing this 'improvement plan' we are deep within a global pandemic. The school remained open to those deemed 'most vulnerable' and as time passed the numbers in school increased until, prior to closure for the summer holiday, we regularly had up to 70 students attending daily. Following guidance from the DFE, school expects all its young people to return to school in September, being mindful that circumstances could change at a moment's notice. **As such the first and foremost objective is:**

A Recovery Plan that details the necessary structures, organisation and assessment of risk. That has in place the operational plans of action to ensure a pathway toward returning to a full, broad and challenging offer for all that meets our vision in a safe, positive and secure way. This impacts on all aspects of school functions and will continue to systematically and dynamically develop as we continue to meet the challenges the pandemic brings to us all.

School has been working with LCC to secure an opportunity to refurbish and develop the upper floor of the building. LCC have worked up a SEND strategy that establishes a need for an increase in SEND places and provision and secured funding to begin project plans and consultations to increase the school capacity by approximately 100 places above agreed DFE/LCC numbers. **Therefore the second objective is:**

Project management of the upper floor refurbishment which will include engagement and agreement with LCC; working closely with contractors and LCC project planners on design and build and taking on board the views of staff, students, parents and other stakeholders within a finite budget.

Many of our young people present with underlying issues linked to attachment or adverse childhood experiences, which can manifest itself in many ways from specific medical conditions, inappropriate or challenging behaviours, learning difficulties, emotional and social immaturity and mental health disorders. Understanding the root causes of many of these allows for strategies to be in place at a whole school, group or individual level to support our students. School has an opportunity to embark on a whole school project to become an 'attachment and trauma aware school'. This will begin with whole school training and then specific leadership training to embed the A&T aware approach in school. The timing of this is highly appropriate with the current situation, which many of our young people find difficult to understand or interpret or deal with at an emotional level. **The third objective is:**

To become a recognised Attachment and Trauma aware school – to engage all staff and stakeholders in the process, participate in the training and professional development and embed the whole school and group and individual strategies into daily life in school.

Under 'normal' circumstances the school would have been due an OFSTED inspection as we enter the window for inspection from November 2020, however current guidance is that OFSTED will not be making routine inspections until at least January 2021. They will still be making school visits for

leadership discussions about recovery planning. Nevertheless, we should continue to build on the substantial work that has taken place to ensure that school, its staff, management, leadership and governance are confident with preparations for an inspection visit whenever that may be. **The fourth objective is:**

To prepare for an outstanding OFSTED inspection to ensure that the criteria for an outstanding overall effectiveness judgement is met across all aspects of the inspection framework. That all involved can be confidently accountable for their role and responsibility in the process and standards in each of the judgement sections are the best they can be.

- Quality of Education
 - Continue to monitor and review curriculum breadth and balance, accreditation and individual opportunities to reflect the changing nature and complexity of individual student needs and their preparations for adult life alongside specific subject developments
 - Monitor quality of learning through observation, learning walks, scrutiny of student work and moderation
 - 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 be challenged further. Include as part of recovery planning an action to baseline all students on return in English and Maths and compare with previous assessed points prior to lockdown.
 - 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. Key areas include: ICT basic skills; English – phonics; maths – higher ability
 - Co-ordinators produce subject action plans: - including how each subject fulfils its intent, implementation and impact; review and revise where appropriate the summary mapping timetables on the website. Action plans should also focus on monitoring and evaluation (deep dive) and confidence in articulating the 3 I's to others.
 - Embed the new PSHE/SRE curriculum across school
 - Maintain a focus on reading as a core skill across all aspects of learning
 - Using teacher peer lesson study programmes to support peer mentoring
 - Provision of a home study plan if required following a 2nd wave of virus restrictions
 - Review and revise homework policy
 - Establish a timetable for new QTVI to support those students presenting with VI needs and offer advice and guidance to others
 - 'Buy in' additional HI support from Specialist teaching service to support those students presenting with HI needs and offer advice and guidance to others
 - Evidencing 'informal learning' through impact statements

- Behaviour and Attitudes
 - Maintain current high standards and expectations responding to any relevant government guidance in light of COVID 19 and return of students

- Make an overall policy review and revise as necessary
- Staff role modelling, setting example and direction in their own behaviour and attitudes following codes of conduct
- Make a review of our 360 degree on line safety audit and update as necessary
- Personal Development
 - Re-establish parent forum/council
 - Key worker support pastorally if required
 - Embed the emotional literacy and resilience programme
 - Increase ELSA support through additional training
 - Whole school Attachment and Trauma training (see above)
 - Close working contact with social care/CAMHS/Virtual school service
- Leadership and Management including Governance
 - Governance to be knowledgeable about the school, its systems and practise; 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. Will receive reports in line with Full Governors/committee meetings
 - Governors and school leadership take advantage of any appropriate training/e-learning opportunities
 - Maintain ongoing self – evaluation across all aspects of school. Keep asking questions, listen to and value others views and take note of LCC and national policy; responding to any impact it may have on school. Use London Leadership strategy document as format for self-evaluation – aiming for a bi-annual review and update – Autumn and Summer term
 - Continue with a balanced and prioritised approach to financial planning, budgets and spending to account for recommendations arising from benchmarking and spending priorities identified by school improvement and subject action plans
 - Regularly consider staffing structures, roles and responsibilities to ensure that they meet the demands placed upon the school as it develops organisationally, systematically, its accountability and in terms of the cohorts and community it serves
 - Use the appraisal process as a mechanism to consider /job descriptions and roles and responsibilities and link objectives to student progress, whole school developments and personal priorities and training needs.
 - Embed middle leadership role in monitoring, evaluating and action planning at department levels
 - Be committed to developing the infrastructure; buildings, outdoor environment (covered areas and seating) and fixed resources to augment the opportunities for curriculum delivery, teaching and learning, individual opportunity and personal well being
- Safeguarding/GDPR
 - Annual training and regular updates for both
 - Review and revise GDPR action plans

INSET DAYS

2020

Sept 1st – Safeguarding – Keeping Children Safe – part 1 read and test; Dept. meetings and welcome back – reminders of organisation and operation of recovery planning (Key Messages); Planning and preparation for return of students. Medical update training

Sept 2nd – whole school Attachment and Trauma training

Oct 14th – use half day of July 20th 2021 – for a twilight following on from Attachment and Trauma training

Oct 23rd – First Aid refreshers and any other medical updates

2021

July 19th - carousel of annual safeguarding and GDPR updates for following academic year; planning and preparation for new academic year

July 20th – half day only - planning and preparation for new academic year