



Sir Tom Finney Community High School
School Improvement Plan 2021 - 2022

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

The context for school improvement planning as we move forward toward a new academic year 2021-22 and beyond is one of 'change'. We are into the final phase of the long-term plan for the school. The first phase was the age phased amalgamation of 3 schools; the second was the relocation to purpose built and refurbished premises and finally the third phase is the completed refurbishment and expansion of the school's capacity. At a time in which everybody's world changed due to the global pandemic and the national and local response to it. This context will form the basis of objectives and actions.

Annual objectives summary 2021-2022

Premises, buildings and resources

Expansion project – design, build and completion (Sept 2022)

Identified maintenance, continued rollout of upgrade programmes (e.g. LED lighting) and consideration of outdoor shelter provision

Upgrading of IT equipment, resources and training and provision of communication aids

Quality of Education - Curriculum, Teaching, Learning and assessment

Academic year Planning – impact of on-site construction throughout the year and legacy of the pandemic on subsequent organisation, curriculum, teaching and learning and delivery models

Department and Subject leaders Action planning to reflect nature, ability and complexity of students and meeting their needs; delivering stretch and challenge to all cohorts and the subsequent funding requirements – subject based resource budgets to roll out.

Rollout and training for writing annual reviews, link to EHCP outcomes; and new Individual Education Plan (IEP) format

Embed the progress file concept to capture achievement and progress that is not quantifiable elsewhere

Behaviour, attitude and personal development

Growing the ELSA programme as an in-school service to support emotional, wellbeing, mental health and resilience of both students and staff

Whole school Attachment and Trauma training next steps- Emotion Coaching

Student population – growth in capacity and preparing for that – linking to LCC SEND strategy meeting need, ability and gap in provision

Leadership and Management

Leadership and Management restructure – embedding the new structure and preparing for long term (additional HOD – SFX)

Review specific policies and guidance; Inc. behaviour management; online safety (as part of re-accreditation); homework and those with annual updates e.g. Safeguarding

Re-establish Parent Forum – in line with COVID guidance

Keeping up to date with OFSTED inspection decisions, criteria and guidance to ensure preparedness for future inspection

Governing Body to keep in touch with local and national context, participating on training opportunities

Training and professional development

- Wednesday staff meetings and Thursday Curriculum meetings will be used for regular updates, cascading and sharing of good practises, moderation and individual subject/area planning
- Individual appraisals will indicate personnel aspirations and professional development plans
- SIP objectives will determine whole school training and development

INSET DAYS

2021

July 19th – EVC training, meds, planning and preparations

July 20th – half day used earlier in school year for Attachment and Trauma and half day used in summer term for online safeguarding/GDPR training

Sept 1st

Sept 2nd

Oct 22nd

July 21st

July 22nd