



Sir Tom Finney Community High School
School Improvement Plan 2022 – 2023
Final Summary (06.22)

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

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 capitol 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 plans 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 245 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. (JC/HOD's/TEACHERS)*
- *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. (JC/HOD'S/TEACHERS)*
- *HOD's to develop department action plans: - inc. how monitoring and evaluating practise and performance (HOD's)*
- *Co-ordinators to develop subject action plans: - including how each subject fulfils its intent, implementation and impact; and how they will monitor and evaluate. (TEACHERS)*
- *Implement and embed 'Read, Write Inc' throughout KS3 as the phonics delivery model to support the development of reading, communication and language. (SS/KB lead/SD/ JC overview)*
- *Review and revise homework policy (JC/HOD'S)*
- *Collate individual impact statements to evidence 'informal learning' and 'impact of PP' (DR/JC – TEACHERS/PASTORAL/ELSA TEAMS)*
- *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 (KF/SFX HLTA/HODS)*

- Behaviour and Attitudes

- *Behaviour policy and system practise review – (Behaviour group – TG LEAD)*
- *Attendance policy and system practise review – (DR LEAD - responding to DFE initiative)*

- Consider benefit of 'Parent Council' or snap surveys of all parents as an advisory sounding board (DR lead -SL parent liaison)
 - Personal Development
- Mental Health Lead training completed by named person – (DR)
- Emotional Resilience and confidence building – (DR lead/ ELSA/PASTORAL)
- Developing Talents and interests – ambition and aspiration –(DR/JC/HOD- EHCP/ANNUAL REVIEW)
- Post 14 careers development in line with Gatsby benchmarks – (LT with focus on identified strands)
 - Leadership and Management including Governance
- Governance to be knowledgeable about the school and able to articulate to external agencies. (SJ/GOVS)
- Governors take advantage of any appropriate training/e-learning opportunities (SJ/GOVS)
- Ensure school organisational structure is reviewed and continues to reflect the complexity and demands of the students as expansion takes place (SJ lead/SLT/HOD)
- Ensure that the range of staffing structures, roles, responsibilities and size reflect the expansion of the school. (SJ/JJU lead–SLT/HOD)
- Outdoor premises development - trees, horticulture, shelter, fencing, seating (SJ/JJU/MB – others as appropriate)
- OFSTED preparation (SLT/HOD/TEACHERS plus TA'S AND ADDITIONAL SUPPORT)
 - Safeguarding/PREVENT/GDPR
- Annual training and regular updates (SJ/JJU/DR)

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 training

Phonic development

Preparation and planning – for September cohorts and moves to new refurbished upstairs and new department area.