

Sir Tom Finney Community High School
School Improvement Plan 2017 - 2018

Contextual information

Sir Tom Finney Community High School is a secondary Generic Learning Difficulty (GLD) school, with a post 16 department up to Year 14, admitting students from 11-19 years old.

The school caters for a wide range of special educational needs, learning difficulties and disabilities (SEN/LDD), including moderate learning difficulties (MLD); severe learning difficulties (SLD); profound and multiple learning difficulties (PMLD); autistic spectrum conditions (ASC) including Aspergers; complex learning difficulties (CLD) including mental health concerns, and various syndromes or chromosomal disorders; social emotional and behavioural difficulties (SEBD); physical disability (PD) and complex medical conditions.

The school was formed Sept 2008. OFSTED (Nov 2012) judged the school as outstanding in all areas.

The school relocated during the summer of 2015 to new premises following a partial refurbishment and new build of an existing empty secondary school site within the Ribbleton district of Preston. The new buildings and grounds have been designed in partnership with the school to offer facilities that are 'bigger, brighter and better' than the school had previously allowing more opportunities for all our students to progress, achieve and meet their aspirations.

The school has planned places for 145 students with some additional commissioning arrangements locally in Post 16. However, the numbers for September 2017 (at the time of writing) are projected to be 156; 101 pre 16 and 55 in post 16. This is in response to the greater demand for places based on the school's positive reputation within the authority.

The annually reviewed school curriculum is summarised in the prospectus, consideration is given to the changing needs of the student population in each year group and developments within the local and national arena.

The focus continues to be on teaching and learning and the raising of standards and achievement across school via increasingly personalised opportunities within an ethos of recognising the 'whole' child; that emotional, social, behavioural and communication issues as well as teaching methods can impact upon a child's learning. Differentiation and individual targets continue to be a critical aspect of their learning.

Working within this context, the school remains true to its original vision, mission, principles and aims; operating in new and fit for the future facilities, developing the opportunities that it brings to the school and local communities.

Staffing and workforce development continues to take place through succession opportunities, professional development and training.

Assessment practise continues to develop. The school runs two key assessment periods one during the annual review and the other at end of May/early June. Individual targets are assessed every term and added to tracking data for scrutiny. Subject based targets and outcomes are made clear in lessons and these link to schemes of work. Accreditation and certification within KS4 and FE remain an important aspect, while bearing in mind the national agenda is not 'accreditation for accreditation sake', but relevant and supportive of destination and aspiration. Evaluation of the data supports actions and is summarised in the school self evaluation summary document.

Governors continue to be active, supportive and challenging in their role. They are kept up to date and continue to further develop their understanding and knowledge of the school, its students, its curriculum and the systems and practises that are shaped through local and national agendas.

Key Continuing Priorities 2017-2018

Maintain the self - evaluation summary, updating it termly and informing school improvement planning

Maintain a cautious, balanced and prioritised approach to financial planning, budgets and accounting for recommendations arising from Financial benchmarking while responding to national and local agendas

Continue to enhance and develop the curriculum, accreditation and individual opportunities to reflect the changing nature and complexity of individual student needs across each key stage

Monitor progression for individual and specific groups of students

Further develop partnerships with schools and colleges, health and social care, business and the community, and other professional services with whom we engage.

Prepare for an OFSTED inspection

Seek ways to further enhance and develop the building, in particular refurbishment plans for the rest of the second floor

Encourage, via staff professional development, action research activity that has a positive impact upon student learning and progress

Annual objectives 2017-2018

Leadership and Management including Governance

Review the leadership and staffing structure to meet the future needs of the school

Delegate areas of staff appraisal to Heads of Department

Formalise joint lesson observations (SLT/HOD, Peer to peer) and calendar

Review and update school website content accordingly (sections and documentation)

Governors to remain informed of national and local agendas/changes that impact directly on school

Ongoing School Improvement Plan review and evaluation

Personal Development, Behaviour and Welfare

Review behaviour paperwork, systems and practise; monitor and evaluate the consistency of use

Monitor attendance and any impact upon individual student progress

Apply for online safety accreditation standard

Follow up the 'pilot' group developing support for student emotional mental health and personal well being via a mentoring support and counselling programme and incorporate into timetabled intervention activity

Roll out the Class Dojo to the whole school to further support individual behaviour and progress extending contact with parents and families electronically

Promote communication and information about specific individuals eg medical needs, conditions, behaviour plans widely across school

Explore local developments in 'Supported Internship' to add to the school's own work related learning programme *

Enhance the schools independent travel programme by joining up with a newly developed accreditation scheme being run by Lancashire County Council*

*(These aim to support the overall ethos of equipping students for life after school)

Quality of Teaching, Learning and Assessment

Following early identification of any higher attaining students through the tracking system; review the accreditation and examination options at KS4 to ensure appropriate stretch and challenge is in place

The focus of lesson observations will be 'engagement in learning' and 'the effective use of TA's to support teaching and learning in the classroom'

Apply for the Autism Accreditation from the Autistic Society

Use of the outdoor environment both on and off site linking to accreditation through horticulture, environmental studies and forest school approaches

Identify key staff in KS4/FE to organise accreditation co-ordination and moderation in English and Maths to support the specific subject co-ordinators

Pilot an action research project linked to a creative or semi-formal curriculum for those students operating between P SCALES 4-8 that encompasses the principles of the Rochford Review recommendations.

English subject co-ordinator to undertake an audit and review of the curriculum in light of any new national requirements

Following early identification of any higher attaining students through the tracking system; review the accreditation and examination options at KS4 to ensure appropriate stretch and challenge is in place

Revise the FE curriculum and accreditation in light of the phased cessation of current accreditation options

Calendar specific dates for moderation in the subject areas of Maths, English, ICT and Science – 3 per subject across the year

Engage in professional development opportunities focussing on the impact on of:

- Degenerative conditions
- Sensory stimulation/diets
- Other specifically identified syndromes or conditions

2016/17 Outcomes for Learners

These will be replaced by new outcomes following the 2016/17 assessment and accreditation evaluation report to Governors in the Autumn term 2017

- 90% of students will meet or exceed targets in Computing between y7-8
- 90% of students will meet or exceed maths targets y10-11
- 90% of students in FE will meet or exceed targets in Computing between y12-13
- 90% of students in FE will meet or exceed targets in the subjects of English and Maths

School INSET programme 2017-2018

Inset days:

Friday 1st Sept. – am -Invited Speaker Paul McGee; pm - Safeguarding update training plus any other general updates

Monday 4th Sept. – planning and preparation day for start of term

Friday 27th Oct – Team Teach refresher / First Aid refresher

Friday 9th Feb - TBA

Friday 25th May- assessment/ tracking data review and report writing

Staff meetings and department meetings allow opportunities for other professional development and training as required.

Individual specific professional development and training are planned through the appraisal process or linked to school improvement action plans.