

School Self Evaluation summary Document 2017-2018

Latest version - January 2018

(Writing in italics, underlined denotes an aspect to help inform the new school improvement plan for 2018-19)

Contextual Introduction

Sir Tom Finney Community High School is a secondary Generic Learning Difficulty (GLD) school. The school caters for a wide range of special educational needs and learning difficulties and disabilities. It has a sixth form and as such admits students between (11 – 19 yrs). It was formed Sept 2008 following the amalgamation of three special schools. The school relocated to newly refurbished and new build premises in summer 2015.

Student population

The school population (at time of writing) numbers 157 with 53 of them being in our post 16 provision and is higher than other Lancashire secondary special schools. Number fluctuations are small. It is significant that we appear to be admitting increasingly more numbers from mainstream primaries along with our feeder primary special school at year 7 and that needs are becoming increasingly complex.

The relative proportion gender-wise is 60% boys, 40% girls.

The sixth form caters for those with the most challenging learning needs or who display significant degrees of vulnerability or complex medical concerns and/or physical disability; hence do not move onto a college environment after Y11. Some students join from other special schools. The number of LA commissioned places has increased over the last two years over and above the 45 Education Funding and Skills Agency (ESFA) funded places to 55 – with the LA funding the additional places

Free School Meals (FSM)

FSM entitlement at the time of writing is 49 as such, when we incorporate FSM, Children Looked After (CLA) and those adopted from birth the school attracted an allocation of (2017/18) £ 53415 of pupil premium (PP) funding.

PP general spend is detailed on the school website, with an *evaluation of its impact due at year end. (This requires an improved evaluative process that collates spend on interventions, resources, access to clubs, after school activities, music tuition etc. against specific individuals and tracked against their progress to show the difference it is making either closing gaps or maintaining progress along with majority and in some cases noting outstanding progress)*

Absence

Promoting attendance is very effective (OFSTED Nov 2017) but cannot be meaningfully compared with national averages as absence rates can be adversely affected by small numbers of students and tracking tells us that some absences are specifically for, long stays in hospital or at a consultant's

behest for medical reasons or due to family, social circumstance or care related issues external to school.

Ethnicity

The majority of pupils are from White British backgrounds with the next significant group being Pakistani /Indian although there are representative numbers from other Asian, Bangladeshi, other White European background, and other mixed backgrounds. Diversity is reflected directly through the curriculum and specifically within RE, via assemblies, charity support, displays and within activities in our 'contemplation room'.

Children in Care

The total number of children being looked after is 7.

Support is targeted to these students through curriculum opportunity, level of adult support and additional initiatives and resources linked to funding streams (eg. Pupil Premium).

Further additional funding has been sought to support access to extended school opportunities at lunchtimes and after school via the virtual school.

OFSTED inspection Nov 2017

Judgements.

- Effectiveness of leadership and management – Good
- Quality of teaching, learning and assessment - Good
- Personal Development, behaviour and Welfare – Outstanding
- Outcomes for pupils – Good
- 16-19 study programmes - Outstanding
- Overall effectiveness - Good

Key areas for improvement

- Provide greater challenge for most able pupils (T, L&A)
- Evaluate performance more precisely with well defined, measurable outcomes (L&M)
- Give department and curriculum leaders greater skills and knowledge to ensure a better overview of areas they have responsibility in terms of monitoring and evaluation.(L&M)
- Ensure governors question in greater details progress made by different groups of pupils (L&M)

Additional areas for improvement

- Ensure curriculum model being trialled this year is fully evaluated in terms of progress and outcomes to inform future effective delivery (T, L&A)
- Use appraisal process to support subject based professional development (T,L&A)
- Ensure Governors are provided with clear, concise and specific details of progress and how spending, including PP, makes a difference and improves outcomes (L&M)
- Ensure website meets requirements in terms of publication of information (L&M)

- Outline and develop the next future vision and long term plan (L&M)
- Further distribute operational leadership and management to other senior and middle leaders to allow the Head and governors to consider strategic development. (L&M)

Quality of teaching, learning and assessment

Teaching and learning

The overwhelming majority of students are happy in school, attend lessons and perform to the best of their ability. They are interested in what they are learning and this reflected in their progress

Formal observation for each teacher takes place termly and informal observation is ongoing. Additionally, mentors observe trainees and peer to peer observation is encouraged and promoted.

Analysis of lesson observation indicates 62% good and 38% outstanding – 26 lessons observed (2016/7 period).

Planning files undergo scrutiny each term including checking lesson planning, schemes of work and how the monitoring of assessment data is being evaluated.

Individual tracking is monitored and assists evaluation of progress towards targets

IEP targets are evaluated termly.

Assessment data summary (extracted from Assessment reporting to Governors – Autumn 2017(based upon end of year assessment evaluation cycle)

The majority of students are making progress across core subject areas with a significant number making outstanding progress according to PIVATS criteria. In terms of Individual plans and targets a significant number whilst make some progress fall into the ‘partially achieved’ category and as such we need to consider why this is the case. Questions to be asked are:

- Are the targets SMART enough (specific, measurable, achievable, realistic and time driven)?
- Are they too challenging?
- Is the Complexity of need having an impact?
- Accreditation/exam criteria has been made harder and more challenging has this impacted upon meeting targets based around those?
- Has there been a too cautious approach by staff wary of new systems or not fully versed in the new systems in relation to assessment and tracking?

Those students in the Pupil Premium/Free School Meal/Children Looked After cohorts are showing excellent results and as such is evidence to suggest the impact and actions and interventions to support closing gaps funded from pupil premium appears to be making a difference.

Different Special Educational Needs groups are showing similar patterns to the whole school. It is worth highlighting that the ASD cohort has been particularly successful, with the least progress within the SLD cohort, as such this will be a focus cohort moving forward.

Maths appears to have better results than English overall, but the focus assessment area was just number, whilst English was across all areas.

FE English and Maths progress doesn't appear as good as rest of school, but is still showing significant numbers making progress, however this is an area that will need further development moving forward to bring in line with the rest of school.

ICT and Science are showing very good results overall.

Accreditation is generally as expected with some outstanding results in LAMDA/ICT.

Outcomes that followed through into the school improvement plan 2017/18 have all been met other than those relating to specifically to FE.

Actions as a result of the above information

- Revisit IEP target setting and approaches to it, including their evaluation.
- Focus on the FE curriculum offer and accreditation in relation to its provision going forward; English and Maths must have some discrete means of delivery, learning and assessment – (please note this has already been addressed and discrete sessions incorporated using functional English and Maths. A supported internship programme has helped to address actions towards the world of work, along with established work experience placements.) THE OUTCOME OF THE IMMEDIATE ACTION TO ADDRESS CONCERNS RAISED BY THE FE DEPT. LED TO OFSTED JUDGING POST 16 OUTCOMES AS OUTSTANDING.
- Pilot A semi-standard curriculum with continuous provision into our curriculum model to support lower ability SLD learners in making progress, linking into the Rochford review report and subsequent National guidance, closely monitored and evaluated as to the impact upon progress.
- The experiential group will also report on achievement and progress using the 7 strands of cognition and learning as advocated by the Rochford review alongside the schools current assessment tools.
- Monitoring tracking closely will form the progress objective in all teacher appraisals.

The Staff are well qualified and show good subject knowledge and outstanding knowledge of individual students and their SEN/LDD and the abilities and needs associated with them.

Performance appraisal steers staff to professional development and training opportunities and school is committed to supporting staff to develop both personally and professionally.

The quality of teaching and learning is supported by the high level and high quality of teaching assistants and their effective and efficient deployment in lessons. They work closely with teaching staff to meet individual needs. HLTA's are timetabled to teach discrete groups elements of the curriculum. TA staff follow a similar performance appraisal process to teaching staff and as such have had opportunities to develop their skills as well as taking on additional responsibilities including leading Team Teach; manual handling, therapy liaison, parental engagement.

A curriculum summary is available in the prospectus and website. It meets all statutory requirements and reflects our principles and aims. It is balanced, relevant and progressive; meeting the needs of all. As students get older and develop further there is an emphasis on personalisation, greater

degrees of independence and autonomy, life beyond school, life-skills, community access, vocational, work experience and career related opportunities and employability and accreditation and qualifications that are relevant to individual students and their aspirations supporting their preparation for adulthood.

This year we are piloting an approach that offers a 3 tier model of standard curriculum; semi standard offer that mixes subject based learning with continuous provision and an experiential curriculum for those presenting with profound and multiple needs. This will be evaluated at year end to show if it has had an impact that supports progress.

Extended and enrichment activities are keenly sought by students and we have an excellent take up across a range of lunchtime and after school clubs and out of school experiences, however we must consider formally evaluating the impact this has and will need to draw up criteria to support this.

Partnership links are substantial and do much to support the relevance and breadth of the curriculum. Including other mainstream secondary schools (inclusion activities/ district curriculum development models, teaching alliances and collaborative practise); other special schools (joint projects, moderation, sharing good practise, teaching alliances and collaborative practise); Vocational centres – PVC for construction; Creative Works for media/photography; Employers (work experience and careers/WRL); Colleges and work based learning providers for preparation for transition (through taster sessions or joint projects); leisure facilities, outdoor Education/Activity Centres (PE/residential); Cultural and community retail facilities(curriculum); national organisations (English Touring Opera residency) and local community and voluntary organisations (gateway, community parks, river authorities, guest speakers and visits).

For our students, achievement is relative to their individual special educational needs or abilities and has to be viewed in its widest sense looking at the whole child - academically, socially, personally and emotionally. As such, other Personal Achievements and enjoyment of learning include:

- Work experience is very successful and we have also introduced a supported internship programme for a small group of learners.
- Successful Independent Travel Programme
- Overcoming significant personal or physical trauma or medical operations
- Opportunities to access link options and college placements
- Student council (elected by fellow students)
- Engagement with visiting 'celebrities' such as Preston North End footballers, elected officials, emergency service personnel, performers and musicians, visitors supporting the curriculum
- Involvement and support to raising money for charity both at home and abroad (student council led/curriculum led) such as: Children in Need, Sign to Sing, Red Nose Day, Help for Heroes, RSPCA, DEBRA, McMillan.
- Performing Arts working alongside the English Touring Opera, performances in theatres locally and school based performances
- Sports activities- representing school in football, athletics, Cricket, disability sports activities, swimming etc. or meeting physiotherapy based targets and regimes.
- Gaining recognition for successfully gaining house points and dojo class points.

Personal development, behaviour and welfare

This is outstanding and the extent to which students feel safe is outstanding. (OFSTED Nov 2017). Students are welcoming, positive and often show a great deal of responsibility about and for their actions. Their attitude to learning and conduct is outstanding. They are considerate and thoughtful toward each other and many act as advocates for each other, particularly their less able or non-communicative friends or classmates. The respect and support they show in school sets them up well to act in appropriate ways and to generalise their skills within the wider society.

There is a comprehensive behaviour and discipline policy and guidance document plus associated policies and guidance relating to care and control, positive handling practise, anti bullying and equality. Any incidents that arise are dealt with swiftly. Staff are trained in Team Teach, a positive behaviour management strategy including positive handling techniques and as such staff are trained in physical intervention. Some students have individual behaviour plans and some will have behaviour related targets with daily/weekly record sheets to monitor patterns and trends in behaviour.

Staff and students follow a consistent behaviour management system that allows for rewarding good behaviour, offering a warning and sanctioning repeated inappropriate behaviour (green, yellow and red slips). Records of behaviour both rewards and sanctions are maintained electronically so patterns and trends can be monitored.

Incidents considered serious are logged in a 'serious incident book' and signed off by a member of the senior staff following closer investigation if warranted.

The school applies a range of strategies in dealing with some students who as a result of their condition or SEN diagnosis present violent and aggressive behaviours. Such as trained staff, rotating teams of support staff, use of AAC communication techniques, creation of 'safe – spaces', use of the behaviour support room, use of our contemplation room designed with activities for self-reflection and empathy for others, personalised timetables and individual plans and risk assessment.

A small group of students present with behaviours associated with emotional or mental health issues, particularly linked to emotional needs, low esteem, confidence etc; a variety of strategies are in place to support these young people in particular key workers, counselling, involvement of CAMHS; bespoke timetables whilst also maintaining close links with parents and families, social care and the police where they are also involved.

Aspects of behaviour regarded as bullying are rare; if and when it occurs; it is reported and dealt with immediately with the appropriate level of intervention depending upon the level of understanding of the students involved.

Other evidence citing positive remarks in relation to behaviour come from student and parental questionnaires ; annual review paperwork and anecdotally at meetings, lesson observation, from visiting professionals and feedback from out of school activities and residential.

The most recent parental questionnaire (summer 2017) responses are overwhelmingly positive.

Students attend well and are punctual demonstrating how much they enjoy coming to school.

The school is a safe and secure environment and safeguarding procedures are highly effective.

The School has established an online-safety group and has undergone a 360 degree on line audit through the SW grid for learning (adopted nationally). It successfully achieved full accreditation status Sept. 2017.

Student questionnaires are completed on line annually and evaluated through the LA's 'Pupil Attitude Questionnaire'. They are positive in their responses and have been shared with each department head to make closer analysis of the detail and implement any resultant actions they feel are required.

Effectiveness of leadership and management

Senior leaders and governors have a drive, enthusiasm and ambition for the school to ensure high standards are maintained and there are high expectations for the achievement and performance of every student and member of staff. *The school is due to review its vision and long term improvement planning following an end to its original '10 year plan'* which set out to establish a new school, build up its reputation, have successful outcomes and progress for its students, to design and build and move to new premises and embed itself within the local community. This was successfully achieved this year.

The school is effective at using staff knowledge, skills and expertise to good effect to support leadership and management within the school. Senior leaders and managers have identified roles and responsibilities, with a degree of autonomy to allow innovation and creativity in their work and developments. TLR postholders also act as 'seconds' in Depts to support the Heads of dept. All teachers take a leadership responsibility through subject leadership. Higher level teaching assistants take a lead in some subject delivery and key aspects of school development, whilst some teaching assistants have pursued professional development opportunities to take a lead in aspects of behaviour management, Moving and handling, PSHE, sensory development, Visual Impairment, Signing and other forms of augmentative communication for example. *However, it has been identified that further distributions of leadership and management responsibilities can be made to allow the senior leaders and governors to act more strategically, leaving the day to day operational aspects to middle leaders.*

The Governing Body have continued to provide both support and challenge to the implementation, monitoring and evaluation of the work and plans for the school, *although it was identified at inspection that further challenge around the effectiveness of actions for improvement can be made and how that impacts on progress. Plus the information detail they receive needs to support their capacity to challenge further.*

There is an appropriate committee structure in place, meeting termly; as well as additional meetings monthly between the Head and Chair and Vice Chair. Two additional Governing Body meetings also take place to consider specific school based issues and business, which compliments those taking place termly with an LA led agenda. Changes to the Governing Body over the past 18 months have seen an opportunity to add to the skills-set of the GB bringing in additional financial, business and HR acumen.

Governors continue to gain greater knowledge and understanding of curriculum, national initiatives and changes, the broad range of student needs, the teaching and learning and its differentiation to meet individual need. Where appropriate Governors have attended training opportunities and these have included school improvement planning, self-evaluation, and Safeguarding and child protection and SFVS. All statutory requirements are in place and Governors are clear as to their role, responsibility and the capacity for them to influence its strategic direction is evident.

Head of Department take an overarching responsibility for a key aspect of school for example Information Advice and Guidance towards destinations, student voice and extended school activity. They also need to maintain an overview of the teaching and learning within their department as well as its day to day operational management.

Teaching staff have a subject or area responsibility and lead through an action planning process on how improvement and its monitoring and evaluation of a subject takes place including planning, delivery, assessment and moderation. Senior teaching assistants have taken on responsibility for specific areas such as work experience, independent travel, supporting speech and language provision, sensory development etc whilst all teaching assistants at all levels offer expertise and support to teaching on a daily basis.

The current school improvement plan evaluation is due to take place over the spring term 2018 and will be reported to Governors. Monitoring and evaluation informs future plans with assessment analysis and scrutiny and subject action plans also helping to shape the plans. Identifying strengths and areas of development and taking into account local and national agendas support plans to seek the longer term strategic approach to improvement as well as developing year on year shorter term plans. This will also be shaped post OFSTED, which has areas of improvement that will feed into improvement planning.

The school is effective in engaging parents, carers and their families of students and as noted in the inspection report parents are supportive of the school leadership and reassured through effective communication.

Spiritual, Moral, social and cultural development linking to aspects of British values

Whilst SMSC BV development is not a separate section of the new framework, it still comes under scrutiny and for our students is an important underlying feature of the work taking place within school. It is still worth noting specifically.

As a generic school underpinned by an inclusive attitude and ethos students come into contact with each other on a constant basis, experiencing a wide range of needs, abilities and a diversity of backgrounds and cultures. There is a strong sense of respect for each other and often support for each other, particularly if they are from the same pastoral group or teaching group. More able students act as advocates for those less able; some act as wheelchair support for their friends.

Departmental assemblies and quiet thoughts for reflection in class are the focus for spiritual development and reflection of specific issues. They are broadly Christian in nature and the weekly themes take account of a range of British Values as well as diverse spiritual and cultural events from the principal religions and cultures; moral dilemmas; emotional needs and link into themes related to citizenship. Assemblies take the form of information giving or sharing; active practical

participation including singing, signing and performance; celebration of achievements through certificates, special mentions and awards. Students recognise moments of spirituality by remaining quiet and reflective through prayer or thoughts for others. Most recently, some students have been encouraged to lead assemblies if they have a particular area of interest linked to a particular theme.

Key subject areas add directly to SMSC BV development for example in RE, geography and PSHE. The contemplation room has activities which support our students to engage in, talk about and reflect on 'the bigger things than themselves' (OFSTED Nov 2017).

The school has an active student council that has supported the development of rules, promoted the support of and raising funds for a range of charities both in the UK and abroad and been involved in identifying areas of need in school resource –wise.

Students are encouraged to develop their sense of identity and moral purpose through developing independence skills, participating in inclusive opportunities alongside mainstream peers, taking on responsibilities in class and supporting their friends and participating in the wider curriculum opportunities linked to performing arts, sports or other local cultural events . They have numerous opportunities to participate in extracurricular activities from educational visits to theatres, museums, places of worship and other community settings to residential experiences on which there is a high degree of fun and enjoyment as well consolidating learning in 'real life' contexts.

Spring term 2018