



Sir Tom Finney Community High School
School Improvement Plan 2024 – 2025 - Summary

Continues to be informed by OFSTED inspection March 2023; evaluation of previous 2023-24 plan; School Self-Evaluation by senior leaders; anecdotal from parent/families and student; National and Local developments; Changes of staffing and structure and our own strategic future thinking and plans.

The school remains committed to our vision and values whereby: -

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 complex diverse individual learning is met by a responsive curriculum and adaptive teaching to ensure access, engagement, and participation.

Context

The overall capacity of the school, in line with LCC confirmation is said to be 245 students in support of the local authority's strategic SEND sufficiency plans. The increases in admissions, however, will be for the most complex and severe and profound need meaning reconsideration of the overall curriculum offer and resulting preparation for adulthood assessment and accreditation and destinations, whilst still maintaining an offer for a residual cohort of more able learners presenting with SEMH and high functioning 'spiky' profiles linked with autism, but as young people leave this capacity will reduce.

The ongoing increase to capacity will require annual strategic organisational and operational reviews to ensure that the 'whole' building is being used efficiently and effectively to meet the needs and demand of a growing, ever changing, and complex student population. Staffing structure reviews have indicated a specific need to accommodate the growth in demand for admission to capacity, as such recruitment continues to be a high priority whilst being budget dependant. Change in senior posts will need to be embedded and future consideration will be taken following any further decisions by staff to retire, relocate, or obtain promotional posts. Specific premises project developments will be carried forward dependant upon planning permissions including a new playground area.

Annual objectives 2024 -25 summary

Quality of Education

- Continue with the ongoing development of the English and communication curriculum across 14-19yrs, followed by a focus on Maths as part of a rolling programme of subject development.
- In line with the above extend the use of functional (real life) English and Maths as part of an approach to life skills for all students.
- Roll out of Evidence for Learning into the 14-19 department.
- Senior leaders maintain structured monitoring and observation via learning walks – focus to be:
 - a) the quality of implementation 'planning into practise – what is the outcome in the classroom' *
 - b) Independent learning opportunities at the appropriate level*
- Review named Teacher Subject co-ordinator roles
- Co-ordinators develop subject action plans consistently. Incorporating development/monitoring meetings with Deputy head throughout year.
- Subject moderation meetings to take place termly.
- Curricular visits/trips to have clear planned outcomes linked to learning.*
- Establish and embed an Early Help provision to support outreach, external and in house intervention and family advocacy.
- Begin exploration of developments in technology to support and enhance Teaching and Learning.
- Develop and embed rebound therapy into curricular provision within SFX.
- Hydrotherapy given priority timetabling for those who have it within plans and for those who would benefit.

Behaviour and Attitudes

- Review and revise Behaviour policy to reflect Learning for Behaviour rather than behaviour management.

- Half termly Attendance Monitoring with subsequent individual attendance action plans in place as required.*

Personal Development

- Review further opportunities to deliver extracurricular/after school and holiday-based activities.
- Develop the use of the Lundy Model of student participation, piloting through the student council.*

Leadership and Management

- Ongoing review, revision, and recruitment across the range of staffing roles and responsibilities in line with LCC sufficiency planning building capacity to 245
- Governors make at least a half day visit to school to 'see' the school in action.
- Governors to self-evaluate and action plan via Q&A support from advisor.
- H&S support officer to work with 'new' senior staff to develop understanding of roles and responsibilities inked to policy and practise. and create a long-term rolling programme of H&S review.
- Ensure that proposed capital project development enhances provision and buildings – minibus fleet; new playground; Garage extension; voltage optimisation and auto door replacement.
- Develop a completely new website supported by external website developers.
- Review the infection and prevention control audit and plan for recommended actions.

Safeguarding/PREVENT/GDPR

- Annual training and regular updates, briefings – ongoing.
- Trauma and attachment website introduce to all staff.

Note * = latest OFSTED priority (March 2023) – but following the announcement of a 'BIG LISTEN' by OFSTED expect some frameworks changes in the future.

Staff professional and personal development (to inform appraisal):

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.

To ensure individual student progress and outcomes

INSET DAYS:

Dates 2024-25

Monday 2nd September 2024

Tuesday 3rd September 2024

Friday 23rd May 2025

Monday 21st July 2025

Tuesday 22nd July 2025

To include:

Preparation and planning – for September cohorts

First aid and administering of medication

Safeguarding/GDPR training

Staff wellbeing

Specific subject/needs based