



Sir Tom Finney Community High
Self-Evaluation Summary
Date: Summer Term 2024

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Section A - Summary of overall performance

Section B – Detailed information of School context, whole school delivery models, departments and impacts.

Section C– Overview of Assessment information – refer to separate document – ‘Assessment and Accreditation’ report

SECTION A

<u>Overview of key strengths , developments and school’s own judgements</u>			
	<u>School's key strengths</u>	<u>Area (s) for development</u>	<u>overall judgement</u>
Quality of Education	<ul style="list-style-type: none"> • Departmental and pastoral structure and organisation facilitates targeted adapted and differentiated learning. • Grouping students by ability allows for meeting need and enabling stretch, challenge and aspiration in the higher groups and greater support where needed within lower ability groupings. • Formal Lower School (Ks3) is the bedrock, establishing a ‘full’ curriculum offer without any ‘narrowing’ to allow all to become ready for accreditation. We keep the curriculum as “broad as possible for as long as possible”. Our curriculum is ambitious, flexible, and adaptable to the needs and starting points of students • Reading/Phonics is ‘prioritised’ from entry in Lower School • Lower school offer as a whole provides the breadth and building blocks successfully to 	<ul style="list-style-type: none"> • After successfully embedding the use of Evidence for Learning into the lower school and SFX; embed the same into Upper school following learned best practise. • Review and revise co-ordination roles and responsibilities across teaching staff. • Co-ordinators to establish new revised action plans for the year 2024-25. • Co-ordinators to embed moderation into action plans. • Embed the revised curriculum model of English in Upper School. 	<ul style="list-style-type: none"> • OFSTED MARCH 2023 Good overall – <i>Summer 2024 continues to be Good with some pockets of outstanding practise</i>

	<p>enhance the progression through into increasingly personalized delivery in Upper School (KS4 and FE)</p> <ul style="list-style-type: none"> • Upper School provides responsive and bespoke model incorporating a range of nationally recognised accreditation to aid students moving into mainstream college education and adulthood. • Offering a full range of Pre-Entry, Entry Level and Functional Skills to develop the 'whole student' as well as their individual understanding of how and why we are working towards their aspirational 'end point'. • All students post 14 have an opportunity to experience 'vocational' learning. • Semi Formal and Experiential (SFX) offers a highly personalized developmental approach based around individual need, challenge and support following a creative, sensory and experiential model of delivery with an emphasis on early development of communication skills. • Opportunities for 'cultural capital' are 'taken' throughout the school through 'Theme Days' and visits in Lower school and 'options/vocational opportunities' in the Upper School department, with the purpose of CC being to "introduce them [students] to the 'best' that has been thought and said and helping to engender an appreciation of human 	<ul style="list-style-type: none"> • Begin a rolling programme of review of core subjects in the Upper School. • Extend the use of functional (real life) English and Maths as part of an approach to life skills for all. • Leadership monitoring and evaluation focus will be the quality of implementation and independent learning opportunities. • Explore greater use of technological advancements to support and enhance T&L. • Develop and embed rebound therapy into SFX curriculum provision. 	
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	<p>creativity and achievement”.</p> <ul style="list-style-type: none"> • All depts - Rigorous quality assurance monitoring and enhancing teaching and learning. • All depts - collaboration between teaching staff sharing good practice. • The strong focus and emphasis on the overall vision of the journey toward preparation for adulthood. • Effective transition throughout school leads to students being ‘ready’ for whatever their next steps will be whether education, employment or social care outcomes. 		
Behaviour and Attitudes	<ul style="list-style-type: none"> • Whole school team approach of promoting positive behaviour and attitudes. Staff and students supporting each other through times of change. • Communication and contact with parents • Structured PSHE /RSE programme and support with PSD • Pastoral support incorporates ELSA/EBSA provision and develops ‘warm and trusting relationships’ OFSTED 2003 	<ul style="list-style-type: none"> • Ensure half termly monitoring of individual attendance is embedded and required action recorded and implemented. • Embed the role of an Early Help and intervention team within the overall staffing structure. • Review and revise all policy and practise related to behaviour to reflect ‘Behaviour for Learning’ rather than ‘Behaviour management’ 	<ul style="list-style-type: none"> • <i>Outstanding overall within the context of the range of needs, behaviours, understanding and ability of the cohorts within school.</i>
Personal Development	<ul style="list-style-type: none"> • High percentage of students meet or exceed their aspirations and ambition for example accreditation results, college destinations, work experience. • High Expectations with a focus on communication, resilience and independence • The overall journey toward preparation for adulthood 	<ul style="list-style-type: none"> • continue to maintain the already high and effective standards. • develop the use of the Lundy Model of student participation, piloting through the student council. • Re - establish a programme of holiday club activities 	<ul style="list-style-type: none"> • <i>Outstanding overall within the context of the range of needs, behaviours, understanding and ability of the cohorts within school.</i>

<p>Leadership and Management</p>	<ul style="list-style-type: none"> • L&M structure of delegation and distribution with clear division of roles and responsibilities. • Assistant Heads lead each department supported by TLR responsibility postholders and are given autonomy to develop departments accordingly. • The strength of the collaborative practice and communication between the senior leadership to ensure whole school functioning and operation is very effective, being mindful to individual strengths and experience. • Constantly reflective and evaluative Senior Leadership who consider any challenges and strive to develop solutions (solution focused growth mindset) underpinned by a clear vision for all students and staff. • Visible leadership within school • Engagement with all stakeholders as part of evaluative practise • Professional dev and training is given a high priority e.g. – NPQ’s, apprenticeships, cert ed, ECT’s, placements for teacher trainees and subject/SEND/curriculum development. • Succession planning within staffing structures. • Excellence in protocols within safeguarding • Well informed and challenging/supportive Governors 	<ul style="list-style-type: none"> • Future proofing and succession planning to meet the challenges of a number of senior leaders retiring • Ongoing review and revision to staffing structures to meet capacity building and LCC sufficiency planning. • Governing body to self-evaluate and action plan with advisory support. • Governors to gain a greater awareness an knowledge of school through visits, sharing information and training and development opportunities. • Health and safety advisor to support new senior leaders with responsibilities in relation to safety and welfare. • Complete capital projects to enhance external provision even more. 	<ul style="list-style-type: none"> • Outstanding senior leadership with ‘developing’ middle leadership through appraisal, professional development and training e.g NPQ’s, College Courses, specific individual training.
<p>Quality of post 16 education</p>	<ul style="list-style-type: none"> • Refer to previous comments with regard to quality of education as a whole – notably accreditation; engagement and preparation for adulthood 	<ul style="list-style-type: none"> • Refer to the above in relation to Upper School which incorporates post 16 	<ul style="list-style-type: none"> • Good

(For context and analysis/evidence to support the above judgment, please refer to SECTION B)

Summary continued

CONTEXT OF THE SCHOOL

Sir Tom Finney Community High School is a Generic Learning Difficulty (GLD) designated secondary special school with a sixth form. We admit students from 11-19 years. Our feeder schools include other special schools and a wide range of primary mainstream schools and local secondary mainstream schools. Our student population has a broad range of needs, including all known types of identified SEND. There is a significant proportion of the student population on Free school meals (or Ever6) and almost half the population are either Child in Need, Looked After, Post Looked After or in Child Protection. The school has seen a rise in students who display complex mental health challenges alongside their special educational need and/or disability. As such there are a number of interventions, activities and opportunities available to support those young people. The school has been recognised for its approach to care, nurture and support in a flexible and adaptive manner that underpins its successes within teaching and learning and progress and achievement through its model of delivery.

The numbers admitted have continually increased over the school's original designated capacity. In light of this, the county council SEND/inclusion strategy has allowed for further refurbishment and new build to re-establish the upper floor expanding the numbers on roll to 245. Students attend from a wide geographical area with most using LCC transport to get to and from school, others are dropped off by parents or travel independently. Many fall into the 'more deprived' category according to the Inspection Data Summary Report with 46% taking FSM (inc. post 16). Absence data suggests that rates are consistently between 8-11% overall which is in line with other GLD/LDD special schools, often impacted by those who are medically vulnerable, require appointments, hospitalisation or susceptible to seasonal illness.

The school is organised departmentally into a Lower school (KS3) AND Upper school (KS4, POST 16) who provide 'formal' teaching and learning and a separate Semi – Formal and Experiential department (SFX) across all age groups. The SFX department is focussed on teaching and learning traditionally associated with learners who display profound and multiple learning difficulties, complex and challenging autism and the more severe and complex Learning difficulties. Each department groupings are broadly ability based.

The curriculum is broad and wide ranging offering a number of opportunities. The formal offer is subject based learning leading to various accreditation routes, and prepares young people for adulthood taking account of aspirations, talents and outcomes e.g. college options, social care settings, independent or supported living or the world of work. Progress is good and often outstanding overall when considering starting points.

If at an individual level students are noted as not making expected or as much progress as peers than investigations take place to consider what may be the cause and if necessary interventions put in place.

Many of our young people achieve and make significant progress socially, emotionally, behaviourally, physically and these areas are less easy to quantify in terms of progress, and can be seen as additional life-learning and equally as important as and often underpin academic and accreditation achievement and progression, as part of preparing them for adulthood. To evidence we have tracking and assessment records, accreditation records, records of achievement, impact statements, anecdotal information from reviews, parental contact and from the young people themselves.

The resources the school offers are exceptional the building is maintained to a high standard and includes specialist subject specific rooms, a hydrotherapy pool and full size sports hall and small gym. Performing arts hall, sensory rooms, safe spaces and computers and interactive devices networked throughout the building. As well as outside play areas, which include a MUGA, shelters, outdoor gym area, with plans in place to extend outside play areas, including extension of the garage that houses adapted and electric cycles and go-karts.

The staffing structures are under constant review in order to meet needs and through appraisal processes staff are offered many opportunities for professional development both in terms of curriculum subject as well as needs-based training. There is a great deal of expertise within the various staff groups, who are supported to maintain a healthy balance between workload, wellbeing and resilience. The school can identify many structures it has in place that visibly evidence this. For example a supportive leave of absence system, use of occupational health, external support package for all staff and their families, a wide range of training and professional development, whole school, departmental and class team meetings as well as fully trained 'supervision' leads within school.

The aims of the school are clearly documented within the prospectus and on the website, along with a summary of the curriculum offer, subjects, their intent, implementation and impact. (These are updated as cohorts change and the curricula follows suit). Further information about the school and its context can be obtained via documents such as the prospectus, staff handbooks, school improvement planning and assessment information and generally via the website and facebook pages. *(Note: As at summer 2024 the website is undergoing a complete new build and rebrand aiming to be 'live' from September 2024)*

Key issues from previous inspection 28-29 March 2023 overall effectiveness GOOD

Issue	Actions taken	Impact
<ol style="list-style-type: none"> 1. Leaders have not identified what they want pupils to know and be able to do in a small number of subjects, including reading, in key stage 4 and in the sixth form. 2. At times, teachers do not design activities that help pupils build up their knowledge over time. This inhibits pupils from achieving as well as they should. 3. Leaders should finalise their curriculum thinking in these subjects, so that pupils are able to build more easily on the success that they enjoy in key stage 3 and the SFX departments. 	<p>Beginning with English and Reading specifically, revise the curriculum content so it is not accreditation led, but subject content led, in the upper school and builds upon the work lower school have implemented.</p> <p>This will be followed by a cycle of core subject review and then by other subjects.</p> <p>The structure of upper school overall curriculum offer and the delivery of options has been revised and implemented.</p> <p>Evidence 4 Learning will be in place for September 2024 in the Upper school following the successful implementation in the lower school and SFX.</p> <p>Department leaders and senior leaders undertake regular monitoring activity via learning walks and planning scrutiny.</p> <p>Subject leaders developing action plans with senior leaders.</p> <p>A new TLR post in the Upper School has been created with a specific remit of curriculum & assessment scrutiny.</p> <p>Appraisal continues to focus on both subject and need based professional development.</p> <p>Bite-size Internal CPD opportunities developed sharing and highlighting</p>	<p>English in the Upper School has been transformed and is subject led with accreditation results as a consequence of the learning.</p> <p>SIP priority is to follow the same process of audit, review, revision and implementation with other core subjects.</p> <p>new TLR post appointed with specific remit to monitor, evaluate and report on curriculum, assessment, accreditation development.</p> <p>E4L training is continuing and on track to be in place in September.</p> <p>Action planning in place with support and scrutiny via Deputy Head.</p> <p>SIP highlights continuance of 'bite-size' CPD sharing good practice.</p> <p>Upper school full curriculum offer reviewed collaboratively within the dept, a pilot approach established, fully reviewed so the best of 'what works' is retained allowing building knowledge over time and building on successes achieved in Ks3/SFX.</p>

2023/24 School Improvement Evaluation

School Improvement Plan 2023-24, Summary Evaluation

COLOUR CODE:

Completed or embedded in system and structure for this year

Activity or work towards meeting objective has begun

Not started or evidence not yet in place to show working toward.

<p>Qual objectives Quality of education</p>	<p>Review and revise the English Curriculum across 14-19 yrs.</p> <p>Accelerate the roll out of evidence for Learning into the upper school -</p> <p>Due to lengthy administrative processes to set up effectively a decision was made to progress this on the next 2024-25 plan</p>	<p>Resume structured monitoring and observation across school. Dates in place and continues throughout academic year</p> <p>Focus is to: Ensure that Total Communication and the use of Alternative and Augmentative Communication (Lo-tec/hitec) is being used effectively to support teaching and learning, behaviour and attitudes and personal development across the whole school. The individual student learning impact of teaching</p>	<p>HOD's to develop department action plans: - inc. how monitoring and evaluating practice and performance. Completed for KS3/SFX – In progress for upper school – this has taken longer as the curriculum and offer has been reviewed, revised and is emerging.</p> <p>Subject coordinators to continue to develop action plans consistently. Although work needs to continue to ensure consistency.</p>	<p>KS3 and SFX to maintain outstanding practice identified in the last inspection March 2023</p>	
<p>Behaviour, attitude, personal development</p>	<p>Monitor the consistency of approaches to the Behaviour policy and system practice.</p>	<p>Ensure consistency in communication with families.</p>	<p>Restructure the Emotional and Mental Health support, family liaison and outreach support.</p>	<p>Develop a summative recording methodology that captures ambition and aspiration This should be captured</p>	<p>Establish a diversity and culture working group.</p> <p>Review and evaluate the</p>

	<p>This policy, practice and guidance is due for update review and revision</p>		<p>Including strengthening pastoral responsibilities via ELSA approaches. The aspect 'outreach support' will be reflected in a new priority of developing an early help and intervention-based approach.</p>	<p>through annual review and EHCP outcomes, and IEP targets along with details for preparation for adulthood - question whether it needs a standalone methodology or is it duplicating current practise?</p>	<p>online safety audit tool – is it fit for purpose?</p>
<p>Leadership and Management</p>	<p>Governance to be knowledgeable about the school and able to articulate to external agencies. With changes in the Gov body and vacancies still being carried and long standing governors standing aside or stepping down – this will continue to be relevant and ongoing</p> <p>Governors take advantage of any appropriate training/e-learning opportunities. There will always be more that can be done but acknowledging the time</p>	<p>Review, revise and recruit across the staffing structures and responsibilities, and size to reflect the expansion of the school and Senior staff requirements. This will also be ongoing and a reflective staffing structure will continue to be shared focusing on the future needs of the school</p>	<p>Engage with LCC well being offer and explore additional support/training opportunities</p>	<p>Annual safeguarding, KICSE, prevent training and regular updates.</p>	<p>Middle leaders to analyse and action plan informed by internal and external assessment data.</p> <p>Subject leaders given an opportunity to critically evaluate and inform action planning for subject improvements. Although work needs to continue to ensure consistency.</p>

	<p>commitment in a voluntary role and that this will continue as governors become more established and new governors join.</p>				
<p>ises, Buildings Resources:</p>	<p>Outdoor premises development - trees, horticulture, shelter, fencing, seating. Garage extension, additional hard surface playground development, solar paneling. Agreed, or in process of feasibility studies and planning applications, except solar paneling is not practical so an alternative energy saving solution has been sought- 'voltage optimization'</p>				

2023/24 School Improvement plan summary

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 dependent upon planning permissions including a new playground area.

Annual SIP 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 in line 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.

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.

SECTION B

Detailed information of School context, whole school delivery models, departments and impacts.

QUALITY OF EDUCATION

Intent

Our school has a clear intent behind a carefully and progressively designed offer of a broad and balanced curriculum that prepares our students for adulthood and lifelong learning in whatever form that may look like depending upon need and ability. We want to challenge, empower, prepare and inspire all our students to maximize their opportunities, develop their talents and work toward their ambitions and aspirations set out within the outcomes of their EHCP's.

The aim of our curriculum is to meet the challenge of diverse individual learning by being flexible, adaptable and responsive; ensuring differentiated, creatively planned teaching and interventions to offer access, engagement, and participation to all.

The rationale behind this is to have an inclusive community that develops 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, preparing them for their next stages of development into adulthood.

Implementation

Our curriculum is delivered and implemented successfully by organising the school departmentally and following a secondary model of delivery for most but having the flexibility to offer some students who would benefit a more creative, sensory and communication focussed primary/EY style of delivery.

The 3 distinct categories are:

- A formal curriculum – based upon the national curriculum and option choices generally for those operating and preparing to work toward 'standard expectations'.
- A semi-formal curriculum – based upon a creative themed approach incorporating structured play-based development for those operating cognitively significantly below 'standard expectations'.
- An experiential/sensory based curriculum for those operating cognitively and presenting with profound and multiple learning needs.

There are always exceptions and crossover between the broad offers may be in the best interest of specific individuals.

The curriculum offer is reviewed year on year to account for changes nationally and locally and to meet the needs of different groups of students as new students are admitted and as they progress through school.

The Formal Curriculum in Lower School (Years 7,8,9)

Lower School (11-14) is the foundation for preparing our young people for adulthood. The curriculum provides formal learning and is tailored to meet the individual needs of all learners who have a wide range of special educational needs and disabilities. We invest a lot of time in getting to know our young people extremely well and offer regular 'nurture time' with specialist trained staff.

The Lower School (11-14) curriculum offer intertwines skills, knowledge, interest, aspiration and considers the whole child enabling them to become well rounded and as independent as possible. Staff are vastly experienced in addressing barriers to learning. They provide effective, high-quality teaching and learning that is adaptive and incorporates the delivery of communication programmes, positive behaviour plans, sensory regulation, physical and medical programmes and other additional provision as outlined in individual Education, Health and Care Plans (EHCP). Interventions are in place for those learners who need more intensive support in meeting their EHCP outcomes. Hydrotherapy sessions are prioritised for those young people who have physical and medical disabilities.

There are seven classes in Lower School (11-14) that are ability based, both academically and socially, and have a mix of learners from Year 7, 8 and 9. The timetable includes all compulsory national curriculum subjects; English, Maths, Science, Computing, Physical Education, Personal, Social, Health, Citizenship Education, Humanities (History/Geography), Food Technology, Design Technology, Art, Music and Drama. We also offer weekly Horticulture and Wellbeing sessions. Religious Education is delivered as a 'Theme Day' each half term.

Our curriculum has clearly defined end points and is planned and sequenced in a way that builds on prior learning across subject areas. All learners are assessed when they join us at STFCH. This provides a baseline for individual learners and identifies gaps in skills, knowledge and understanding. We have a Total Communication approach and quickly establish each individual learners preferred learning style, whether it is visual, auditory, kinaesthetic or via reading and writing.

Assessment of learning is tangible and recorded on Evidence for Learning, an online assessment tool, capturing a comprehensive picture of progress over time linking to individual targets taken from EHCP outcomes and National Curriculum programmes of study outcomes.

Effective communication between school and home is in place using Class Dojo, an online communication platform. Regular updates are provided, informing families of what our young people are learning across subjects with photographs.

We are privileged to be able to offer our learners a wide range of opportunities to develop themselves personally and generalize skills and knowledge that has been.

learnt in the classroom. Enrichment activities are offered regularly throughout the school year as well as Theme Days and Residential holidays. Forest School is accessible as part of our Friday afternoon enrichment sessions.

Achievement assemblies take place once per week to celebrate each individual learner's success however great or small. We strongly believe in opportunity for all. We ensure all our young people reach their full potential, working in partnership with families and other professionals' whilst on their journey to adulthood.

Lower School (11-14) Strengths

- Teaching is good/outstanding. Teachers have excellent subject knowledge and provide exciting and engaging learning opportunities that are adapted to meet individual needs. Support staff are deployed effectively.
- The Lower School (11-14) has an effective Nurture Team, who are highly trained in working with young people with complex, social, emotional and mental health needs. Regular, tailored interventions assist our young people in having an awareness of their own emotions, build resilience and improve self-regulation to ensure that they are actively engaged in learning and maximising their own potential.
- Read, Write, Inc synthetic phonics programme is fully established, and progress of reading and comprehension skills has improved significantly.

The Formal Curriculum in Upper School (Years 10-14)

The 2023-24 academic year has seen the launch of STFCH's brand-new 14-19 formal education phase - "Upper School" - created through the amalgamation of the previous Key Stage 4 and Further Education departments. A brand-new curricular offer was developed, embracing both statutory secondary national curriculum and non-statutory 16 to 19 study program governmental guidance. The vernacular "*Project Upper School*" has been used to describe the first year of the department's existence to communicate the fact that it is in fact very much a "work in progress" with the first 12 months being one of a continual cycle of Assess, Plan, Do, Review to embed the very best - in terms of both content and practice. Hence delivering a responsive, meaningful, inspiring, and impactful curricular offer for our young people as they prepare for their own unique adulthood. 'Preparation for Adulthood' is at the heart of the Upper School 'Offer' which focuses on progression to the appropriate next stage of education, employment, or care for all our learners, empowering them to go on and live their very best lives.

Upper School builds on the bedrock foundations laid for each learner during their time in Lower School.

There are nine classes in Upper School, which, like Lower School, are ability based, both academically and socially, and have a mix of learners. Groups 1, 3 and 5 are comprised of students from Years 12, 13 & 14; Groups 2, 4 and 6 are comprised of students from Years 10 & 11; and Groups 7, 8 and 9 comprise students from Years 10 to 14 inclusive. All pastoral leads teach their group at some point during the week, with a dedicated TA team supporting their every teaching & learning session.

The core offer for all Upper School learners is comprised of English, Mathematics, Computing, PSHE and Employability, with science for those students in Years 10 & 11.

Students will work towards gaining nationally recognised accreditations and qualifications in these subjects as appropriate, including Functional Skills, Entry Level, Levels 1 & 2 and GCSE.

Beyond this the wider non-core offer (currently accredited by AQA Unit Awards) has an emphasis on life-skills, community-based learning, physical development, and creativity.

Every student is guaranteed a weekly 'Meal Preparation' session giving them the opportunity to develop their culinary skills and share the product of this with their families.

Every week each student will participate in all the following four 'learning carousel' blocks, ensuring that weekly, termly, and annually they are exposed to a rich variety of purposeful experiences: -

- Physical Development – e.g. Formal PE, Gym, All Weather Walking, Dance
- World of Work - e.g. Mini-Enterprise, Market Stall, Hair & Beauty, Horticulture
- Arts & Creativity - e.g. Art & Design, Digital Media, Music, and Drama
- Holistic Studies - e.g. Local History, Film Studies, Our World

Additional opportunities include the Duke of Edinburgh's Award scheme with participants now being offered the chance to work towards earning their Gold Award by both planning and participating in an expedition.

Construction tasters offered weekly at Preston Vocational Centre delivered by time-served tradespeople specialising in bricklaying, plastering, painting & decorating, joinery, and plumbing. Dance Syndrome offers Upper School students the chance to earn a qualification in 'Dance Leadership'.

We offer work experience to give students the opportunity to develop their career choices and to apply their skills in real working conditions. Preston College & Royal Preston Hospital currently offer groups of students termly work experiences in ancillary and clerical arenas. Engagement with the DWP and work-related activity in our non-core offer introduces students to the opportunities available and the behaviour that employers expect. A structured work placement may be right for some, but others benefit more from experiencing a variety of different employment related activities, and we are mindful in planning for this.

As planning for the 'next step' is central to all we do, 'transition' is obviously a major focus. As part of the Upper School 'Offer' students will partake in numerous taster visits to local colleges over their time with us to provide them with a flavour of what local college establishments can offer and hence ensure they make informed choices about future provision. Once a place has been agreed we support the transition process with bespoke visits to the new providers on either an individual or group basis as appropriate. Plus, we provide a transitional links program to support those moving into social care settings.

Individual students will also have access to additional interventions and activities that support their progress and cater for their needs – an example of this is having the opportunity to access the hydrotherapy pool for physical wellbeing.

All the while we work closely in partnership with parents/carers in offering pastoral and specialist support to help students to remain engaged and progress.

In essence, the Upper School Department at Sir Tom Finney Community High School offers students a structured and challenging learning program that supports their development and progression in line with

their aspirations. The knowledge and skills that the curriculum provides our students with enables them to address social disadvantage by understanding themselves – as a unique individual, with self-worth, as an equal in society – one who knows right from wrong, is able to ask for help when needed and express themselves positively when faced with injustice.

Upper School (14-19 Formal Education) Strengths

- A highly dedicated and cohesive (new) departmental team that have embraced “Project Upper School” and are currently “owning it” (as was intended).
- Students develop knowledge in a structured way, progressing through the curriculum in a way that ensures that knowledge is transferred to the long-term memory. This is achieved by subject leaders checking that the curriculum followed and is sequenced in a way that helps students develop the required skills and knowledge. Other ways in which subject leaders support the development of the curriculum include writing schemes of work for staff that are not subject specialists and providing internal staff development for non-specialist teachers (dynamic professional peer-to-peer support is tangible facet of the new Upper School staff team).
- Assessment is used to support the teaching of the curriculum and considers starting points and baselines. The school has 3 data collection points in a year plus 3 IEP target evaluations/year as well as the annual review of EHCP outcomes and all this information is used to support learning by setting individual targets that are appropriate to each pupil’s EHCP and IEPs, this is supported across the department by specialist staff and appropriate and timely interventions to ensure progress is taking place and pupils are meeting or exceeding their targets.
- Upper School foster quality links with external organisations - ones in which both parties feel equally invested and together mutually benefit from our symbiotic relationships – partnerships as diverse as from Preston College to the DWP via Dance Syndrome, for example.

The curriculum for Semi-Formal and Experiential Groups (SFX)

The SFX department offers a curriculum that combines an element of formal learning specifically linked to English and Communication and Maths, Computing and PSHE alongside themed creative and structured play-based learning suitable for individual development stage.

Some of these groups offer a themed base curriculum that specialises in a multi-sensory approach and is designed for learners who present with complex and profound and multiple SEND. This personal approach is based upon principles of communication, cognition, social and emotional development, and physical movement.

Students in all these groups also have the opportunity to access the hydrotherapy pool based upon need.

Individual students will also have access to additional interventions and activities that support their progress and individual needs.

Our SFX curriculum meets the needs and interests of our students and is unique to our school because it is focused on developing our students individually through a thematic and immersive differentiated approach. This includes focused work allowing students to meet individual education plan and subject based targets in an environment that allows each student to learn, make progress and reach their full potential at their own pace. The themes themselves do not represent the planned learning but are used as a vehicle to offer the students a range of interesting opportunities so that learning can take place.

Our curriculum has clearly defined end points and is planned and sequenced in a way that builds on prior learning across the curriculum. This can be demonstrated through repetition of structured activities each week to enable students to develop their skills, meet or exceed their individual education plan and subject targets to develop them academically, socially, emotionally, their communication and behavioural needs. Assessment of this learning is formative and continuous; staff share their observations during and after

each activity and next steps for engagement and learning are planned. Observations and evidence of progress are recorded on Evidence for Learning linking to the students individual learning targets.

The knowledge and skills that the curriculum provides our students will enable them to develop as a whole person and prepare them for their next steps including individual life skills and preparing them for adulthood.

We provide children with a wide range of opportunities across the curriculum that develop them personally and are differentiated to individual learner's needs. A variety of different activities are used to engage our learners through all of their senses using a variety of environments including the hydrotherapy pool, the sensory room using lighting, visual and auditory effects and most recently using the sports hall for Rebound Therapy.

To give our learners a sense of cultural capital we provide them with a wide range of opportunities to experience activities and opportunities in and out of school that they may not have the opportunity to access usually. We join in with other departmental theme days and offer our own access to an enrichment programme, educational visits into the community and places of interest that can add to the creative, practical, and sensory approaches of the learning in school. We sometimes access out of hours trips for specific events.

Strengths:

- Subject knowledge of teachers is strong – this is particularly notable in the way in which the SFX classrooms operate. The students are taught by specialist teachers with specialist teams around them with the teaching and learning experiences being valuable and meaningful to the students. This is done through having an individual learning approach for each student with a varied timetable of different learning experiences.

Where this has been less strong, the school has supported staff in their professional development. This has included relevant courses, taking part in CPD, staff within the school delivering CPD to other staff members, staff having regular appraisals discussing personal targets for them to develop themselves, the department and support the students.

- Students develop knowledge in a structured way, progressing through the curriculum in a way that ensures that knowledge is transferred to the long-term memory. This is achieved by Subject leaders checking in regularly with staff to ensure that the curriculum followed is sequenced in a way that helps students develop the required skills and knowledge. In SFX, student development is monitored consistently by the classroom teacher to ensure next steps for progression can be planned for.

Other ways in which subject leaders support the development of the curriculum include writing schemes of work including clear learning outcomes for students. Training provided for staff members internally or externally to ensure they have the correct subject knowledge to deliver the correct level of learning opportunities for the students.

- Reading is taught in an individual and differentiated way. This ranges from using pictures, PECs symbols, communication books, students always having access to printed materials to explore and share with staff.

In SFX reading teaching is kept relevant to the students e.g. recognising the letters of their own name and them being able to communicate their own needs and wants.

Assessment is used to support the teaching of the curriculum and takes into account starting points and baselines. The SFX department has 3 IEP target evaluations/new target setting each academic year as well as the annual review of EHCP outcomes and all this information is used to support learning by providing meaningful, relevant, and achievable learning targets to ensure that the students make progress

in all areas of their development. All assessment and evidence collecting is done through the Evidence for Learning app to show students journey through school and their progress.

Whole school Curriculum Impact

Our school curriculum has a positive impact upon learners and overall, they make strong, relevant progress across all their needs and through the whole school curriculum offer. This is reflected in core and non-core subjects and all the other areas of development relevant to our students. We can evidence this through outcomes in assessments (progress tracking and IEP targets) and accreditation achievement results; outcome and aspiration progression in EHCP's; through our own observation and evidence and impact statements; via transition and destinations into the wider adult world. Anecdotal evidence from parents, other professionals, and the young people themselves.

Summary of overall strengths:

- The structure and routines of the school enables students to be placed in an appropriate teaching and learning groups
- The curriculum offers a broad and balanced range of learning experiences to prepare students for adulthood and develop their independence.
- Well managed resources enable staff to plan and deliver a wide range of learning opportunities.
- Differentiated, adaptive and targeted learning opportunities offer stretch and challenge to all abilities of students.
- Staff are skilled in adapting teaching activities and learning resources to meet the needs of all students to ensure stretch and challenge.
- The open and honest culture of the school ensures staff feel confident to ask for support if needed.

BEHAVIOUR AND ATTITUDES

Main strengths in behaviour and attitudes

- Departmental structure, timetabling structures and routine
- Pastoral structure and positive behaviour plans, consistency of staff
- Plans are positive and written to ensure consistency
- Clear routines and boundaries
- Differentiated and adaptive strategies, e.g. sensory strategies, coping strategies, integrated into the school day, moving through to bespoke 1;1 sessions to support positive behaviour
- Differentiated and adaptive lessons and activities develop a positive 'can do' attitude to learning, which promotes self-esteem and in turn reduces anxieties, reinforcing and encouraging good behaviour
- There is a strong caring emphasis and positive respectful culture this is evident on walking around the school
- An environment in which students feel safe
- Harmful/inappropriate sexual behaviour is dealt with promptly at whatever level that might manifest itself
- Bullying is not tolerated and dealt with promptly through the pastoral system
- Positive messages about behaviour and attitudes are reinforced formally within the PSHE curriculum, and more widely across the school day
- Quick response to any identified issues
- Strong link with parents
- High expectations across school for behaviour and conduct

Areas for development/next steps to further improve behaviour and attitudes

- Attendance is generally below national mainstream average but in line with other special school averages. Attendance systems and practises are ongoing regularly reviewed and along with it being a high priority nationally and locally school continues to include in improvement planning objectives. This will be reinforced by the development of an early Help and intervention team.

PERSONAL DEVELOPMENT

Main strengths in personal development

The school curriculum extends beyond the academic and vocational by supporting students in many diverse aspects of life;

- The formal curriculum offers a breadth of stretch and challenge for all levels of students enabling them to achieve at their own level and therefore contributing to positive self-esteem, motivation, and encouraging controlled risk. All this supports students to develop confidence, resilience, and knowledge to keep them mentally healthy.
- The pastoral structure enables pastoral staff to quickly identify any issues and put interventions in place following pastoral guidance system; this includes ELSA provision and referral to external agencies where appropriate.
- As students progress through school, they are given opportunities to begin to engage in the wider world through options and highly personalised and in some cases bespoke curriculum in preparation for adulthood.
- Extra curricular opportunities are offered throughout school.
- PSHE curriculum covers Relationship and Sex Education – this is taught in class groups, small, identified groups, 1;1 and where appropriate external agencies are involved with a sensitive balance between developmental stage and age appropriateness. Students are taught about healthy relationships through the formal curriculum, and this is reinforced throughout the school day. Mistakes in relationships are used as learning opportunities and individual interventions are put in place to support students to understand and learn from these occasions.
- Transition to the 'next-steps' or next phase of education, training and employment is carefully planned through the annual review process and supported by Careers information and guidance and an HLTA who is involved in reviews for students who will be leaving; she liaises carefully with parents and external agencies to ensure there is a robust transition process.
- Fundamental themes of British Values are taught throughout the curriculum, as well as planned theme days to support these. School council represents student voice which informs some key decisions in the school – for example interviews,
- Students are encouraged to take planned risks to support decision making processes; staff are adept at supporting students to overcome mistakes and develop resilience.
- Online safety is taught as part of the curriculum and frequently reinforced, both formally and informally; school has an online safety groups comprising of staff and students. Safeguarding training ensures all staff are trained to support vulnerable students and report incidents.
- An emphasis on independence and preparation for adulthood within school underpins the whole curriculum, from a student completing part of a task independently, to a student walking independently to the bathroom, to a student going up to collect their own lunch to a student walking independently for school. Where appropriate students are supported to develop skills of independence in the community including independent travel.

Areas for development/next steps to further improve personal development

- Re-engage with wider opportunities for holiday period clubs and extra curricular activity
- Explore the Lundy Model of student participation to compliment the student council activity

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)

The school promotes all students' spiritual, moral, social and cultural development effectively.

Spiritual Development

- There is a strong culture of spiritual development, supporting all students and staff to be reflective about their beliefs. The RE curriculum, contemplation space, RSE lessons all support students to be reflective
- Woven into the curriculum across the whole school day, students are given knowledge of and develop their respect for different faiths, feelings and values

Moral Development

- The pastoral structure and behaviour policy of the school teaches the students the difference between right and wrong
- Positive behaviour plans ensure that students reflect on their behaviour, understand the consequences of such behaviour and enable them to begin to take responsibility for and develop strategies to support them to manage their behaviour

Social Development

- Structures, routines and timetables support students to practise a range of social skills
- Group work is encouraged, and a range of strategies are used to support interactions
- Opportunities for students to work across different groups are carefully planned and increase as students progress through the school

Cultural Development

- The curriculum and subsequent teaching and learning includes opportunities to develop cultural capital

LEADERSHIP & MANAGEMENT

- There are high expectations of all students which are embodied in all staff's day to day interactions with pupils
- There is a clear leadership structure within the school, with regular planned meetings and opportunities for communication is regular and timely
- Distributed leadership ensures that all staff with a leadership responsibility are given time and support to carry out their role effectively - including HLTA roles
- The open-door policy of the school ensures that any member of staff or any student or parent feels confident to approach a member of the leadership team
- Leaders are visible within the school
- Clear expectations ensure consistency across the school
- Workload and wellbeing are strong considerations when planning the curriculum and other activities
- Training has supported teaching staff to consider effective team management

We know this aspect of the school's work is effective through:

- Staff professional development take-up
- Appraisal: staff have ambition and request leadership training
- Succession planning: staff want to progress and remain in this environment

Safeguarding is effective. We know this because:

- The school has a strong culture of safeguarding which underpins everything we do; the message 'it could happen here' is reinforced at every opportunity
- Staff always act in the best interest of the students and any concerns are reported in a timely manner
- The buildings are safe and secure

- Annual safeguarding training is undertaken by all staff
- All staff have a safeguarding induction
- All volunteers or temporary staff have a safeguarding induction
- Additional safeguarding updates are delivered through departmental meetings
- Pastoral support system enables staff to identify students who need early help, have been harmed or are at risk of harm
- Deputy Head is main DSL and has a clear picture of CIN, and strong system of referral to external agencies with several senior staff trained as back up DSL's
- Recognised that external help sometimes takes a long time so have in school systems to support individuals and families
- Work closely with external agencies
- Close transition arrangements for both students coming to STFCH and moving on ensure that any safeguarding information is shared between schools, colleges, and services.

Areas for development/next steps to further improve leadership and management

- Continued emphasis on succession planning – future development of aspiring leaders
- Ongoing review of roles and responsibilities
- Continued Governor training and self-evaluation
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Section C – Assessment Information

Please refer to:

- EHCP outcomes
- Annual Review paperwork
- IEP information
- Evidence for Learning reports
- Accreditation and examination results
- Autumn Governor assessment and accreditation reporting
- Parental anecdotal information