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School Improvement Plan 2017 / 18  
(update June 2018)

The Children's Hospital School at Great Ormond Street & UCH		
Full Review	Annual	<i>Next review date: July 2018</i>
Updates	Termly (SLT)	
Full Governing Body Review	November 2017	<i>Date:</i>
Approving Committee	All	<i>Date: Autumn term</i>
Key contact	Jayne Franklin	
Published on website	YES	

The Children's Hospital School GOSH Hospital for Children NHS Trust,  
Great Ormond Street, London WC1N 3JH  
Tel +44 (0) 20 7813 8269 Email [head@gosh.camden.sch.uk](mailto:head@gosh.camden.sch.uk)  
[www.gosh.camden.sch.uk](http://www.gosh.camden.sch.uk)

Headteacher Jayne Franklin BEd Hons (Cantab) Chair of Governors: Lara Fielden MA

### 1. Mission Statement

The Children's Hospital School seeks to minimise the interruption and disruption to children & young people's education so that academic progress and an interest in learning will continue, as far as their health permits. **In order to fulfil the above we aim to:**

- ✓ Provide personalised, challenging, enjoyable & innovative learning opportunities
- ✓ Make learning an integral part of children & young people's stay in hospital
- ✓ Foster the values of friendship and determination
- ✓ Prepare and empower pupils in the present & for the future
- ✓ Support, nurture and value families

**The above 5 statements of strategic intent form the basis of all our school improvement planning and self review process.**

### 2. Reflecting GOS/UCLH Trusts' visions and values:

*'Helping children with complex health needs fulfil their potential' GOSH vision 2017*

**At GOS** 'The child first and always' and their 'Always' values of:

- Always be welcoming
- Always be helpful
- Always be Expert
- Always be One Team.

**At UCLH** *the commitment to delivering top quality patient care, excellent education and world class research* and their values :

- Putting safety and well being above everything
- To offer kindness we would want for a loved one
- To achieve through teamwork
- To strive to keep improving

### **3. WHOLE SCHOOL KEY PRIORITIES FOR 2017/18 ARE TO:**

- i. Ensure all pupils make good or better progress towards meeting their PEP targets while taking account of their medical context
- ii. Ensure that at least 90% teaching is consistently outstanding across all age ranges
- iii. Ensure effective & appropriate referral to school for long stay pupils
- iv. Continue to build leadership capacity & capability at all levels, including Governance, so that all leaders can deliver & develop high quality provision

### **4. NON-CURRICULUM KEY STRATEGIC DEVELOPMENTS 17/18**

- i. Secure the best possible resources (staff, skills, accommodation, equipment, support) to sustain school's future and realise our vision
- ii. Input into NHS strategic direction regarding building redevelopment
- iii. Reviewing database and storage of pupil data (compliance with GDPR)
- iv. Review use of income in relation to holiday provision and IPP-seek external funding

### **5. PREVIOUS OFSTED RECOMMENDED AREAS FOR IMPROVEMENT (Report 25-26 February 2014)**

- Further develop how the school supports parents and students by expanding the services provided within the activity centre
- Seek more opportunities to share the outstanding practice within the school with other educational providers and organisations

### **6. FINANCE & SIP**

- Three year forecast submitted to Finance Committee / SFVS completed and scrutinised by Governors
- Planned expenditure in line with income and matches school improvement priorities.
- Capital priorities include updating classroom furniture, upgrade of ipads, laptops, robotic support for distance learning

### **7. PREMISES & SIP** Upcoming considerations for premises development include:

- Updating furniture for pupils in the schoolrooms
- New floor throughout schoolroom

### **8. GOVERNOR MONITORING**

The Governors have a key role in monitoring the School Improvement Plan, which they do through their committees and full governors' meetings for which the Headteacher provides an evaluation of progress in achieving the SIP targets. Each governor is linked to a priority area and is encouraged to make visits with individual staff members and to our schoolrooms. The named staff contact\* may just be a starting point for discussing the relevant priorities & sign posting on to other staff; governors are welcome to shadow/meet any member of staff following our agreed protocol for school visits.

Strategic intent	Whole School Priorities (WSP) 2017-18	Governor Link <i>(proposed)</i>	Staff Contact*	Monitoring Progress
<ul style="list-style-type: none"> <li>Prepare and empower pupils in the present &amp; for the future</li> </ul>	<b>WSP 1: Outcomes for Pupils</b>			
	Ensure all pupils make good or better progress towards meeting their PEP targets while taking account of their medical context	Ali Fryer Michael Holland Susie Griffiths	Bianca/Jackie	Parent/pupil feedback, Home school Liaison, case studies, moderation, exam results
<ul style="list-style-type: none"> <li>Provide personalised, challenging, enjoyable &amp; innovative learning opportunities</li> </ul>	<b>WSP 2: Teaching, Learning and Assessment</b>			
	Ensure that at least 90% teaching is consistently outstanding across all age ranges	Geoff Lee Janice lavery Katy Graves	Danielle/Bianca	Work scrutiny, meeting notes, database planning, lesson obsv, CPP feedback, governor sub committees
<ul style="list-style-type: none"> <li>Make learning an integral part of children &amp; young people's stay in hospital</li> <li>Foster the values of friendship and determination</li> </ul>	<b>WSP 3: Personal Development, Behaviour &amp; Welfare</b>			
	Ensure effective & appropriate referral to school for long stay pupils	Lazzaro P Jo Begent Edward Green	Senior Leadership Team	Database evaluations, parent feedback, attendance, committee discussion, action plans, NHS/School meetings, profile in hospital
<ul style="list-style-type: none"> <li>Make learning an integral part of children &amp; young people's stay in hospital</li> <li>Prepare and empower pupils in the present &amp; for the future</li> </ul>	<b>WSP 4: Leadership &amp; Management</b>			
	To further develop the role of our leadership teams, including Governance, to ensure all members are able to lead with aspirational vision and can demonstrate their impact on teaching and learning.	Alan Farkas Lara Fielden Lizzie Yauner	Jayne	SEF, Governor/staff meetings, CPP feedback, appraisal evaluations, staff questionnaires, governor self evaluation/audits, governor minutes

<b>OUTCOMES WSP 1:</b> <i>(Whole School Priority -WSP)</i>	<b>Ensure all pupils make good or better progress towards meeting their PEP targets while taking account of their medical context</b>										
	<i>September 2017</i>	1	2	3	4	5	6	7	8	9	10
	<i>July 2018</i>	1	2	3	4	5	6	7	8	9	10
<b>Strategic Intent</b>	<b>Prepare and empower pupils in the present &amp; for the future</b>										
<b>Success Criteria</b>						<b>Evidence</b>					
1. Pupil continuity of learning measured and analysed in database 2. Targets set by all staff are SMART 3. Full reintegration to home school after discharge ( <i>where medically able</i> ) 4. Pupils/parent/carers recognise and understand individual targets						Database attendance records, work samples, google + Target records Home school feedback/visits to schools/exam results Parent/carer feedback					
<b>Impact Milestones</b>						<b>2017 RAG</b>		<b>R</b> June '18	<b>A</b> June '18	<b>G</b> June '18	<b>Comments</b>
• Regardless of exceptionally challenging circumstances the target setting process provides clear and timely information on standards achieved against expected standards in home schools											improve engagement of home schools in shared moderation
• Teachers and leaders systematically communicate across all agencies and 'home schools' for 100 % long stay and recurrent students											Adapt attainment element of report writing for KS2 upwards
• Differences in attainment between long stay inpatient pupils with medical needs and their peers in school is reduced. Refusal rates remain below 8%.											
• % targets fully met/party met are consistently above 70%											
<b>Funding &amp; Resources</b>			<b>Cost</b>			<b>Governor Links</b>			<b>NHS links</b>		
Database development New IT assessment tools Staff visits to other settings			Tbc allocated in capital reserves Up to £1000 Travel costs /cover internally			Achievement & Curriculum Committee Ali Fryer Michael Holland Susie Griffiths (staff governor)			PFEEC/FED committees Senior Ward Sisters		

WSP 1: Ensure all pupils make good or better progress towards meeting their PEP targets while taking account of their medical context		Timescales
<b>ACTIONS (against success criteria)</b>		
1. Review use of online assessment tools to support PEP planning, assessment & evidence 1. Implement relevant national strategies eg EYFS changes 2. Consistent monitoring and feedback to staff re: targets setting 2 UPR/Curriculum Leads engage staff in moderating targets in subject specific areas 2/3. Case Study continued development 2 Report writing and feedback to home schools clearly identifies progress/attainment 3. Comms Officer –develop strategy for home school follow up 4. Parent workshops/discussion groups 4. Family learning – continued development schoolroom-ward	BC, BCh, JF UPR/CL AHs/ELT DV/BC JG SLT BC/JF TP/JG/JF DV/JF	ongoing Completed Completed/on going Completed completed early stages of consideration ongoing ongoing – workshops hard to access completed/ongoing
<b>Evaluations (updates Feb '18/April '18)</b>		
<ul style="list-style-type: none"> <li>• Staff visits to other settings have not yielded any particular recommendations that would actually build on the existing functionality of our database. Bianca is still exploring options with new providers but we do not want to make any significant or costly change until we are secure in what the system offers us as a school.</li> <li>• The hospital is developing their new online patient record system (EPR) which launches in April 2019. We are part of working groups to see how this might help school – for example we may be able to ‘schedule’ school sessions like you would an x-ray so that all clinical and non-clinical teams can see the patient’s daily timetable. This might be a significant step forward in reducing time wasted by teachers when patients are not available.</li> <li>• Target setting moderation is a continuous process carried out by Assistant Heads. Staff meetings this year have had a focus on teachers only in some sessions so we can really address quality of targets. Often meet in age phases to share subject specific knowledge.</li> <li>• Case studies completed and sharing with all staff-presentations to full staff group and for governors</li> <li>• AH’s pulling out key themes from case studies to improve delivery and outcomes</li> <li>• Family Learning: E safety parent workshop, parent engagement in ward lessons, Arts Award presentation/exhibition by pupils with parents &amp; teachers</li> <li>• Evaluation of home school reports ongoing-have identified areas for improving how we share exact age related progress with home schools.</li> <li>• Early Years planning moderated and increasing use of Development Matters as a planning tool. Adapting use of Tapestry to ensure meaningful feedback for families. Considering our setting and our needs and the restrictions on fully delivering the EYFS framework.</li> </ul>		

<b>WSP 2: Teaching, Learning &amp; Assessment</b>	<b>Ensure that at least 90% of teaching is consistently outstanding across all age ranges</b>											
	September 2017	1	2	3	4	5	6	7	8	9	10	
	July 2018	1	2	3	4	5	6	7	8	9	10	
<b>Strategic Intent</b>	<b>Provide personalised, challenging, enjoyable &amp; innovative learning opportunities</b>											
<b>Success Criteria</b>						<b>Evidence</b>						
1. Positive pupil engagement in lessons 2. Pupil achievement & progress can be identified in a variety of outcomes 3. Purposeful meetings for teaching staff impacts on learning outcomes 4. Parent & carers engaged in children's learning 5. Staff attitude to work & professional development positive						Self-assessment tools, database records Work samples, database, observations CPD records, staff feedback Comms/database, parent feedback Absence reports, staff survey,						
<b>Impact Milestones</b>						<b>2017 RAG</b>		<b>R</b> June '18	<b>A</b> June '18	<b>G</b> June '18	<b>Comments</b>	
• Work samples/observations consistently demonstrate how pupils embrace the challenge of learning and are resilient to failure												
• Newly admitted Tier 3/4 pupils thrive quickly in lessons making substantial progress in agreed areas											Mental Health Functioning in Education Assessment	
• The curriculum allows all pupils to develop excellent knowledge, understanding and skills considering their individual medical needs and prior attainment											Added computing/Added the A (arts) in STEAM/	
• Teaching regularly provide incisive feedback and pupils use the feedback effectively												
<b>Funding &amp; Resources</b>				<b>Cost</b>		<b>Governor Links</b>				<b>NHS links</b>		
Camden Learning TDS package CPD – training outside of Camden Learning Visits to other national hospital schools (travel costs) Curriculum Leaders –SEN allowance						Achievement & Curriculum Geoff Lee, Janice Lavery, Katy Graves				PFEEC/FED committees Senior Ward Sisters		

Ensure that at least 90% of teaching is consistently outstanding across all age ranges		Timescales
<b>ACTIONS (against success criteria)</b> 1. opportunities for EYs teachers to share setting specific challenges 1. development of peer observations systems 1. increased feedback from pupils and reflection on their own learning 1. 2. moderation with teachers in other settings 1. actively engage teaching staff in current national curriculum developments 3. ensure a wide, relevant and challenging CPD offer to all staff 3. sharing of best practice across age range and subject specialists 4. communication systems and feedback improved, monitored & reviewed 5. track and actively support staff well being		Ongoing Ongoing Ongoing & personalised according to pupils Completed Completed & ongoing Completed & ongoing (see records of meetings) Completed & ongoing ongoing Ongoing (June 2018)
<b>Evaluation (updates Feb '18/April '18)</b>		
<ul style="list-style-type: none"> <li>• <i>Best practice shared through our Google Communities – moderated examples of work identify outstanding outcomes across the curriculum</i></li> <li>• <i>Early years staff visits to Coram Fields, Primrose Hill, Kentish (all outstanding mainstream nursery provision). Sensory stories a focus for shared staff CPD.</i></li> <li>• <i>Baseline-testing MHFEA -Mental Health Functioning in Education Assessment</i></li> <li>• <i>Primary teachers visit to Sheffield Hospital School and Oxford Hospital School. Secondary teacher visits to eating disorder clinic and school setting.</i></li> <li>• <i>AH visit to Birmingham Hospital School James Brindley. AH &amp; HT attendance at HOPE conference in Poland.</i></li> <li>• <i>Rigorous CPD programme since Sept 2017 – more focus on teaching staff as a group this year. Activity shares have once again been a thoughtful way for teams to share best practice.</i></li> <li>• <i>Primary and secondary teaching teams developed a collective understanding of outstanding lessons in our setting.</i></li> <li>• <i>Attendance at Camden Learning training for curriculum leads – staying in touch with curriculum developments</i></li> <li>• <i>Healthy Minds at Work working with Headteacher during supervision sessions- planned and delivering full staff training on June 6 4-6pm with a focus on well being and the specific challenges facing us as a school. This work will continue to be led by UPS teacher who has chosen this as an annual appraisal target.</i></li> <li>• <i>Staff attendance rates remain above the Camden and National Average</i></li> </ul>		



<b>WSP 3: Behaviour, Safety &amp; Welfare</b>	<b>Ensure effective &amp; appropriate referral to school for long stay pupils</b>												
	September 2017	1	2	3	4	5	6	7	8	9	10		
	July 2018	1	2	3	4	5	6	7	8	9	10		
<b>Strategic Intent</b>	<b>Make learning an integral part of children &amp; young people's stay in hospital</b>												
<b>Success Criteria</b>						<b>Evidence</b>							
<ol style="list-style-type: none"> <li>sustained opportunities for learning on wards/schoolroom</li> <li>pupil needs identified and planned for in schoolroom sessions</li> <li>parents have greater understanding of school &amp; access to learning</li> <li>NHS staff have clear understanding of role of the school and of pupil's rights to education</li> </ol>						<i>Database attendance records, feedback from wards</i> <i>Staff feedback, case studies, parent/carer feedback, lesson outcomes</i> <i>home school information on admission to school</i> <i>Parent /carer feedback</i>							
<b>Impact Milestones</b>						<b>2017 RAG</b>		<b>R</b> June '18	<b>A</b> June '18	<b>G</b> June '18	<b>Comments</b>		
<ul style="list-style-type: none"> <li>Pupils understand how education equips them with the behaviours and attitudes necessary for success in their next stage of education and medical treatment</li> </ul>													
<ul style="list-style-type: none"> <li>Pupils are articulate and hold thoughtful conversations about their rights to education within the hospital environment</li> </ul>													
<ul style="list-style-type: none"> <li>Learners understand the options available at transition points and set clear, ambitious and realistic plans for their future</li> </ul>													
<ul style="list-style-type: none"> <li>The school's open culture within a complex medical environment promotes all aspects of pupil's welfare</li> </ul>													
<b>Funding &amp; Resources</b>				<b>Cost</b>				<b>Governor Links</b>				<b>NHS links</b>	
<i>Time for NHS/School leadership meetings</i> <i>Comms officer- staff costs</i> <i>School App development (online forms)</i>								Achievement & Curriculum Lazzaro P,Jo Begent Edward Green				Chief Nurse, CEO, Strategic Safeguarding board	

WSP 3: Behaviour, Safety & Welfare Ensure effective & appropriate referral to school for long stay pupils		Timescales
<b>Actions (against success criteria)</b> 1. Establish readiness for school assessment for MCU patients 1. Extend research on impact regular inpatient schooling– evidence base for NHS 1. Benchmark approaches to school referral with other hospital settings 1. Re establish effective termly strategic meetings with NHS leadership 2. Increase accessibility to sharing hospital school admissions requirements 2. Ensure school safeguarding policies are engaged with by NHS 3. Improve systems for engaging parents in pupils learning (MCU & Rheumatology)) 4. Evaluate hospital induction and whether information sharing on school and rights to education are sufficiently prominent.	JF/DV/BC BC/DV JG JF JF/BC/TP JF/BC/JG JF/DV/BC JF/TP/DV	Completed Ongoing Completed/ongoing Completed Ongoing Completed Completed ongoing
<b>Evaluation (updates Feb '18/April '18)</b>		
<ul style="list-style-type: none"> <li>• Focus on MCU* (Mildred Creak Unit tier 3-4 CAMHS inpatients) review of systems and effective sharing of information (similarly for UCH)</li> <li>• Joint meetings with governor (JB) and lead consultant at GOSH – completed. Extended meeting to Head of Nursing on MCU – more effective approach. Have held three meetings together with leadership team.</li> <li>• Increased contact with MCU parent/carers at point of admission-increased support from ward for Mental Health Functioning in Education Assessment</li> <li>• Introduction of school readiness assessment for MCU students – these take place on the ward before the pupil joins school</li> <li>• Headteacher attending new strategic safeguarding board at GOSH</li> <li>• Benchmarking with other hospital schools regarding complexity of referrals from ward and most efficient approaches</li> <li>• Learning Disability Week – training and support for staff in understanding the social history of learning disabilities – worked with Access All Areas.</li> <li>• Makaton training for all staff and some NHS staff – this helps support understanding of referring children with disabilities to school</li> <li>• New films about school shared with Trust for induction day. Met with new Head of Training and Development at GOSH – agreed that perhaps a new online module about education should be thought about.</li> <li>• Draft presentation written for Trust Board by Headteacher * see attached</li> <li>• New non-executive board member Lady Amanda Ellingworth met with Headteacher. Has a strong connection to education and social work and is a positive link as a ‘champion’ for the school</li> <li>• Contributed to IOE research study on Hospital Education</li> </ul>		

<b>WSP 4: LEADERSHIP</b>		<b>To further develop the role of our leadership teams, including Governance, to ensure all members are able to lead with aspirational vision and can demonstrate their impact on teaching and learning.</b>										
September 2017		1	2	3	4	5	6	7	8	9	10	
July 2018		1	2	3	4	5	6	7	8	9	10	
<b>Strategic Intent</b>	<b>Provide personalised, challenging, enjoyable &amp; innovative learning opportunities</b>											
<b>Success Criteria</b>						<b>Evidence</b>						
1. Whole School Priorities (WSPs) are achieved 2. Staff & stakeholder understanding of our leadership structure & roles 3. Outstanding education delivered throughout our provision 4. Staff retention and satisfaction high 5. Continuity of outstanding Governance secured						Review of school improvement plan and SEF Feedback from NHS, governors, staff Evaluation of SIP, SEF reviews, professional dialogues Staff feedback, annual performance management report Governance audits, minutes, feedback						
<b>Impact Milestones</b>						<b>2017 RAG</b>		<b>R</b> June '18	<b>A</b> June '18	<b>G</b> June '18	<b>Comments</b>	
• Governors systematically challenge senior leaders and understand variations in outcomes for pupils in hospital and pupils nationally												
• Leaders create a climate in which all staff are motivated and take risks in innovative ways right for our pupils												
• All Leaders are uncompromising in their ambition												
• Pupils are listened to and feel safe. Staff work effectively with all partners (health & education) to respond swiftly where pupils are vulnerable												
<b>Funding &amp; Resources</b>			<b>Cost</b>			<b>Governor Links</b>			<b>NHS links</b>			
Leadership training courses CPP Time off site –room bookings HT supervision/coaching Leadership Scale costs (new?)						Personnel Committee Finance Committee Alan Farkas, Lizzie Yauner			Trust Board, CEO, Chief Nurse, Strategic Safeguarding board, Head of Training & Development			

WSP 4: LEADERSHIP		Timescales
<b>Actions (against success criteria)</b> 1. Develop systems for reviewing WSPs in new SLT/ELT meetings 1. Identify leadership training through individual appraisal (ELT/SLT) 2. Establish and embed development of Assistant Head roles 3. Engage in Camden or National Peer Review process –focus on leadership 4. Consider & plan for development of middle leadership roles (existing & new) 5. Establish appointments process/panel for new Chair of GB 5. Review effectiveness of Governor visits and impact on pupil achievement	JF appraisal JF/SLT JF/JG JF/SLT JF/DB JF/DB	Ongoing Ongoing Completed Ongoing - nationally ongoing completed ongoing
<b>Evaluation</b> <i>(updates Feb '18/April '18)</i>		
<ul style="list-style-type: none"> <li>• <i>Extended Leadership Team embedded in new roles</i></li> <li>• <i>SLT &amp; ELT meetings have focused in identifying impact of roles, GDPR compliance, OFSTED criteria and support and appraisal training</i></li> <li>• <i>Head teacher invited by LGA (Local Government Association) to participate on a SEND peer review in Worcestershire and in June 2018 invited by Worcestershire to review their medical needs provision in particular</i></li> <li>• <i>Governing Body change in Chairperson carefully considered and succession plans in place</i></li> <li>• <i>Current review of governor committees and skills gaps such as marketing and comms</i></li> <li>• <i>Governor (LY) visit to meet with all of ELT 6 months into post</i></li> <li>• <i>On-going identification of training needs for leadership teams such as managing challenging conversations, coaching staff, strategic planning</i></li> <li>• <i>Assistant Heads each confident in deputising on a termly basis – meeting the needs of staff, pupils, parents and medical teams.</i></li> <li>• <i>Two staff surveys for curriculum and well being June/July</i></li> <li>• <i>Leadership team facilitating extraordinary support for pupils in need eg GCSE invigilation errors at home for child with complex medical needs</i></li> <li>• <i>Curriculum planning – 5 year draft in plan and all UPR staff challenged to lead on focus weeks to engage staff across school/settings</i></li> </ul>		