

# **Chelsea Community Hospital School**

## **Self-Evaluation Summary: Review 2013/2014**

### **The Context of the School**

Chelsea Community Hospital School (CCHS) is a community special school based on four main sites working with children from the ages of 4 to 18 and their families. We are based across 3 large hospitals and a child and family psychiatric unit as well as delivering education at home and in the community for the Royal Borough of Kensington & Chelsea & The London Borough of Westminster.

### **Chelsea & Westminster Hospital(C&W)**

- Has three paediatric wards, an adolescent ward and a paediatric burns unit.
- Patients up to the age of 16 (19 with special needs) are admitted to the wards for short term, long term or recurrent admissions.
- Range of conditions and diagnosis: road traffic accidents, attempted suicide, incidents involving alcohol and drugs, bullying incidents or other social problems.
- Many children and young people have additional mental health problems related to chronic illness.
- Specialist centre for sickle cell anaemia, hydrocephalus, spina bifida, Crohn's and complex orthopaedic conditions, burns unit, secondary centre for cancer patients.
- Medical centre for Facing the World Charity that carries out complex facial surgery on children and young people from developing countries.

### **Royal Brompton Hospital (RBH)**

- The Royal Brompton Hospital is the national heart and lung hospital for the UK and is a tertiary referral centre. Pupils seen at this site have either cardiac or respiratory conditions.
- The main body of our student population consists of pupils with Cystic Fibrosis, CF. It is the only centre in London and the south-east to provide CF care from birth through to end of life.
- Rose Ward has three small purpose built classrooms is for paediatric patients, or school staff work with pupils in cubicles or by the bedside when necessary. Foulis Ward is where pupils transition to for adult care. Pupils on this ward are seen individually in the cubicles.
- The management of CF means that children and young people with the condition can require regular admissions to hospital for a period of two weeks. This can happen up to four times per year with the frequency increasing with age.
- As patients transfer from paediatric to adult medical care within the hospital we provide educational and careers support once they have transitioned.
- We also see pupils under investigation for severe asthma, bronchiectasis, Primary Ciliary Dyskenisia, PCD. Pupils with CF, PCD or bronchiectasis must not occupy the same space simultaneously, meaning that they are taught in a segregated manner. They are not in isolation, and can come to the classroom but must remain separate. In addition we also teach pupils with a range of cardiac conditions, in the classrooms on Rose Ward, by their beds and on the Paediatric Intensive Care Unit, PICU when necessary and appropriate.
- As the Brompton is the National Heart and Lung Hospital it has links with charities that provide life saving cardiac care to patients from LEDC. Outreach clinics conducted by the medical team in these locations identify, plan and prepare patients for this type of intervention. This means that the school will provide education to pupils for whom English is not their first language and who may not, because of their cardiac condition have received education in their home country.

## **Collingham**

- Tier 4 tertiary referral inpatient unit for up to 15 children between 5 and 14 years of age.
- They are referred by an outpatient consultant psychiatrist, only after work in the community has been unsuccessful.
- Caters for the whole range of mental health disorders, including psychosis, anorexia, obsessive compulsive disorders and complex neurological problems.
- 80% of the children present with challenging behaviour, 75% have problems with social communication, 60% have a specific learning difficulty.
- 60% of children are successfully integrated back to their mainstream schools. 20% attend the hospital school after discharge and 10% go to a special school and another 10% to residential provision.

## **St. Mary's Hospital (SMH)**

- CCHS have had an SLA since 2005 between RBKC & Westminster City Council to provide staffing and manage the education provision at St Mary's Hospital (SMH). This site operates as an integral part of CCHS.
- Comprises of three paediatric wards: one general, one for infectious diseases and one for day cases.
- There are also four cubicles for stem cell transplantation and 2 cubicles for highly infectious cases.
- It is a specialist centre for sickle cell anaemia, complex physical disabilities, haematology disorders, stem cell transplantation.
- The majority of patients are short term
- Stem cell transplant (SCT) patients must be taught in isolation and all materials must be new and conform to strict infection control rules.
- SCT patients are generally in hospital for 3-6 weeks.
- Infectious diseases such as TB are treated at St Mary's. Isolation and strict infection controls are in place.
- Infectious patients can be in for up to 2 weeks.
- In 2012/13 over 60% of teaching was 1-1 due to isolation and infection control protocols.

## **Kensington & Chelsea & Westminster Community Children: Ensuring a good education for children who cannot attend school because of health needs (January 2013)**

- KS1-4 students who are out of school due to chronic medical/ mental health needs access long term education provision at one of the hospital sites or at home
- Tuition provided at home if not able to attend the hospital
- Referral system in place to assess and provide appropriate education provision for children and young people who are unable to attend school due to medical and mental health conditions.
- Placements can be long and short term
- Students taught either at home (5 hours per week) or in the schoolroom part or full time dependent on need.

## Pupil Admission Characteristics

2010-2011 Academic Year						
	Sessions	Pupils	% Recurrent	% 1:1 Teaching	% Male	% Female
Chelsea	2355	992	10	33	54	46
Brompton	4886	441	24	57	53	47
St Mary's	4116	608	17	46	48	52
Collingham	4607	49	2	0	65	35
Community	3553	54	10	26	44	56
<b>Total</b>	19517	2631				

2011-2012 Academic Year						
	Sessions	Pupils	% Recurrent	% 1:1 Teaching	% Male	% Female
Chelsea	2348	955	9	22	53	47
Brompton	4655	363	24	55	54	46
St Mary's	3961	552	20	45	51	49
Collingham	3983	40	3	0	65	35
Community	4153	58	16	24	50	50
<b>Total</b>	19100	1968				

2012-2013 Academic Year						
	Sessions	Pupils	% Recurrent	% 1:1 Teaching	% Male	% Female
Chelsea	2886	788	10	13	57	42
Brompton	4229	404	18	54	50	50
St Mary's	3778	473	21	61	53	46
Collingham	4112	35	0	0	63	37
Community	4940	50	14	12	40	60
<b>Total</b>	19945	1750				

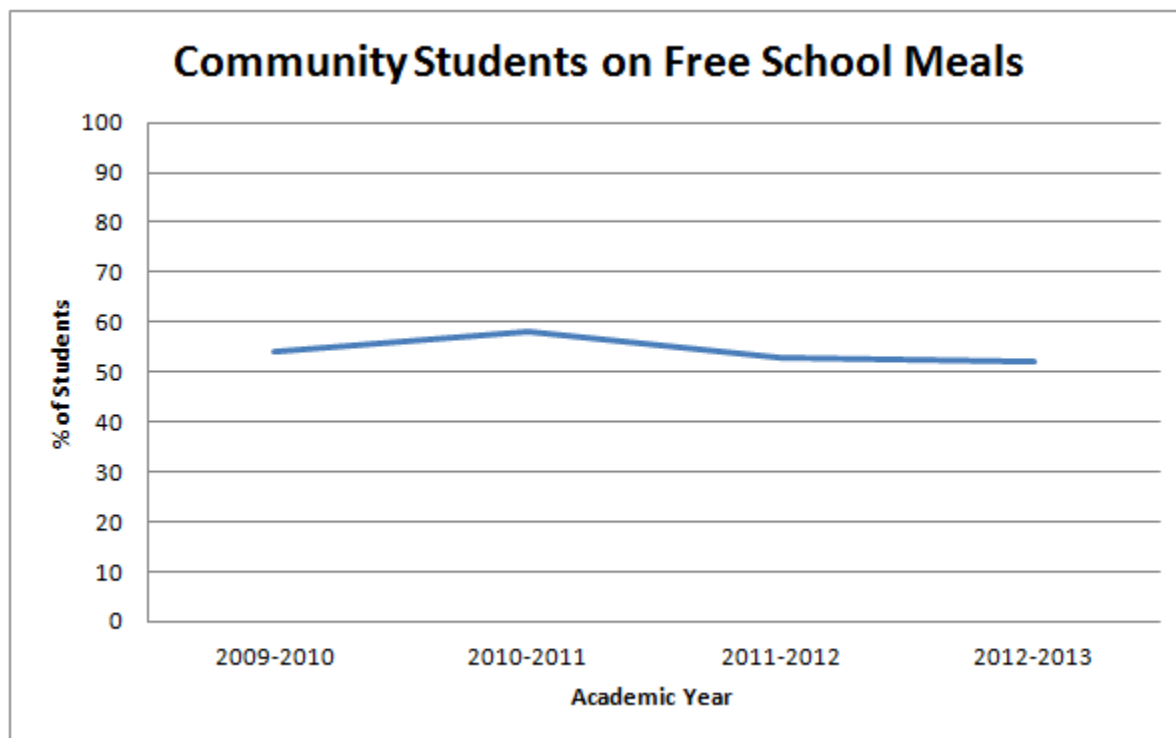
**Key Stage breakdown by school site:**

2010/2011						
	Reception (%)	KS1 (%)	KS2 (%)	KS3 (%)	KS4 (%)	KS5 (%)
Chelsea	4.8	11.5	28	31.3	22	2.3
Brompton	8.2	10.9	22	30.7	17.1	11.1
St Mary's	7.1	17.7	24.6	33.8	12.8	3.9
Collingham	0	7.9	35.7	53.9	2.5	0
Community	0.2	4.3	10.5	24.6	48.2	12.2

2011/2012						
	Reception (%)	KS1 (%)	KS2 (%)	KS3 (%)	KS4 (%)	KS5 (%)
Chelsea	11.1	12.5	33.6	27.2	14.8	0.9
Brompton	12.8	7.7	27.7	21.5	16.2	14.2
St Mary's	7.7	24.7	33.1	19.5	13.7	1.3
Collingham	0	0	53.4	46.6	0	0
Community	0	0.6	9	38.2	46.7	5.5

2012/2013						
	Reception (%)	KS1 (%)	KS2 (%)	KS3 (%)	KS4 (%)	KS5 (%)
Chelsea	9.7	13.4	26.5	33.8	13.4	3.3
Brompton	14.1	8.2	19.9	26.4	15.8	15.6
St Mary's	13	32.4	21.1	19.1	9.1	5.4
Collingham	0	3.5	41.8	54.7	0	0
Community	0	9.3	6.1	18.8	41.2	24.6

**Socio-Economic Data:**

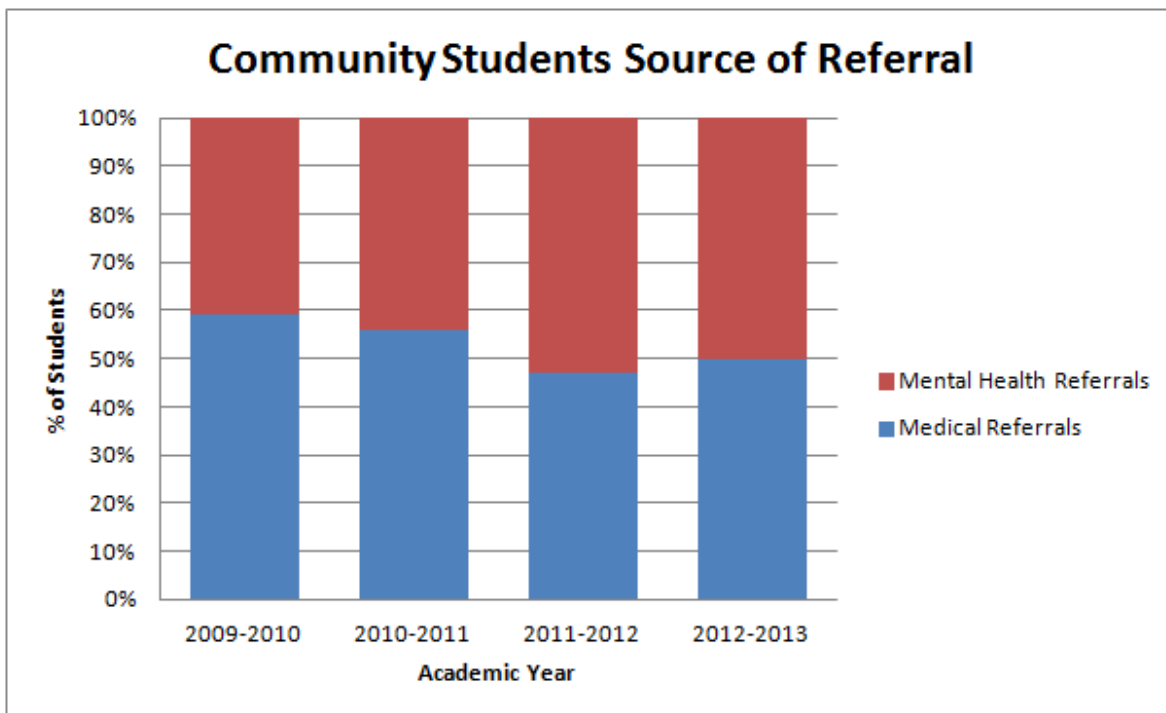


- Over 50% of the community students are eligible for FSM. The figure has remained high throughout the 3 year period.

<b>IDACI Quintiles</b>					
Percentage of admissions living in the:					
	<b>Most deprived 20% of areas</b>	<b>Next 0.2</b>	<b>Middle 0.2</b>	<b>Next 0.2</b>	<b>Least deprived 20% of areas</b>
<b>St Mary's Hospital</b>	58%	19%	10%	7%	6%
<b>Chelsea &amp; Westminster</b>	39%	21%	22%	9%	10%
<b>Community</b>	59%	7%	4%	19%	11%
<b>Collingham</b>	42%	16%	29%	10%	3%
<b>Brompton Hospital</b>	25%	26%	18%	12%	19%

- Data suggests that 45% of CCHS students are from the most deprived 20% of areas. This strongly indicates that they will have to cope with a whole range of issues in addition to the medical, mental health and educational issues they present with.

## Referral Statistics



- Mental health referrals made up 50% of total referrals in 2012/13.
- Referrals made by Education Welfare Service are due to long absences from school or being permanently excluded.
- Referrals have been received from psychiatrist, EWO, Schools and SEN commissioners
- An increasing number of referrals are being made by local schools.

### Implications for 2013-14

- Early indications suggest that mental health referrals are becoming increasingly complex.
- Local schools are seeking the help of CCHS in managing increasingly complex students resulting in an

increase demand on places.

- Following initial exploration of accessing off site space pursue the option of proposing a Free School (See action plan 9) (See Action plan 10)

Community Students by Type							
Academic Year	Total Community Students	Taught at C&W			Westminster HT	Medical Referral	MH referral
2009-2010	36	25			11	72%	28%
2010-2011	50	39			11	72%	28%
2011-2012	34	21			13	72%	28%
2012-2013	51	46			5	60%	40%

- Referrals increased in 2012/13 thus returning to the 2010/11 high.
- Capacity is unable to keep pace with demand due to limited space.
- More cases require school based as opposed to home based learning.
- Mental health referrals have shown a significant rise in 2012/13 resulting in more complex cases requiring additional therapeutic and mentor based support.

#### Implications for 2013-14

- Pressure on places and lack of space has resulted in seeking approval to open a Free School in 2015. (See SIP Action Plan 9)
- Additional therapeutic input required to support effective learning and to improve attendance. (See SIP Action Plan 6)

## **Pupils' Achievement**

### **1. Community Students**

#### **Community Students: Important contextual Information**

Progress and achievement is analysed in relation to students starting points.

Community students at CCHS have typically been out of school for a considerable amount of time before they are referred to CCHS. They may have excluded themselves from school and have spent a significant amount of time isolated and non-compliant in relation to the support services offered to them. They may have had frequent and often extended periods of absence leading to major gaps in learning. This level of absence impacts significantly on attitudes to learning. Students present with poor organisational skills, poor concentration skills and above all low expectations of themselves.

The ethos of CCHS ensures that all students are encouraged to aim for success from the moment they start at the school. Progress is always considered in relation to their starting point when they arrive at the school. This is established through a range of assessments, taking account of prior attendance, social and emotional aspects of learning, reading age, and self perception in relation to study skills.

The following assessments are carried out:

- Reading Age
- Myself as a Learner ( A student self assessment scale to gauge attitude and barriers to learning )
- Coping in schools scale (assessment to gauge strengths and difficulties in managing in a school and classroom setting)
- Maths assessment
- Writing assessment

## We aim to support students make at least good progress in:

Attendance

Attitude to learning

Managing in social situations

Reading

Writing

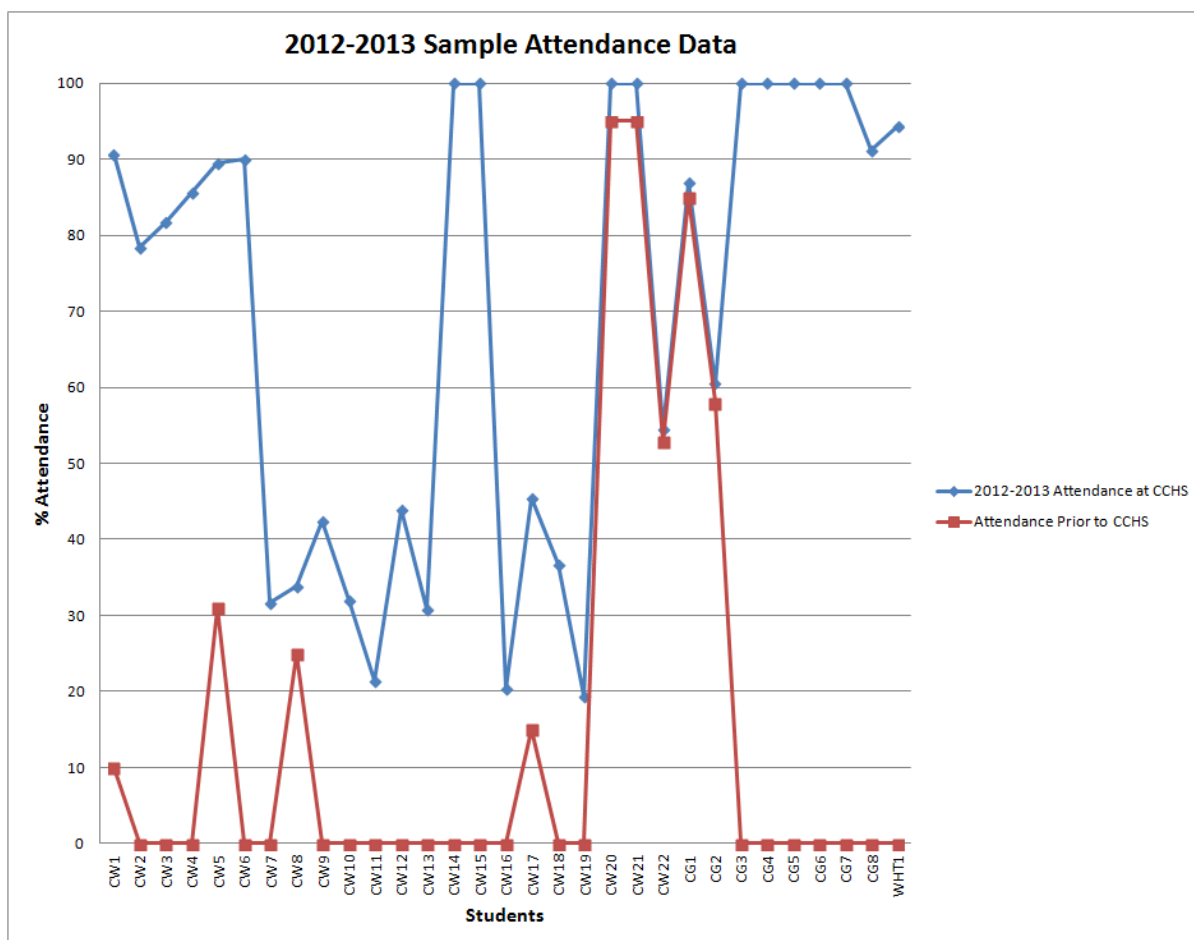
Maths

Science

As well as progress in relation to their individual education plans

Students have access to small group teaching, learning mentor support, careers adviser support and for identified students Art or Drama Therapy.

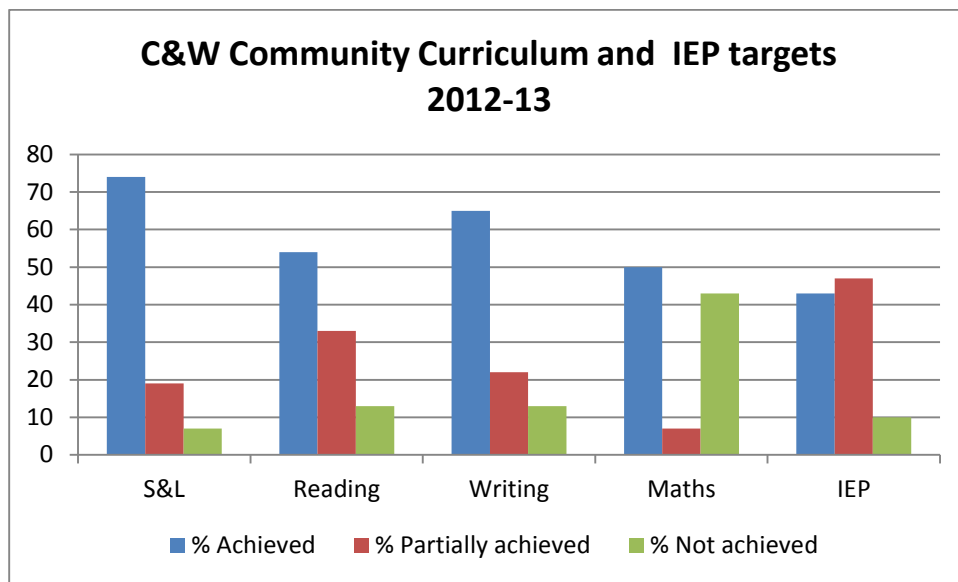
### Attendance Data 2012-2013



- Community students make good or outstanding progress in terms of attendance.
- 100% of students improved their attendance
- Dramatic improvements were evident in over 50% of students

Implications for 2013-14

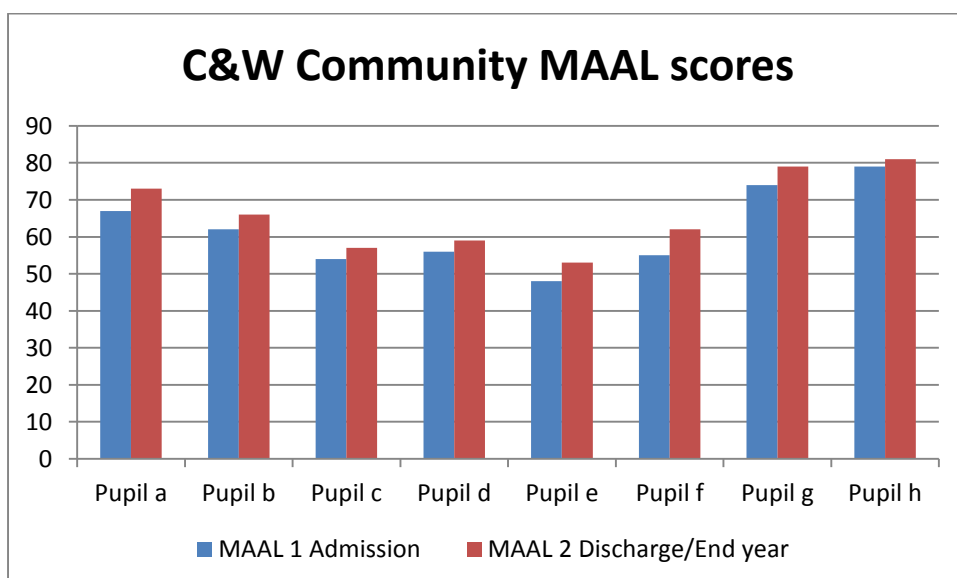
- Additional targeted mentor support required for students and families to help raise attendance even further for those students that have made limited progress. (See SIP Action Plan 6)
- Collect more detailed attendance data at individual lesson attendance in order to better understand link between subject attendance and progress. ( see SIP action plan 5)



- Students make outstanding progress in Speaking & Listening and Writing.
- Students make good progress in Reading and Maths.
- Students make good progress in relation to IEP targets.
- A high percentage of maths targets are not achieved.

Implications for 2013-14

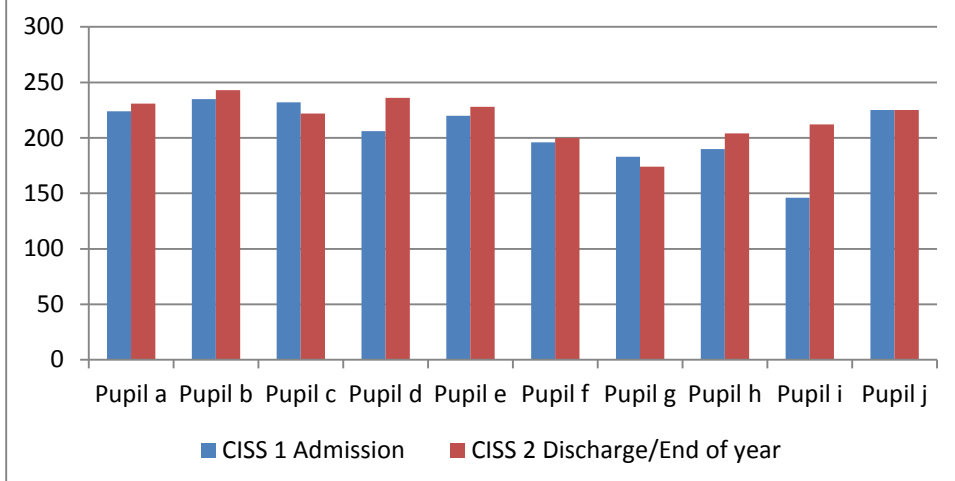
- Investigate what not achieved means in relation to Maths targets e.g. where the targets not covered because of poor attendance? (See SIP Action Plan 7)
- Research and put in place a targeted maths intervention programme. (See SIP Action Plan 7)



- Students make positive changes in their view of themselves as learners.



## C&W Community CISS Scores



- Most students make positive changes in their ability to manage in the classroom.
- Students c and g show a decrease in their CISS scores which is linked with their poor attendance, 50% and 36% respectively.

### Public Examination Results 2011-13

#### Examination Results 2011

GCSE			
	English	Maths	Science
No. of students	1	3	2
A*-C	100%	0	0
A*-G	100%	100%	50%

#### Examination Results 2012

Functional Skills		
	English Level 1	English Level 2
No. of students	8	2
Grades	All Pass	All Pass
% Pass	100	100

	GCSE						
	English Language	Maths	Science	English Literature	Sociology	History	Geography
No. of students	3	6	5	2	2	2	1
A* - C	33% (B)	33.3% (CC)	0	100% (AC)	100% (BB)	50% (B)	100% (C)
A* - G	100% (DD)	100%	80%	100%	100%	100%	100%

### Examination Results 2013

	Functional Skills			
	English Level 1	English Level 2	Maths Level 3	ICT Level 1
No. of students	4	2	1	1
Grades	All Pass	All Pass	Pass	Pass
% Pass	100	100	100	1

	GCSE								
	English Language	Maths	Science	English Literature	Sociology	Spanish	Religious Studies	Business Studies	Art
No. of students	8	8	6	2	1	2	1	1	2
A* - C	50% (AACC)	50% (ABCC)	0	50% (B)	100% (C)	50% (B)	100% (B)	100% (C)	100% (BB)
A* - G	100%	100%	100%	100%		100%			

	Other			
	KS2 SATs	AS Level Art	A Level English	ICT DIDA Level 2
No. of students	1	1	1	1
Grades	All Level 6	A	A*	Pass

Due to the very small cohort of students and the complex individual circumstances it is necessary to consider the results of each individual student.

The cohort analysis here attempts to draw out some common themes that can be used to drive improvements.

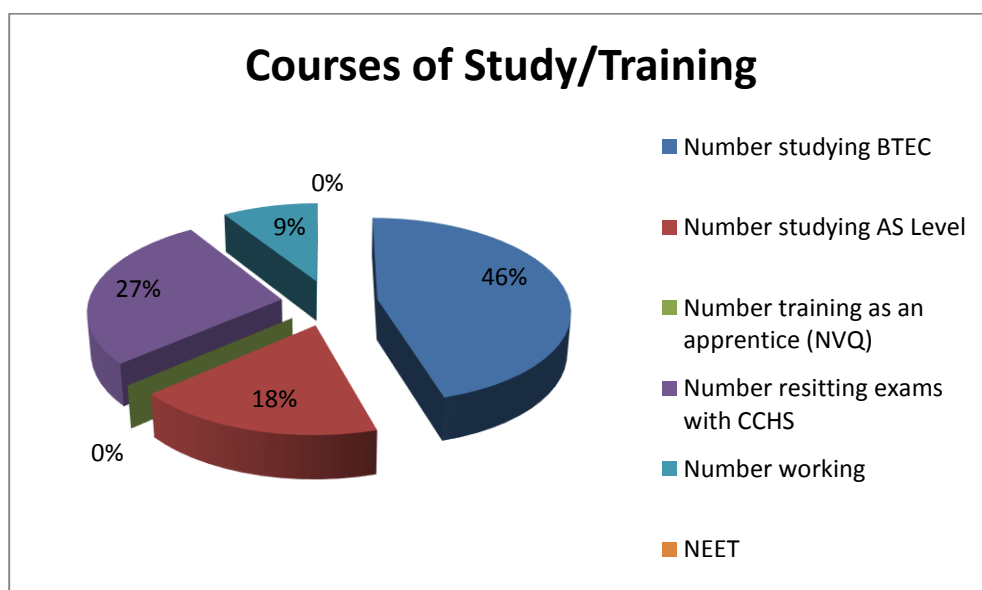
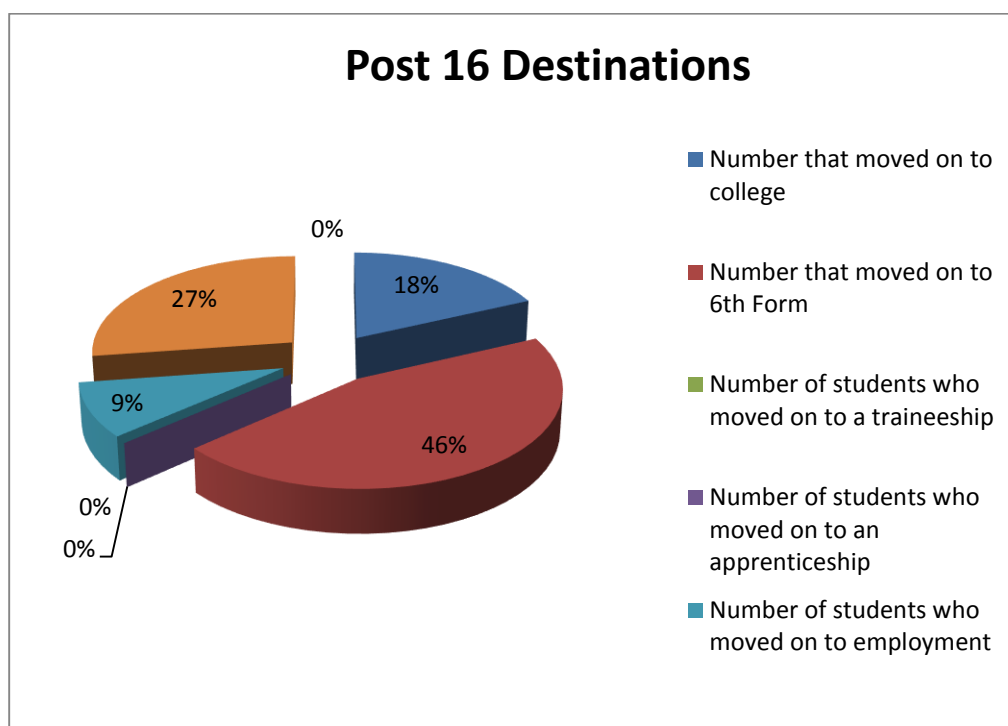
- Functional skills results are consistently good.
- There has been some improvement in GCSE English Language and Mathematics results.
- Science GCSE results are disappointing.

#### Implications for 2013-14

- Enter all students for FS English.

- Research and put in place a targeted Maths and English intervention programmes. ( See SIP action Plan 7)
- Move Science specialist teacher to work at C&W.
- Earlier identification of exam route for students.
- Formalised mock exams in early Spring Term.
- Organise secondary classroom into Functional Skills and GCSE groups.
- Join PiXL and organise KS 3&4 inset programme around input from PiXL. (See SIP Action Plan 1 )
- Trial PLC's to support close pupil tracking & Walk through Mocks (PiXL strategies) (See SIP Action Plan)

### Destination Data 2012/2013 (additional spreadsheet available)



- Destination data demonstrates outstanding progress in relation to baseline admission and engagement data
- 100% in Education, training or employment from a low baseline
- Investment in high quality liaison appears to have very positive impact on uptake of places

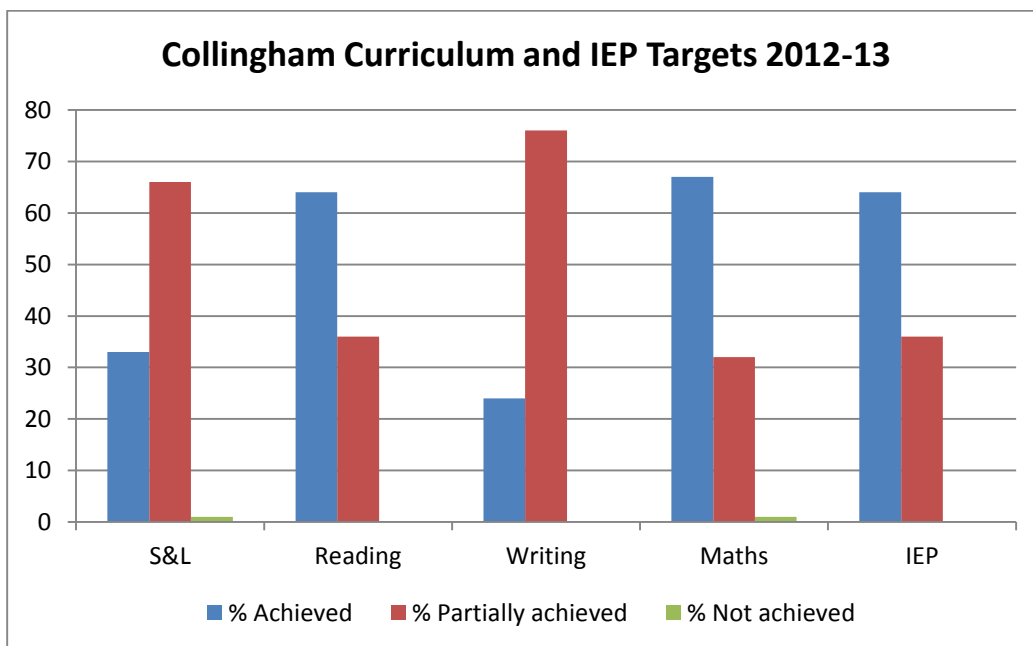
#### Implications for 2013-14

- Continued investment in high quality in-house careers adviser
- Further develop positive relationships with training providers and colleges to ensure student needs can be met on transition
- Further explore apprenticeship options and providers as this area grows through local and national initiatives
- Undertake follow up research to help inform future input.

## 2. Collingham (additional spreadsheet available)

### Important Contextual information:

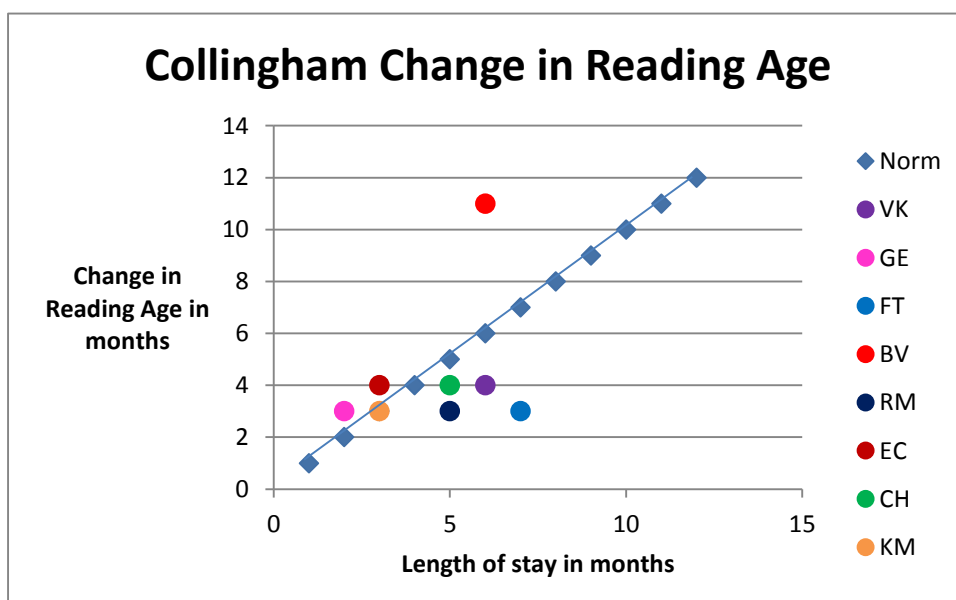
Pupils attending Collingham Child & Family Centre present with a range of mental health difficulties and their abilities range from those who are gifted and talented to those with moderate learning difficulties. Some have managed to continue attending school and are achieving their potential, for others their academic achievement has stalled in the face of their other difficulties and for some there have been frequent and extended periods of absence and school attendance may have completely broken down.



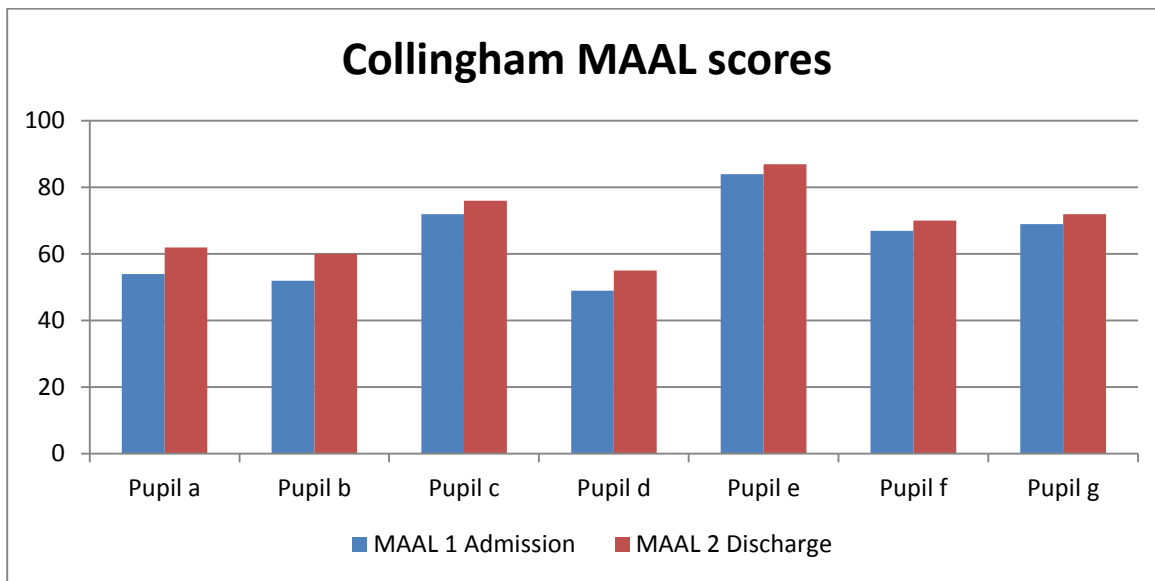
- Students make outstanding progress in Reading and Maths
- Students make good progress in Speaking & Listening and Writing
- Students make outstanding progress in relation to IEP targets

### Implications for 2013-14

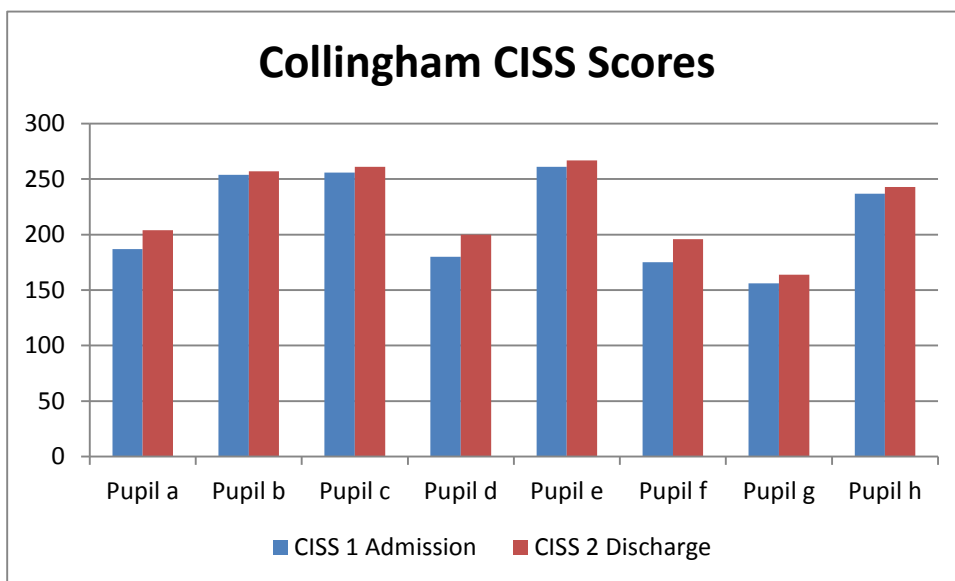
- Audit Speaking & Listening and Writing objectives with a view to ensuring they are SMART. (See SIP Action Plan 5)
- In-service training on writing objectives Spring 1.



- Reading ages of all students increase.
- Where the increase is not in line with the increase in chronological age this is because of a specific reading difficulty (CH), an initial reading age much higher than chronological age (FT) or complex family related issues during the admission (VK & RM).



- Students make positive changes in their views of themselves as learners.



- Students make positive changes in their ability to manage in the classroom.

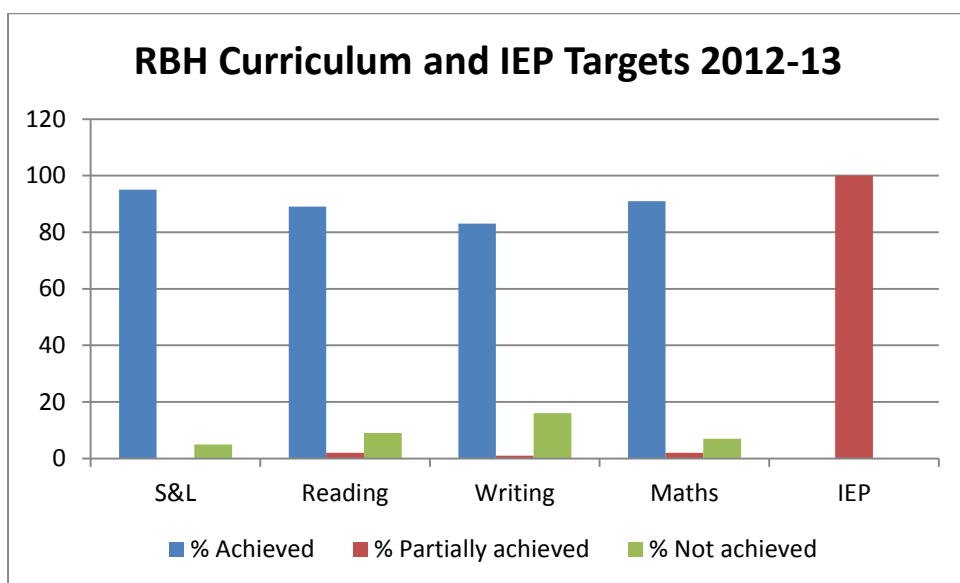
#### Implications for 2013-14

- In order to have a clearer picture of the areas where we have most impact we will record the scores for each sub scale. (See Action Plan 5)

### 3. Royal Brompton Hospital Long Term Pupils (additional spreadsheet available)

*Important Contextual Information:*

- All recurrent/long term pupils will have a curriculum plan written to provide an individualised learning programme. This is based on initial assessment, family and home school liaison along with own pupil input, to support and maintain pupils’ achievement. A report on outcomes during an admission is completed for this group on discharge for home and home school.
- Attendance for recurrent and long-term (two weeks or more) patients with low attendance at home schools is consistently higher in this setting.
- KS4&5 recurrent pupils through individual targeted support during academic year and school holidays maintain and achieve their predicted outcomes in examinations.
- KS 4&5 pupils undertaking public examinations as transfer candidates during admission maintain their examination timeline in line with expectation.
- Targeted liaison and support for pupils and families with poor attendance at home schools also support pupil achievement.
- KS3 pupils with poor attendance at home schools have success in Arts Award and AQA Project Qualifications.



- Students make outstanding progress in Speaking & Listening, Reading, Writing and Maths.
- Students make progress in relation to IEP targets.

Implications for 2013-14

- Audit IEP targets with a view to ensuring they are SMART.
- In-service training on writing IEP targets Spring 1.

### Examination Results

	Functional Skills	
	English Level 1	Beauty Therapy
No. of students	1	1
Grades	Pass	Pass
% Pass	100	100

	GCSE								
	English Language	Maths	Science	English Literature	French	Spanish	Religious Studies	Geog	ICT
No. of students	3	3	3	3	3	1	1	3	1
A* - C	100% AAB	100% AAC	100% AB,AB,BC	100% BBB	100% AAA	100% A	100% A	100% AAB	100% C
A* - G									

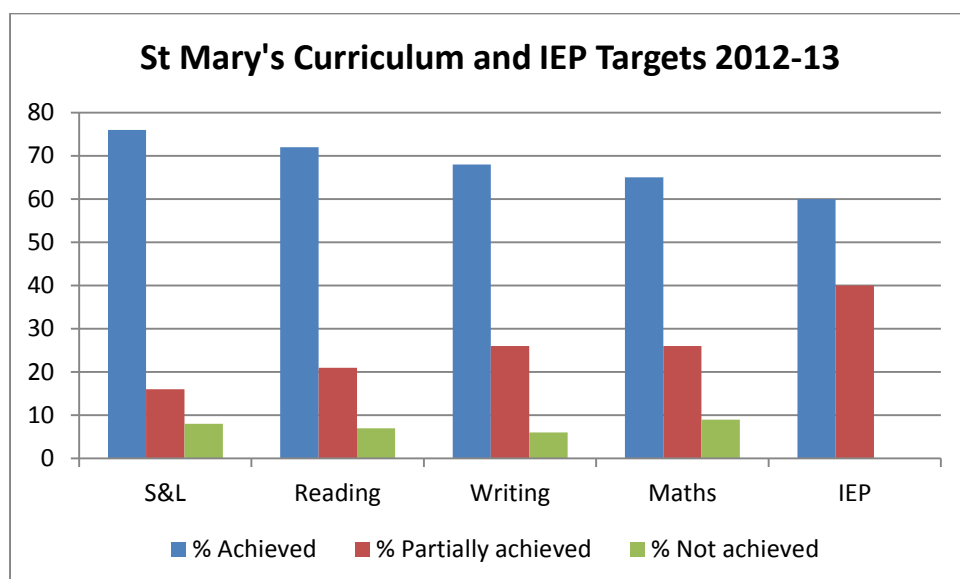
	Other						
	AS Level French	AS Level Spanish	AS Level Applied Business	AS Level Applied ICT	A Level French	A Level Biology	A level Chemistry
No. of students	1	1	1	1	1	1	1
Grades	D	A	C	D	A	A	B

#### 4. St Mary's Hospital Long Term Pupils (additional spreadsheet available)

Important Contextual Information:

The student population at St Mary's covers the full range of student ability, from Gifted and Talented to PMLD. However the attainment of long term and recurrent patients demonstrates that many students are not achieving their potential when they are admitted to hospital. This is generally due to prolonged or frequent absence due to their medical conditions. This is particularly the case with Stem Cell transplant Patients and those patients with chronic sickle cell disease. Whilst attending the hospital school targeted interventions and teaching is based on sound assessments and close liaison with home schools.

All long term students will have a curriculum plan written to provide an individualised learning programme. This is based on initial assessment, family and home school liaison along with own pupil input, to support and maintain pupils' achievement. A report on outcomes during an admission is completed for this group on discharge for home and home school.



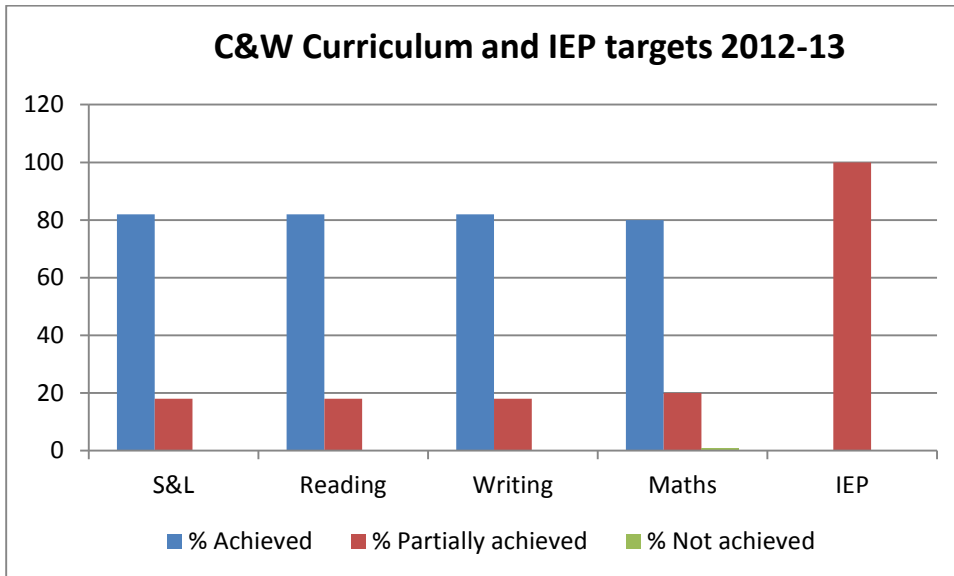
- Students make outstanding progress in Speaking & Listening, Reading, Writing, Maths and IEP targets.



## 5. Chelsea & Westminster Hospital Long Term Pupils (additional spreadsheet available)

The student population at C&W covers the full range of student ability, from Gifted and Talented to PMLD.

All long term students will have a curriculum plan written to provide an individualised learning programme. This is based on initial assessment, family and home school liaison along with own pupil input, to support and maintain pupils' achievement. A report on outcomes during an admission is completed for this group on discharge for home and home school.



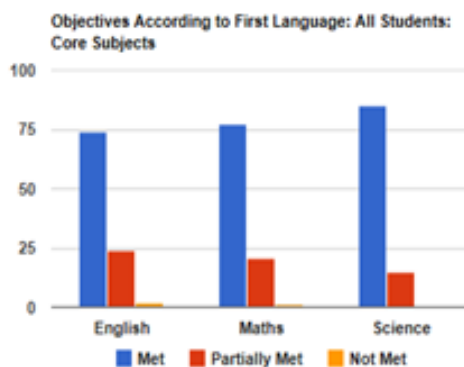
- Students make outstanding progress in Speaking & Listening, Reading, Writing and Maths.
- Students make progress in relation to IEP targets.

### Implications for 2013-14

- Audit IEP targets with a view to ensuring they are SMART. (See Action plan 5)
- In-service training on writing IEP targets Spring 1.

## 6. Hospital-based Short Term Students

Short term patients are those that are generally in hospital for 10 days or less. Progress for this group is measured against what is achieved on a lesson by lesson basis. Learning objectives are set for each lesson taking into account the starting point for the student. This starting point is assessed through verbal and in some cases written assessments. At the end of each lesson, together with marked work, the teacher makes a judgement as to whether the learning objectives has been met, partially or not met. Detailed records for all students are kept on the CCHS bespoke database.



- Students make outstanding progress in English, Maths and Science on a lesson by lesson basis.

### Implications for 2013-14

- Ensure consistency of curriculum targets across sites and subjects (See action Plan 7)

## Pupil Premium

In 2012-13 the number of sole registered students in receipt of Free School Meals was 9.

The amount of Pupil Premium Grant received was £8,100.

The money was used as part payment for Art Therapy and Mentoring services.

Specific examples of impact:

Student	Services used	Positive outcomes
DS	Mentoring	Consistently high attendance despite extreme difficulties at home. Successful integration to Special School.
SQ	Mentoring & Art Therapy	Good attendance from a very low baseline. Managed transition to a class group having been out of school for 3 years and unable to leave his home or room for significant periods of time.

### Implications for 2013-14

- Continued allocation of budget for mentoring. (See Action plan 6)

## The Quality of Teaching

Informal Observations and Learning walks	C&W	RBH	St Mary's	Collingham
1 Outstanding	40%	30%	40%	40%
2 Good	60%	70%	60%	60%
3 Requires Improvement				
4 Inadequate				

1.TEACHING & LEARNING (Current Profile of Teaching) 2012/13		
Grade	Number	%
1 Outstanding	8	42
2 Good	11	58
3 Requires Improvement		
4 Inadequate		

- OFSTED Inspection March 2010 judged the teaching to be outstanding (see report).
- Lessons are carefully tailored to the needs of the individual students through assessment and considered and creative planning (planning & video/photographic evidence).
- Video and photographic evidence demonstrates outstanding teaching.
- Good or Outstanding teaching is demonstrated by rapid student progress at Collingham.
- Good or outstanding student progress against curriculum targets supports good and often outstanding teaching.
- Liaison records demonstrate meticulous contact with home schools significantly impacts on teaching & learning as well as personal development.
- Detailed reports sent out to parents/carers and schools following a long term or re-current admission demonstrate well planned personalised learning (see reports).

### Implications for 2013-14

- Maintain current Ofsted rating standard of teaching taking account of increased rigour in Ofsted framework
- Prepare for the new primary curriculum launch in Sept 2015, considering possible impacts on teaching and learning strategies currently employed. Consider how phonics and other initiatives related to teaching style may impact on teaching grading. (See action plans 2 & 4)

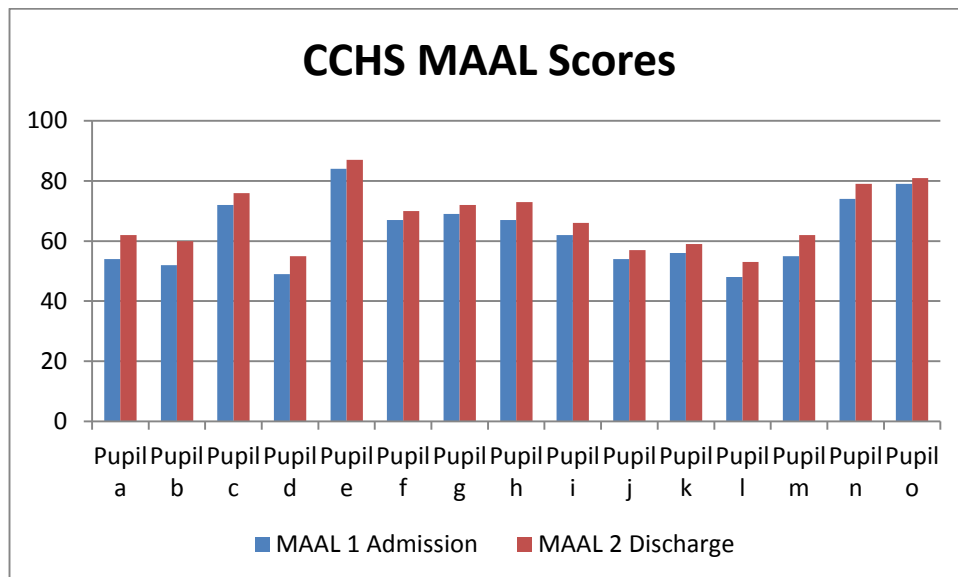
## **Behaviour and Safety**

- All staff and governors and volunteers are CRB checked and all staff have level 3 safeguarding children training. The Head Teacher as Lead has level 5 safeguarding training.
- Learners feedback that they feel safe from bullying (ECM Ofsted 2009) (Ofsted 2010).
- Cyber bullying is a key focus of staff training and a central part of the PSHE programme.
- Classroom observations show that behaviour in lessons at the hospital sites is at least good and frequently excellent.
- Students/parents/carers and the MDT often comment of the co-operative atmosphere and purposeful learning environment.
- Excellent behaviour management ensures that learners at Collingham can access learning despite significant issues with behaviour.
- Clear goals and targets are set where poor behaviour is a barrier to learning.
- Progress against behavioural IEP targets is outstanding.
- School Travel Plan has enabled pupils to access training initiatives to support safe travel throughout pupils' community, e.g. scooter training sessions, TfL workshops, resulting in increased confidence and independence.
- 1-1 mentoring sessions has improved behaviour for learning outcomes for community students. Feedback and teacher observation indicates improved organisational skills and application to learning.

### **Implications for 2013/14**

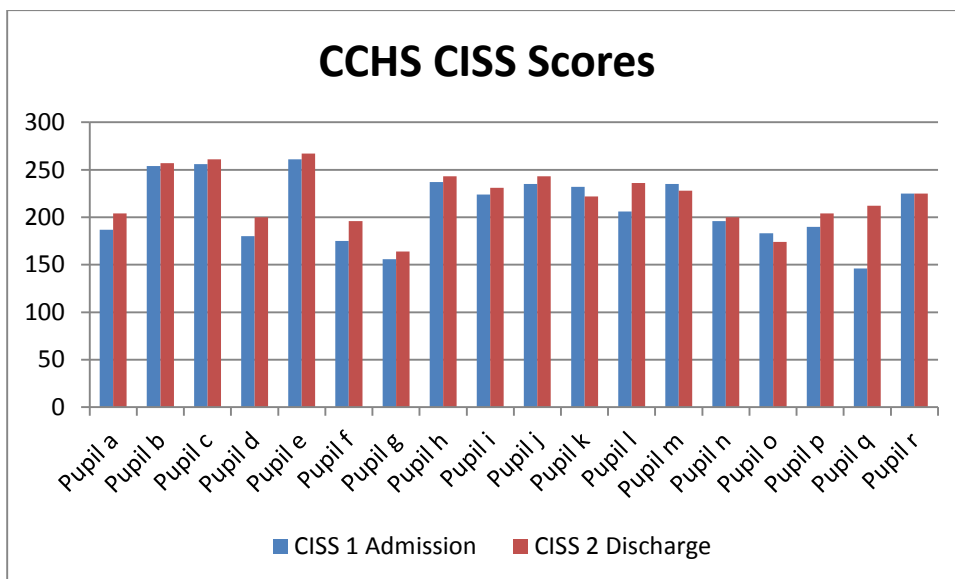
- Increase learning mentor hours at least in line with increase in community referrals.
- Maintain focus on excellent behaviour management skills for all staff

**Myself as Learner measure on entry and exit for long term students:**



- All long term students make positive changes in their views of themselves as learners.

**Coping in schools scores for long term students:**



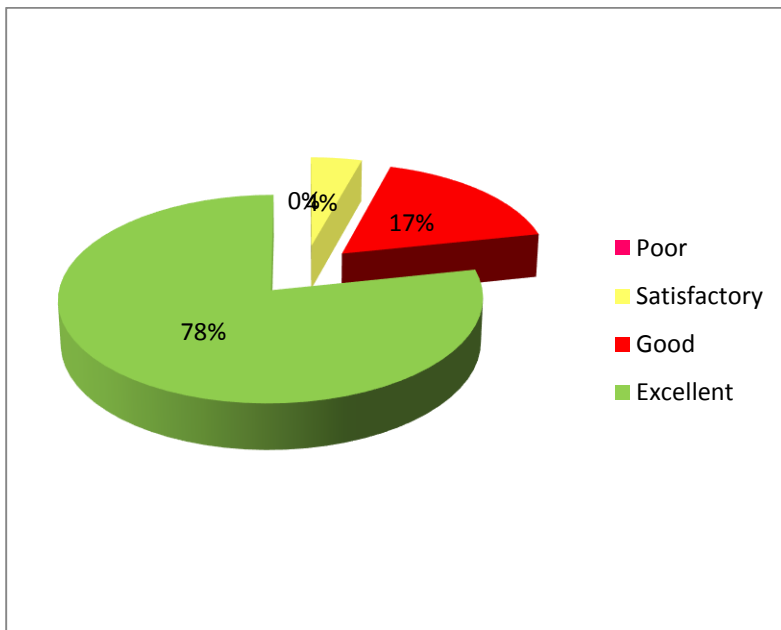
- 89% of students make positive changes in their ability to manage in the classroom.
- Students k and o show a decrease in their CISS scores which is linked with their poor attendance, 50% and 36% respectively.

Implications for 2013-14

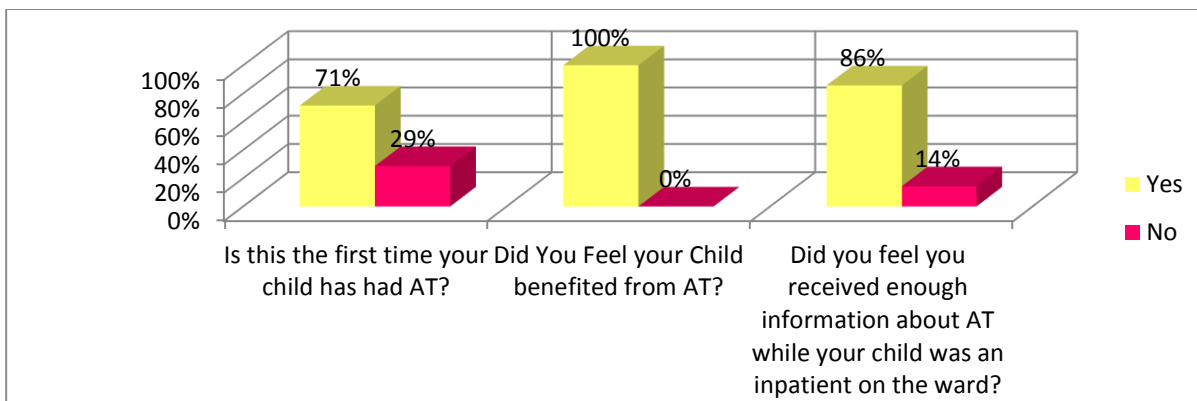
- In order to have a clearer picture of the areas where we have most impact we will record the scores for each sub scale.
- Additional targeted mentor support required for students and families to help raise attendance for those students that have made limited progress.

## Student feedback from art therapy provision (additional spreadsheet available)

How would you rate AT in the hospital?



**Parent Feedback Regarding Art Therapy:**



- 100% of parents felt their child had benefited from Art Therapy provision.
- 100% of students agreed that the Art Therapy experience had been excellent or good.
- A drama therapist works with our students who are anxious and nervous, including young people who have been bullied. Feedback indicates that confidence and self esteem improve as a result of this input.

### Implications for 2013/14

- Maintain at least current level of therapeutic input to support both long term and short term students.

## Leadership and management

- Ofsted 2010 states 'The head teacher's vision is crucial to the school's success. She is ably supported by her senior management team which ensures that every aspect of the provision operates very effectively on a day-to-day basis.'
- The school vision is centred on the belief that all learners should have the right to education preserved whilst in hospital. Evidence of actions undertaken are consistently and meticulously recorded on the school bespoke database.
- All staff have very high expectations for the children and a belief that all children can succeed whatever their circumstances. Evidenced through observation and feedback from students and families.
- ECM Ofsted 2009 states: 'Outstanding leadership and management ensures consistency of practice across a complex organisation whilst maintaining a well trained and highly motivated staff team and fun learning environments.'
- Excellent staff retention.
- Excellent in-house weekly CPD programme supports improved teaching and learning.
- Strong culture of encouraging and supporting CPD. 4 staff embarking on Masters programmes.
- Continued IT investment allows staff to access school network from home/ video conference for meetings.
- As a training placement for PGCE and America University students (CAPA, EUSA) we promote excellence in working with SEN and chronically ill student.
- Excellent feedback on the management of public examinations in complex situations (see liaison records, feedback questionnaires, JCQ monitoring feedback).
- Ofsted 2010 states: 'The governing body acts very effectively as the school's critical friend by ensuring that 'it keeps its feet on the ground'.
- Due to fundraising activities a holiday programme operates on all hospital sites ensuring a 50 week per year programme.
- The school achieved the Artsmark Gold. Laura Perrett and Shaun Dolan did an excellent job pulling together all the evidence of outstanding practice throughout the school.

### Implications for 2013/14

- Continued support for long term CPD through flexible working where possible.
- Increase fundraising activity in order to further extend and develop opportunities for students. Consider creating a dedicated fund raising post. (See Action plan 10)
- Monitor ICT investment and management as a result of outsourcing in order to ensure best value and effective management of a complex system.



## Overall effectiveness, including the promotion of the pupils' spiritual, moral, social and cultural development

- Pupils are involved in fundraising for a charity on a yearly basis and the charity is chosen by them.
- Very successful project with Wigmore Hall in Spring term enhanced the musical and spiritual experience for students at all sites (evidence on school website).
- The value placed on each individual pupil and contribution they make is evident in lesson observations and through the promotion of their achievements on the school website.
- Pupils are supported extremely effectively to develop through Participation in a range of exciting opportunities. Comenius project, volunteering, British Council Teacher visits have been used to develop teaching resources for PSHE and citizenship.
- Discussion group and hospital focus groups enable children's views to be valued. Outcomes of which have a real impact on delivery: Pupil involvement in the redesign of the St Mary's Classroom.
- Each morning at Collingham there is a joint student and staff meeting where we praise and reward the children as a group for their ability to succeed and overcome within a warm and supportive environment- each Friday all staff and students write 'warm fuzzies' to each other thanking them for their help and support during the week and celebrating friendship.
- The school celebrates all cultures and festivals - we have excellent links with all the spiritual leaders in the hospitals and they engage in our services at Christmas and Easter as well as providing input into our RE curriculum.
- Excellent feedback from members of the MDT in supporting the overall wellbeing of the pupil (see individual liaison records).
- Excellent record of communicating with home schools (see individual liaison records).
- Excellent communication with the team around the child (social services, CAMHs) See liaison records
- Individually tailored integration plans ensure high success rate (see plans).
- Recruitment of a diverse mix of staff promotes the rich society in which we live and enriches the opportunities open to students, e.g. additional music lessons, 1-1 language tuition.
- Sharing of expertise and good practice through hosting of PGCE students, American Internship programmes (CAPA, EUSA).
- Outreach work undertaken by the Head teacher much in demand by the borough EWO Service and local schools.
- The successful completion of a major redevelopment of the classroom at St Mary's involved complex negotiations, major fund raising and project management by staff. The outcomes have hugely enhanced the teaching space and the opportunities for students. (evidence on school website).
- Pupils supported in their social development through CCHS Travel Plan Bronze Accreditation (can expand on this if necessary)
- Pupils have enriched opportunities to cultural development as recognised by our Gold Arts Mark and supported by the range of staff trained as Arts Award moderators at Bronze and Silver Levels.
- Through a continued commitment to International projects the breadth of learning experience is enriched and enhanced for all pupils but particularly those in isolation or with life limiting conditions. (See photographic evidence)

### Implications for 2013/14

- Allocate dedicated time to developing a Free School bid for submission to DFE in May 2014, so that current provision can be expanded and improved for the current community students. (See Action Plans 9&10)
- Continue to use successful links with Wigmore Hall to further enhance student's experience of music and the Arts in general.
- Develop new links with other Arts organisations to ensure that students have the highest quality experiences to support their personal development and enrich their own work in music, Art and Drama.
- Extend the range of Arts Award training to include moderators for Discover & Explore Level.
- Lead new Comenius project (See action plan 8)