



# Chelsea Community Hospital School

**School Improvement Document**

**2015 - 16**

## Priority Areas for Improvement in 2015/16

Focus Area		Priority	Staff Responsible	Costing
1	Teaching and Learning	<i>Increase and develop the range of opportunities for writing across the curriculum at EYFS and KS 12&amp;3</i>	CT/LP	
2	Teaching and Learning	<i>Implement the KS3 Learning Challenge schemes to raise the achievement of identified community pupils.</i>	MS	
3	Teaching and Learning	<i>To become familiar with the new GCSE specifications for English, Mathematics and Science.</i>	LP/BS	
4	Achievement and Progress	<i>Continue developing and implementing an effective system for tracking pupil progress.</i>	MH/AT	
5	Achievement and Progress	<i>Awards: To embed the Arts Award into the curriculum. To investigate the UNICEF Rights Respecting School Award</i>	ST SP	

6	Achievement and Progress	<i>To formalize the curriculum offer for KS4 including researching and identifying alternative accredited short courses.</i>	MS/BS/LP/BL	Time to visit Colleges and schools- budget for resources for Key Stage 4 £200 (Curriculum budget)
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7	Leadership and Management	<i>To continue ensuring all staff are confident in the application of the new framework for SEN and the Northern Ireland framework.</i>	SP	Inset programme, materials £100 – SEN budget
8	Leadership and Management	<i>To extend provision for KS5 students on Foulis.</i>	SMT	Application for funding for additional teaching staff to Brompton Charity request for £45k
9	Leadership and Management	<i>To conduct a feasibility study to ascertain whether the CCHS model will work in another hospital setting.</i>	SMT	Continuing to work with Heads of Hospital Schools to scope issue of

				<p>MAT - £500 for travel and employing someone to scope issues and put together a Plan – all schools showing an interest to pool up to £250 – also apply to DfE for additional amount for MAT planning due to special circumstances if negotiating with multiple hospital trusts.</p>
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## PRIORITY ACTION PLAN

### Focus Area: Teaching and Learning

<b>1. Priority 1:</b> <i>Increase and develop the range of opportunities for writing across the curriculum at EYFS and KS 12&amp;3</i>	<b>2. Member of Staff Responsible:</b> LP/RT/CT	<b>Costing</b>
<b>3. What is already in place?</b>	<ul style="list-style-type: none"> <li>• Timetabled sessions for writing in English lessons</li> <li>• Opportunities to write in other subjects - instructions in DT, reports in Geography etc</li> <li>• Themed days to inspire writing - National Poetry Day, World Book Day etc</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>4. What are the expected outcomes?</b>	<b>For learners:</b> <ul style="list-style-type: none"> <li>• An increased knowledge of different forms of writing</li> <li>• An increased number of opportunities to write - both formally and informally</li> </ul>	

	<ul style="list-style-type: none"> <li>• Increased exposure to excellent writing and editing - author visits, theatre visits, publication of work on the school website, peer assessment in class etc</li> </ul>		
	<p><b>For staff and other stakeholders:</b></p> <ul style="list-style-type: none"> <li>• Increased knowledge of strategies to inspire writing</li> <li>• Increased understanding of the requirements for different text types</li> <li>• Bank of resources to refer to</li> <li>• Raised profile of writing across the school - through website, displays in the classroom etc</li> <li>• Familiarity with requirements of key stages not taught directly by themselves</li> <li>• Opportunities to reflect on current practice and draw upon expertise within the school</li> </ul>	<p><b>Inset for all from Literacy co-Ordinators Key stage 1-4</b></p> <p><b>Website blog initiated</b></p> <p><b>Time for development books purchased £200 Curriculum budget</b></p>	
<p><b>5. To achieve the expected outcomes we will:</b> (Include CPD activities)</p> <ul style="list-style-type: none"> <li>• Deliver INSET on inspiring writing, spelling strategies</li> <li>• Evaluate current practice within the staff and the opportunities currently provided for children to write</li> </ul>	<p><b>6. By when?</b></p>	<p><b>7. Who else is involved?</b></p>	

<ul style="list-style-type: none"> <li>• Create a space on the website/blog to share excellent examples of children's writing</li> <li>• Research authors/theatre visits that may inspire writing and find space in school calendar to accommodate this</li> <li>• Start a place on the S:Drive for shared resources</li> </ul>			<p>Money from Arts Awards to be applied for</p>
<p><b>8. How will progress be monitored?</b></p> <ul style="list-style-type: none"> <li>• Departmental meetings</li> <li>• Feedback from staff</li> <li>• Review of website/blog</li> <li>• Evidence in children's books/displays</li> </ul>			
<p><b>9. What evidence will be gathered to monitor progress towards outcomes?</b></p> <ul style="list-style-type: none"> <li>• Writing!</li> </ul>			
<p><b>10. What evidence will be gathered to show evidence of impact of this priority?</b></p> <ul style="list-style-type: none"> <li>• Children's writing!</li> <li>• Feedback from staff - verbal and written</li> <li>• Comments on the website</li> </ul>			
<p><b>11. What are the cost implications of any of the actions?</b></p> <ul style="list-style-type: none"> <li>• Cost of visiting authors/theatre companies etc</li> <li>• Role play corner costs etc</li> </ul>			<p>£500 - from Arts Award Grant</p>

**PRIORITY ACTION PLAN**

**Focus Area: Teaching and Learning**

<p><b>1. Priority 2: <i>Implement the KS3 Learning Challenge schemes to raise the achievement of identified community pupils.</i></b></p>	<p><b>2. Member of Staff Responsible:</b> MS</p>	<p><b>Costing</b></p>
<p><b>3. What is already in place?</b></p>	<ul style="list-style-type: none"> <li>• All community pupils have key teacher</li> <li>• All community pupils have ILP reviewed half termly</li> <li>• Low pupil to teacher ratio</li> <li>• Learning Mentor support</li> <li>• A range of assessment material to support pupils understanding their own learning styles</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>4. What are the expected outcomes?</b></p>	<p><b>For learners:</b></p> <ul style="list-style-type: none"> <li>• An increased knowledge of their learning style and how this impacts on their learning</li> <li>• Knowledge of how to devise strategies to improve and develop their learning</li> <li>• More control over the rate and pace of their progress in learning</li> <li>• Increased confidence in ability to organise oneself for learning</li> </ul>	
	<p><b>For staff and other stakeholders:</b></p> <ul style="list-style-type: none"> <li>• Increased knowledge of a range of strategies to underpin a pupil's learning</li> <li>• Increased understanding of the requirements for different types of learners</li> <li>• Increased clarity in target setting in pupil ILPs</li> </ul>	

	<ul style="list-style-type: none"> <li>• Opportunities to reflect on current practice and draw upon expertise within the school</li> </ul>	
<p><b>5. To achieve the expected outcomes we will:</b> (Include CPD activities)</p> <ul style="list-style-type: none"> <li>• Discuss with SLT the materials of The Learning Challenge</li> <li>• Identify assessment criteria for access to Learning Challenge (CiS, MAALS, BIF, spelling/reading age?).</li> <li>• Identify who will deliver The Learning Challenge and when on the timetable</li> <li>• Deliver introduction INSET to staff</li> <li>• Train staff in delivering the materials</li> <li>• Review experiences of staff and participating pupils</li> <li>• Ensure that targets related to The Learning Challenge appear on pupil ILPs</li> </ul>	<p><b>6. By when?</b></p>	<p><b>7. Who else is involved?</b></p>
<p><b>8. How will progress be monitored?</b></p> <ul style="list-style-type: none"> <li>• Site Meetings relating to pupil progress</li> <li>• Feedback from staff</li> <li>• Evidence in pupil's ILPs</li> <li>• Evidence in pupil's work</li> </ul>		
<p><b>9. What evidence will be gathered to monitor progress towards outcomes?</b></p> <ul style="list-style-type: none"> <li>• Pupil's work</li> </ul>		

<p><b>10. What evidence will be gathered to show evidence of impact of this priority?</b></p> <ul style="list-style-type: none"> <li>• Pupil's work</li> <li>• Feedback from staff - verbal and written</li> <li>• Comments on the website</li> </ul>	
<p><b>11. What are the cost implications of any of the actions?</b></p> <ul style="list-style-type: none"> <li>• Photocopying materials</li> <li>• Time</li> </ul>	

**PRIORITY ACTION PLAN**

**Focus Area: Teaching & Learning**

<p><b>1. Priority 3:</b> To become familiar with the new GCSE specifications for English, Maths and Science</p>	<p><b>2. Member of Staff Responsible:</b> MH / PL / LP (BS)</p>	
<p><b>3. What is already in place?</b></p>	<ul style="list-style-type: none"> <li>• LP investigated new specifications for English with a variety of different examination boards and reviewed - decided on AQA</li> <li>• LP, RT and KD (key English teachers) attended training on AQA new specification (online)</li> <li>• BS and PL compared AQA and Edexcel specifications and decided on Edexcel for Maths</li> <li>• BS and MH investigated new specifications for Science with a variety of different examination boards and reviewed - decided on AQA</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<ul style="list-style-type: none"> <li>MH and BS attended training on AQA new specification for GCSE Science</li> </ul>	
4. What are the expected outcomes?	<p><b>For learners:</b></p> <ul style="list-style-type: none"> <li>Ward students will be taught the new specification for English and Maths from September 2015, and for Science from September 2016</li> <li>Community student to be taught the new specification for English and Maths from September 2016, and for Science from September 2017</li> <li>Students to have increased knowledge of important elements within the new specifications e.g. SPaG, problem solving and mathematical reasoning, longer examinations, fewer formulae / no set texts etc</li> </ul>	
	<p><b>For staff and other stakeholders:</b></p> <ul style="list-style-type: none"> <li>Familiarity with the new specifications</li> <li>Confidence in teaching new specifications to ward students in September 2015 (English and Maths)</li> <li>Completed preparation for teaching new specifications to community students in September 2016 (English and Maths)</li> </ul>	

<p><b>5. To achieve the expected outcomes we will:</b> (Include CPD activities)</p> <ul style="list-style-type: none"> <li>• Attend training on new specification for Edexcel Maths</li> <li>• Attend training on mark scheme for new specification for English (and disseminate information to RT / KD)</li> <li>• Attend training on mark scheme for new specification for Maths (and disseminate information to MS / PL / MH)</li> <li>• Provide INSET on new specifications in staff training sessions (including detail of the new specifications and the changing requirements of the new specifications e.g. increased emphasis on technical accuracy in English)</li> <li>• Regular time in departmental meetings to discuss new specifications</li> <li>• New teaching resources</li> </ul>	<p><b>6. By when?</b></p> <p>July 2016</p> <p>February 2016</p> <p>June 2016</p> <p>Ongoing</p>	<p><b>7. Who else is involved?</b></p> <p>BS / PL</p> <p>LP / RT / KD</p> <p>BS / MS / PL / MH</p> <p>LP / BS / RT / PL / MH</p>	
<p><b>8. How will progress be monitored?</b></p> <ul style="list-style-type: none"> <li>• In PM meetings</li> <li>• Through departmental meetings and discussion</li> </ul>			

<ul style="list-style-type: none"> <li>• Through regular assessment (learners) in line with the new and revised assessment objectives</li> </ul>	
<p><b>9. What evidence will be gathered to monitor progress towards outcomes?</b></p> <ul style="list-style-type: none"> <li>• Targets on Bluesky</li> <li>• Minutes of meetings</li> <li>• Assessment records on the database</li> </ul>	
<p><b>10. What evidence will be gathered to show evidence of impact of this priority?</b></p> <ul style="list-style-type: none"> <li>• Students' work and progression</li> <li>• Through evaluations from INSET and training sessions</li> <li>• Increased confidence in staff teaching</li> </ul>	
<p><b>11. What are the cost implications of any of the actions?</b></p> <ul style="list-style-type: none"> <li>• Cover</li> <li>• Funding for training</li> <li>• Cost of resources</li> </ul>	

## PRIORITY ACTION PLAN

### Focus Area: Teaching and Learning

1. Priority 4 Continue to develop and implement an effective system for tracking pupil progress	2. Member of Staff Responsible: MH/AT	Costing
3. What is already in place?	<ul style="list-style-type: none"> <li>• Detailed recording of lesson outcomes on the database</li> <li>• Community/ HT Referral system in place</li> <li>• Collection of baseline info for planned admissions</li> <li>• Verbal and short written assessment tasks for Maths and English</li> <li>• Learning objectives identified in records</li> <li>• Reports sent out at set periods</li> <li>• Parents open evening for Community students</li> <li>• Absence and lateness checks for community students</li> <li>• Learning mentor to support community students stay on track re: independent work</li> <li>• Target setting in place for community students</li> <li>• IEPs and/or curriculum plans in place for all long term and recurrent students</li> <li>• Exams Officer</li> </ul>	

4. What are the expected outcomes?	<b>For learners:</b> <ul style="list-style-type: none"> <li>To improve outcomes for students in relation to attendance, engagement, achievement and enjoyment of learning.</li> </ul>		
	<b>For staff and other stakeholders:</b> <ul style="list-style-type: none"> <li>Improve academic and attendance outcomes for all groups of students</li> <li>To put in place a more systematic and rigorous system for the collection and analysis of data related to attendance, progress, participation and enjoyment of learning</li> </ul>		
<b>5. To achieve the expected outcomes we will:</b> (Include CPD activities) <ul style="list-style-type: none"> <li>Upload the tabs for adding assessment data, individual learning plans and tracking data.</li> <li>Monitoring changes to database and collecting information on how the system is running for Gurjit Pever (GP)</li> <li>Meet with Gurjit Pever to troubleshoot any issues.</li> <li>Update the database user guide</li> <li>Continue monitoring system.</li> </ul>	<b>6. By when?</b>	<b>7. Who else is involved?</b>	
	Sept 15	GP/MH	
	Dec 15	MH	
	Jan 16	MH/AT	
	Feb 16	MH/AT	
	Ongoing	MH	
	March 16	MH/AT/GP	
	April 16	MH/AT	
	April 16	MH/AT	
	April 16	MH/AT/GP	

<ul style="list-style-type: none"> <li>• Develop system for tracking changes in the Liaison section on database</li> <li>• Discuss adding Careers and Examinations tabs to database with SMT</li> <li>• Meet with BL and LD to discuss content of Careers and Exams tabs</li> <li>• Develop Careers and Examination tabs</li> </ul>	<p><b>July 16</b></p>		
<p><b>8. How will progress be monitored?</b></p> <ul style="list-style-type: none"> <li>• Through regular monitoring of information entered on the database (MH/SMT)</li> <li>• Through feedback at KS meetings</li> <li>• Through checks at morning meetings</li> <li>• Evaluation of database redesign at SMT meetings</li> <li>• Presentation to Governors on system development</li> </ul>			
<p><b>9. What evidence will be gathered to monitor progress towards outcomes?</b></p> <ul style="list-style-type: none"> <li>• Main evidence will be information inputted into database.</li> <li>• Student progress information</li> <li>• Minutes of SMT meetings showing discussion of developments</li> <li>• Reports pulled off for use in target setting</li> </ul>			
<p><b>10. What evidence will be gathered to show the impact of this priority?</b></p> <ul style="list-style-type: none"> <li>• Improved planning for individual students and groups of students based on an analysis of collected data</li> <li>• Improved attendance through more timely intervention when issues arise</li> </ul>			

<ul style="list-style-type: none"> <li>Better engagement in learning by the most difficult to reach students through specific interventions based on what we know works from previous cases.</li> </ul>	
<b>11. What are the cost implications of any of the actions?</b> <ul style="list-style-type: none"> <li>Contract fee for database development: £12,000</li> </ul>	

**PRIORITY ACTION PLAN**

**Focus Area: Achievement and Progress**

<b>1. Priority 5: <i>To embed the arts award into the curriculum</i></b>	<b>2. Member of Staff Responsible:</b> ST	
<b>3. What is already in place?</b>	<ul style="list-style-type: none"> <li>Arts Award advisors working at all sites</li> <li>Pupils at four sites engaging in the arts award; both individual on-going, once a week (CG) and termly fortnights</li> </ul>	•
<b>4. What are the expected outcomes?</b>	<b>For learners, Arts Award:</b> <ul style="list-style-type: none"> <li>Develop pupils' understanding of 'the arts', artists, arts organisations and art skills through participation</li> <li>Inclusive provision for all pupils</li> <li>Pupils to express own preferences for activities</li> <li>Progress to next arts award level</li> <li>Young adults ward at Brompton to engage in the arts award</li> </ul>	
	<b>For staff and other stakeholders, Arts Award:</b>	

	<ul style="list-style-type: none"> <li>• Provides a model of Arts Award in a hospital school setting for other hospital schools</li> <li>• Proves investment in staff development in the arts</li> <li>• Proves ongoing relationship to other organisations such as Trinity College and A New Direction.</li> <li>• Provides additional funding for further opportunities in the arts</li> <li>• 5 students with SEN to undertake Arts Award this year</li> <li>• Successful INSET delivered - staff feel more confident widening audience for involvement in Arts Award</li> <li>• Opportunities for further funding explored</li> </ul>	
<p><b>5. To achieve the expected outcomes we will:</b> (Include CPD activities)</p> <ul style="list-style-type: none"> <li>• Attend training for SEN and music</li> <li>• Meet with Line manager</li> <li>• Run Arts Award INSET</li> <li>• Speak to SMT about delivery of Arts Award at Foulis</li> <li>• Arts Award review of funding from Arts Award Access Fund</li> <li>• Prepare for visit from Minister</li> <li>• Apply for funding</li> <li>• Establish Arts Award silver</li> <li>• Arts Award training gold for advisors</li> </ul>	<p><b>6. By when?</b></p> <p><b>On-going</b></p>	<p><b>7. Who else is involved?</b></p> <p><b>Line manager:</b> LP</p> <p><b>Administrator:</b> LD</p> <p><b>All staff</b></p>
<p><b>8. How will progress be monitored?</b></p>		

<ul style="list-style-type: none"> <li>• Through regular meetings between LP and ST to review progress and identify next steps and targets</li> </ul>	
<b>9. What evidence will be gathered to monitor progress towards outcomes?</b> <ul style="list-style-type: none"> <li>• Constant review through ongoing meetings (notes made)</li> </ul>	
<b>10. What evidence will be gathered to show evidence of impact of this priority?</b> <ul style="list-style-type: none"> <li>• Arts award celebration evening</li> <li>• Yearly review of Arts Award</li> </ul>	
<b>11. What are the cost implications of any of the actions?</b> <ul style="list-style-type: none"> <li>• Gold advisors training</li> <li>• Days off-site to visit other hospital schools</li> <li>• Minister visit resources/refreshments</li> <li>• Arts Award delivery; trips, resources, workshops, travel etc.</li> </ul>	

### PRIORITY ACTION PLAN

#### Focus Area: Leadership and Management

<b>1. Priority 7:</b> To ensure all staff are trained and working under the SEN Code of Practice and the Northern Ireland Curriculum	<b>2. Member of Staff Responsible:</b> Sarah Pfützner	
<b>3. What is already in place?</b>	<ul style="list-style-type: none"> <li>- Training self-assessment completed with staff</li> <li>- Two INSETs have been delivered on the Northern Ireland PMLD Curriculum</li> <li>- Budget has been allocated to resource the Northern Ireland PMLD Curriculum</li> </ul>	

	- INSET on introducing the Code of Practice has been delivered		
<b>4. What are the expected outcomes?</b>	<b>For learners:</b> All learners with PMLD will be assessed and have access to the Northern Ireland PMLD Curriculum. All learners will have access to Quality First Teaching as outlined in the Code of Practice. All learners will have access to SEN Support where required.		
	<b>For staff and other stakeholders:</b> Staff will be confident in assessing and delivering the Northern Ireland PMLD Curriculum. Staff will have an understanding of the Code of Practice working with SEN Support and be supported to make EHC applications where necessary.		
<b>5. To achieve the expected outcomes we will:</b> (Include CPD activities) - Deliver INSETs on EHC applications, SEN Support, Quality First Teaching, specific areas of SEN. - Helen Williams will produce half termly plans for the Northern Ireland PMLD Curriculum, circulate among staff and support their implementation. - 1:1 SEN Support with members of staff where required.	<b>6. By when?</b>  July 2016	<b>7. Who else is involved?</b> Helen Williams SMT	
<b>8. How will progress be monitored?</b> - Teachers use of the PMLD Northern Ireland Curriculum - SEN Support Systems and 6 weekly 'check-in' INSETs			

<p><b>9. What evidence will be gathered to monitor progress towards outcomes?</b></p> <ul style="list-style-type: none"> <li>- Teaching Records</li> <li>- Individual student reports</li> <li>- SEN Support documentation</li> <li>- SEN Register</li> <li>- Lesson observations</li> </ul>	
<p><b>10. What evidence will be gathered to show evidence of impact of this priority?</b></p> <ul style="list-style-type: none"> <li>- Case studies</li> <li>- Staff and student feedback</li> </ul>	
<p><b>11. What are the cost implications of any of the actions?</b></p> <ul style="list-style-type: none"> <li>- Annual SEN budget</li> </ul>	

## Review of Priority Areas for Improvement in 2015/16

	<b>Focus Area</b>	<b>Priority</b>	<b>Date</b>	<b>Review</b>	
<b>1</b>	<b>Teaching and Learning</b>				
<b>2</b>	<b>Teaching and Learning</b>				
<b>3</b>	<b>Teaching and Learning</b>				
<b>4</b>	<b>Achievement &amp; Progress</b>				
<b>5</b>	<b>Achievement &amp; Progress</b>				
<b>6</b>	<b>Achievement &amp; Progress</b>				
<b>7</b>	<b>Leadership &amp; Management</b>				
<b>8</b>	<b>Leadership &amp; Management</b>				
<b>9</b>	<b>Leadership &amp; Management</b>				