



Chelsea Community Hospital School
School Improvement Document
2017 - 18

Priority Areas for Improvement in 2017/18

Focus Area		Priority	Staff Responsible	Costing
1	Teaching and Learning	<i>To develop and formalise the assessment and recording systems for the community pupils.</i>	LP/MH	
2	Teaching and Learning	<i>To ensure all staff are trained and effective users of dyslexia interventions.</i>	SP/NF	
3	Teaching and Learning	<i>To ensure all staff are trained and working under the SEN Code of Practice and the Northern Ireland Curriculum</i>	SP/NF	
4	Achievement and Progress	<i>Continue to develop the database so that useful and meaningful information can be recorded highlighting students Special Educational and Safeguarding needs</i>	MH/AT	
5	Achievement and Progress	<i>To apply for the Platinum Arts Mark</i>	LP/SD	

6	Leadership and Management	<i>To embed and develop the SENCO role.</i>	SMT/SP/NF	
7	Leadership and Management	<i>To increase the participation of pupils in setting and reviewing their own ILP targets and EHCP outcomes in line with SEND Code of Practice 2015.</i>	NF/SP/MC	
8	Leadership and Management	<i>To develop and consolidate the Safeguarding policies and procedures across the school.</i>	AT/SMT	
9	Leadership and Management	<i>To extend the provision for KS5 and Post 16 students on Foulis at RBH</i>	SMT/BS	
10	Leadership and Management	<i>Hospital school funding – working with the DfE</i>	JS	
11	Leadership and Management	<i>To continue negotiations with the DfE and other hospital schools with a view to developing a hospital school MAT.</i>	JS	
12	Leadership and Management	<i>Plan the education provision for a new Adolescent Psychiatric Unit opening 1st September 2018.</i>	JS	

PRIORITY ACTION PLAN

Focus Area: Teaching & Learning

Priority 1: To develop and formalise the assessment and recording systems for the community students		Member of Staff Responsible: LP/MH
What is already in place?	<p>Suffolk Reading Test, Myself as a Learner Scale, Coping in Schools Scaled used for assessment at Collingham and for community students (annually or admission and discussion), Baseline assessments for maths and English which can be used consistently across all sites for new long-term students.</p> <p>Database for storing records for community and ward pupils (based on learning objectives and outcomes). Reports written for EHCP applications</p>	
What are the expected outcomes?	<p>For learners:</p> <ul style="list-style-type: none"> -Increased awareness of current achievement and steps needed towards improvement -More relevant and appropriate targets set to help make progress -Increased awareness of own educational needs and helpful strategies for use in the classroom 	
	<p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> -Staff will have a more effective record keeping system, which will save time and better record student progress in line with ILP and EHCP targets -Information on student progress and challenges will be better stored and more easily available for review meeting, EHPC reviews and reports -The recording system will be more effectively linked in with the ILPs (which will also be developed this year) and in turn with students' EHCPs -The database will be developed so it more accurately displays the progress students 	

are making		
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ul style="list-style-type: none"> • Introduce a new assessment: Reintegration Readiness Scale to replace Coping in Schools • Establish working group for assessment and recording (linked to Priority 6 for ILPs framework) to develop our recording system and our ILPs • Create a new sample framework for records for community students • Distribute framework to key staff working with community students to trial • Trial new framework for specific subjects at C&W • Meet regularly to review success of the new framework as a working committee and to establish a framework for writing ILPs (See Priority 6) • Introduce new reading scales assessment for community students • Review success of new recording system and any other changes needed • Meet to finalise recording system (once ILP framework has also been established - See Priority 6) • Make changes to database to reflect new recording system for community students 	<p>By when?</p> <p>10/17</p> <p>10/17</p> <p>11/17</p> <p>12/17</p> <p>02/18</p> <p>03/18</p> <p>03/18</p> <p>05/18</p> <p>06/18</p> <p>07/18</p>	<p>Who else is involved?</p>
<p>How will progress be monitored? By the working group for assessment and recording.</p>		
<p>What evidence will be gathered to monitor progress towards outcomes?</p>		

Evidence of appropriate records which effectively show student progress and how we have helped students move towards this progress

What evidence will be gathered to show evidence of impact of this priority?

Student involvement in their own target setting and review of assessment

What are the cost implications of any of the actions?

PRIORITY ACTION PLAN

Focus Area: Teaching & Learning

<p>Priority 2: To ensure all staff are trained and effective users for dyslexic interventions</p>	<p>Member of Staff Responsible: Helen Williams, Nicola Frankcom, Sarah Pfützner</p>		
<p>What is already in place?</p>	<ul style="list-style-type: none"> - High level dyslexic training completed by Helen Williams - Introductory training session with staff - Staff assessment of current resources to support students with specific learning difficulties - Budget has been allocated to resource the appropriate curriculum - Access to a dyslexic screening tool. - Sarah visiting a school for students with specific learning difficulties 		
<p>What are the expected outcomes?</p>	<p>For learners: All learners with specific learning difficulties will be assessed and have access to an appropriate programme to meet their individual learning needs. 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.</p>		
	<p>For staff and other stakeholders: Staff will be confident in assessing and delivering the appropriate teaching strategies for students with specific learning difficulties.</p>		
<p>To achieve the expected outcomes we will: (Include CPD activities)</p>	<p>By when?</p>	<p>Who else is involved? Helen Williams</p>	

<ul style="list-style-type: none"> - Identify the appropriate specific learning difficulty programme - Helen Williams to deliver INSETs on dyslexia assessment and support, SEN Support, Quality First Teaching. - 1:1 SEN Support with members of staff where required. 	July 2018	Nicola Frankcom SMT	
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> - Teachers use of the specific learning difficulty programme - SEN Support Systems and 6 weekly 'check-in' INSETs 			
<p>What evidence will be gathered to monitor progress towards outcomes?</p> <ul style="list-style-type: none"> - Teaching Records - Individual student reports - SEN Support documentation - SEN Register - Lesson observations 			
<p>What evidence will be gathered to show evidence of impact of this priority?</p> <ul style="list-style-type: none"> - Case studies - Staff and student feedback 			
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> - Annual SEN budget 			

PRIORITY ACTION PLAN

Focus Area: Teaching & Learning

Priority 3: To ensure all staff are trained and working under the SEN Code of Practice and the Northern Ireland Curriculum		Member of Staff Responsible: Sarah Pfützner	
What is already in place?	<ul style="list-style-type: none"> - Training self-assessment completed with staff - Two INSETs have been delivered on the Northern Ireland PMLD Curriculum - Budget has been allocated to resource the Northern Ireland PMLD Curriculum - INSET on introducing the Code of Practice has been delivered 		
What are the expected outcomes?	<p>For learners: 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.</p>		
	<p>For staff and other stakeholders: 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.</p>		
To achieve the expected outcomes we will: (Include CPD activities)		By when?	Who else is involved?
<ul style="list-style-type: none"> - 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. 		July 2018	SP/NF Helen Williams SMT

<p>How will progress be monitored?</p> <ul style="list-style-type: none"> - Teachers use of the PMLD Northern Ireland Curriculum - SEN Support Systems and 6 weekly 'check-in' INSETs
<p>What evidence will be gathered to monitor progress towards outcomes?</p> <ul style="list-style-type: none"> - Teaching Records - Individual student reports - SEN Support documentation - SEN Register - Lesson observations
<p>What evidence will be gathered to show evidence of impact of this priority?</p> <ul style="list-style-type: none"> - Case studies - Staff and student feedback
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> - Annual SEN budget

PRIORITY ACTION PLAN

Focus Area: Achievement & Progress

<p>Priority 4: Continue to develop the database so that useful and meaningful information can be recorded highlighting students Special Educational</p>	<p>Member of Staff Responsible: MH/AT</p>
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and Safeguarding needs	
<p>What is already in place?</p>	<ul style="list-style-type: none"> • Detailed recording of lesson outcomes on the database • Community/ HT Referral system in place • Collection of baseline information for planned admissions • Verbal and short written assessment tasks for Maths and English • Extended Maths, English and Science Assessments for Community Students • Learning objectives identified in records • Reports sent out at set periods • Parents open evening for Community students • Absence and lateness checks for community students including a rewards program • Accurate recording of individual lesson attendance for community students to allow for targeted interventions where students are consistently missing particular lessons • Learning mentor to support community students stay on track re: independent work • Target setting in place for community students • ILPs and/or curriculum plans in place for all long term and recurrent students • Exams Officer • Well-being assessments (CiSS and MAALS) for community students and students at Collingham upon admission/beginning of the academic year and discharge/end of the academic year • Training on updates to the database • Safeguarding concerns are recorded on the database and add a track changes option to ensure that people can't retrospectively alter records.

	<ul style="list-style-type: none"> • Update how we record students' Special Educational Needs and begin to record students with Education and Health Care Plans. • Updated options for ethnicity recording so that it is in line with the British Census. • Updated options for primary language recording to better reflect our student population 	
What are the expected outcomes?	For learners: <ul style="list-style-type: none"> • To improve outcomes for students in relation to attendance, engagement, achievement and enjoyment of learning. 	
	For staff and other stakeholders: <ul style="list-style-type: none"> • Improve academic and attendance outcomes for all groups of students • 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 	
To achieve the expected outcomes we will: (Include CPD activities) <ul style="list-style-type: none"> • Discharge email to be sent upon each students' discharge from hospital to ensure their home school is aware that they have been discharged from hospital. • Update the way we record ILPs and curriculum plans with greater discussion to be had with 	By when? Autumn 2018 Summer 2018	Who else is involved? FI/GP SENCOs/LP

<p>students about what they need to work on</p> <ul style="list-style-type: none"> • Update the way we record outcomes for community students • Discuss adding Careers and Examinations tabs to database with SMT • Meet with BL and LD to discuss content of Careers and Exams tabs • Develop Careers and Examination tabs 	<p>Summer 2018</p> <p>Summer 2018 -2019</p> <p>Summer 2018-2019</p> <p>Summer 2018-2019</p>	<p>SENCOs/LP</p> <p>SMT/BL/RW</p> <p>BL/RW</p> <p>BL/RW</p>
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> • Through regular monitoring of information entered on the database (MH/SMT) • Through feedback at KS meetings • Through checks at morning meetings • Evaluation of database redesign at SMT meetings 		
<p>What evidence will be gathered to monitor progress towards outcomes?</p> <ul style="list-style-type: none"> • Main evidence will be information inputted into database. • Student progress information • Minutes of SMT meetings showing discussion of developments • Reports pulled off for use in target setting 		
<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> • Improved planning for individual students and groups of students based on an analysis of collected data • Improved attendance through more timely intervention when issues arise • Better engagement in learning by the most difficult to reach students through specific interventions based on what we know works from previous cases. 		

What are the cost implications of any of the actions?

- Contract fee for database development: £12,000

PRIORITY ACTION PLAN

Focus Area: Achievement & Progress

Priority 5: To apply for the Platinum Arts Mark		Members of Staff Responsible: LP/SD
What is already in place?	<ul style="list-style-type: none">• We successfully achieved Artsmark Gold in 2013• Excellent arts provision at CCHS	
What are the expected	For learners:	

outcomes?	<ul style="list-style-type: none"> • Artsmark Platinum accreditation • Improved learning environment at Collingham Gardens • Further experience in the digital arts (website design, film-making and editing) through developed curriculum provision • Opportunities to develop communication and project-based skills through organising projects within a wider group (Arts Award qualification) 		
	<p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> • Increased status of the arts • Increased awareness of arts provision at CCHS, especially for local schools and medical professionals • Potentially further funding in the arts 		
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ul style="list-style-type: none"> • Submit Statement of Commitment to Artsmark, including Action Plan • Run staff INSET sessions on Artsmark • Set up a working committee for arts provision at CCHS • Develop the environment at Collingham Gardens • Deliver an Open Platform at the Wellcome Collection: encourage debate on the benefits of the arts for young people with medical and mental health needs (within a hospital school setting) • Set up and developed a digital exhibition, run by students and staff, which enables students to showcase their work in the arts and students and staff to speak directly about the benefits of the arts in a hospital school setting (a 2 year project) • Develop digital arts curriculum by setting up a film-making project on the benefits of the arts within a hospital school 	<p>By when?</p> <p>July 2017 Autumn 2017 Autumn 2017 December 2017 December 2017</p> <p>December 2017</p> <p>July 2018</p>	<p>Who else is involved?</p> <p>All staff Other staff Students Other staff / Wellcome Collection</p> <p>External agencies</p>	

<ul style="list-style-type: none"> • Establish links with the MediCinema at Chelsea and Westminster to explore possibilities of showing film that students have made • Submit Case Study for Artsmark • Undergo Artsmark levelling process • Celebrate achievement of Artsmark 	<p>July 2018</p> <p>December 2018</p> <p>May 2019</p> <p>July 2019</p>	<p>MediCinema</p> <p>Artsmark staff</p> <p>All staff</p>
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> • Through the Artsmark process - visit from Critical Friend, paperwork submitted etc • Overview by LP / SD 		
<p>What evidence will be gathered to monitor progress towards outcomes?</p> <ul style="list-style-type: none"> • Paperwork as required by Artsmark • Digital exhibition 		
<p>What evidence will be gathered to show evidence of impact of this priority?</p> <ul style="list-style-type: none"> • Digital exhibition • Feedback from students / staff / other professionals 		
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> • Time for LP / SD to meet and submit plans • Work with external agencies to develop digital arts provision and train students in film-making • Resources 		

PRIORITY ACTION PLAN

Focus Area: Leadership & Management

Priority 6: To embed and develop the SENCO role.	Member of Staff Responsible: SMT, NF, SP
What is already in place?	Half termly SEN Support INSET Meetings SEN register, updated half termly

<p>What are the expected outcomes?</p>	<p>For learners: To experience regular success by achieving a high proportion of the SMART targets on their half termly ILPs. To have access to additional support through EHCP funding.</p> <p>For staff and other stakeholders: To be able to improve and augment targeted SEN support within CCHS through:</p> <ul style="list-style-type: none"> • wide spread SMART(er) ILP Targets and Outcomes • clearer assessment requirements (initial and ongoing) • additional funding to support targeted learning needs for individual students • identifying and implementing appropriate SEN intervention 	
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <p>To Consult with other professionals to understand in more detail the Contingency Funding and EHCP application and funding process for RBKC, Westminster and other London Boroughs.</p> <p>To prioritise securing funding and additional support for a specific group of Community Students: (AE, LP, SW, AB, HB, CoS, MRD, MU)</p> <p>To develop provision mapping and improve the clarity of the funding</p>	<p>By when?</p> <p>End of the Academic Year 2017-18</p> <p>December 2017</p>	

<p>section of the Provision Map.</p> <p>To clarify assessment expectations for Community Students at the beginning and throughout their placement at CCHS in order to demonstrate progress.</p> <p>To improve recording of SMART Targets and Outcomes on Individual Learning Plans to reflect fully how the needs of the individual students are being planned for and support. This evidence of pupil need and the related outcomes can be used to support future applications for additional funding beyond this academic year.</p>	<p>End of the Academic Year 2017-18</p> <p>End of the Academic Year 2017-18</p> <p>End of the Academic Year 2017-18</p>
<p>How will progress be monitored? Weekly update meetings between the SENCOs and JS</p>	
<p>What evidence will be gathered to monitor progress towards outcomes? All paperwork submitted to London Boroughs will be saved to the EHC section of the CCHS Server and the document section of the CCHS Database for each relevant Community Student. ILP monitoring of community student progress</p>	
<p>What evidence will be gathered to show evidence of impact of this priority? Targeted Outcomes from any successful funding applications, Contingency or EHCP, will be recorded in individual</p>	

student ILPs and will be completed each half term.
 SMART(er) targets should improve data extraction for ILPs

What are the cost implications of any of the actions?

PRIORITY ACTION PLAN

Focus Area: Leadership & Management

<p>Priority 7: To increase the participation of pupils in setting and reviewing their own Individual Learning Plan (ILP) targets and EHCP outcomes, in line with the SEND Code of Practice 2015.</p>	<p>Member of Staff Responsible: SP/NF</p>
<p>What is already in place?</p>	<p>Half termly ILPs written by CW staff, reviewed and updated half termly with no student input.</p>

<p>What are the expected outcomes?</p>	<p>For learners:</p> <p>To have a system of termly ILPs that are regularly referred to in school and which present a more holistic picture of individual pupils and the difficulties that they are working to improve.</p> <p>To experience increased awareness and ownership for the targets on their ILPs.</p> <p>To become actively involved in the planning of at least one ILP target per cycle and to suggest support and strategies that they would help them to achieve their targets in a timetabled ILP meeting at the beginning of each term.</p> <p>To be actively involved in reviewing their own ILP targets by identifying strengths and weaknesses, what has worked well and what hasn't during a timetabled ILP meeting at the end of each term.</p> <p>For those students with EHCPs to be actively involved planning their own Annual Reviews, assessing whether the outcomes set have been met or not and planning future outcomes and the steps towards them.</p>
	<p>For staff and other stakeholders:</p> <p>To increase the opportunities for pupil participation and engagement in the setting and reviewing of ILP targets and EHCP Annual Review meetings.</p> <p>For ILPs to fully reflect the wider work that pupils are being supported with e.g. with targets to reflect the work that they are doing with Learning Mentors and the Careers Advisor.</p> <p>To make use of pupil insight into their own strengths and weaknesses in planning and provision.</p> <p>To experience increased pupil motivation to achieve their targets as a result of their active involvement in setting them.</p> <p>To record a higher percentage of achieved targets as a result of increased pupil</p>

participation.		
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <p>Have regular INSET meetings on a Wednesday, to discuss how to make realistic changes and to support the changes.</p> <p>Research to be carried out on the views of the current system by the Community Students following Informed Parental Consent being gathered.</p> <p>This data will be analysed as part of an assignment being completed by Nicola Frankcom for the NASENCO qualification.</p> <p>A new ILP template will be developed by NF and shared with staff.</p> <p>Staff will write a sample ILP using the template and will write SMART Targets for one Community Student in the new format.</p> <p>Community Students will meet with their Key Teacher and Learning Mentor in their timetabled Learning Mentor slot to look through the proposed targets, compose a target of their own and suggest strategies to support them in achieving the targets.</p> <p>Community Students will meet with their Key Teacher and Learning Mentor in their timetabled Learning Mentor session at the end of the term to review their targets. Students to actively reflect on the progress that they have made.</p>	<p>By when?</p> <p>We will have trialled one cycle of the setting and reviewing the new ILPs by the end of the Summer Term 2018.</p>	<p>Who else is involved?</p> <p>Staff working with CW Community Students</p> <p>Core Group of staff to negotiate the framework of the changes: NF, SP, AT, MH, and LP.</p>
<p>How will progress be monitored?</p> <p>Research will be carried out on the views of the Community Students related to the old ILP system prior to the changes being made and the new ILP system following a trial of the new ILP system.</p>		
<p>What evidence will be gathered to monitor progress towards outcomes?</p>		

<p>Regular INSET meetings on a Wednesday to ensure the momentum for actual change. INSET Meetings will be minuted so that staff unable to attend can keep updated. Key Teachers to be responsible for ensuring that trial ILPs are completed for their named pupils with SENCOs to advise and oversee.</p>
<p>What evidence will be gathered to show evidence of impact of this priority? Research Data before and after the changes are implemented. Holistic progress of each student demonstrated in both a quantitative and qualitative format through review of SMART ILP targets.</p>
<p>What are the cost implications of any of the actions? No specific monetary funding but the changes will require considerable time resources to be implemented as highlighted above.</p>

PRIORITY ACTION PLAN

Focus Area: Leadership & Management

Priority 8: To develop and consolidate the Safeguarding policies and procedures across the school.	Member of Staff Responsible: AT
What is already in place?	Policy, some awareness of procedures at each site, good relationships with hospital safeguarding teams, annual training
What are the expected outcomes?	For learners: Learners will be supported appropriately and able to focus on their learning.
	For staff and other stakeholders: Staff will feel confident about the procedures to follow when faced with safeguarding concerns.

<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ul style="list-style-type: none"> • Review and update the Safeguarding Policy - present draft at Governors meeting 31/10/17. • Audit training needs • Launch discharge email on database • Identify Safeguarding governor and highlight training available via RBKC • Write Safeguarding Procedures for each site • Write Safeguarding Information document • Write Code of Conduct • Ensure associated policies are in place • Develop training plan and plan training day 29/03/18 • Put Safeguarding support sessions into Inset programme 	<p>By when?</p> <p>30/11/17</p> <p>9/10/17</p> <p>Oct 2017</p> <p>31/10/17</p> <p>20/12/17</p> <p>20/12/17</p> <p>25/05/18</p> <p>25/05/18</p> <p>31/01/18</p> <p>Summer term</p>	<p>Who else is involved?</p> <p>Governors</p> <p>MH/Gurjit</p>	
<p>How will progress be monitored? Material submitted to Governors by deadlines.</p>			
<p>What evidence will be gathered to monitor progress towards outcomes? Documents in place, feedback forms from training day, verbal feedback from staff re support sessions</p>			
<p>What evidence will be gathered to show evidence of impact of this priority? Audit staff knowledge and confidence in relation to Safeguarding July 2018</p>			
<p>What are the cost implications of any of the actions? Speakers for training day</p>			

PRIORITY ACTION PLAN

Focus Area: Leadership & Management

<p>Priority 9: To extend the provision for KS5 and Post 16 students on Foulis at RBH</p>	<p>Members of Staff Responsible: SMT JS/BS/BL/SD</p>
<p>What is already in place?</p>	<p>Time Tabled Sessions as follows Ben Lewis 2 * $\frac{1}{2}$ days Tuesday pm and Thursday pm Bela Sood $\frac{1}{2}$ day Tuesday am Heena Monday pm Shaun Dholan $\frac{1}{2}$ day Tuesday pm Sarah reflexology/ Emotional well-being and support *2 days</p>
<p>What are the expected outcomes?</p>	<p>For learners: To receive Educational advice and support To liaise and work collaboratively with home schools and colleges To provide sufficient resources</p>

	<p>To facilitate Examinations (hosting and transfer) To provide careers advice and guidance To provide access to art and crafts and Art based projects To facilitate Educational excursions</p>	
	<p>For staff and other stakeholders: To support the continuity of Education and preserve the rights to Education of the individual To provide post 16 support To identify NEET To provide Art Based projects To engage the young people during their prolonged inpatient admissions to the adult ward.</p>	
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <p>To implement a full timetable of staff and activities pending outcomes of funding for Key Stage 4, Key Stage 5 and Post 16 programs of studies.</p>	<p>By when? Ongoing- working with charitable organizations to support the application for funding for Educational provision for post 16.</p>	<p>Who else is involved? Ongoing BROMPTON Trust Charity? JS BS BL</p>

<p>How will progress be monitored? Principal; JS , Governance and SLT to review regularly at SLT meetings</p>		
<p>What evidence will be gathered to monitor progress towards outcomes? Information from Data Base to inform the need for increased provision. Collecting feedback from parents/young people Regular meetings with various charities.</p>		
<p>What evidence will be gathered to show evidence of impact of this priority? Information from Data Base to inform the need for increased provision Increased scheduling of meetings and talks (Shwartz round) to highlight and promote the importance for the provision of post 16 education within the wider Hospital School setting.</p>		
<p>What are the cost implications of any of the actions? Costing available from Finance and JS/SLT upon review. Details of costing are currently being reviewed in line with current staffing and on costs and will be determined by the nature of the proposal/bid put forward.</p>		

PRIORITY ACTION PLAN

Focus Area: Leadership & Management

Priority 10: Hospital school funding - working with the DfE		Member of Staff Responsible: JS
What is already in place?	Governors Finance team and Chair of Finance - 3 monthly meetings with the 12 Hospital Heads and the DfE to discuss future of hospital funding	
What are the expected outcomes?	For learners: Staff can ensure that all students have the additional staff support and resources they need to achieve.	
	For staff and other stakeholders: A reassurance that the school can teach all students in their care - and that training and resources that will support students with SEN can be purchased	

<p>To achieve the expected outcomes we will: (Include CPD activities) Work closely with the Chair of Finance team - PG / Finance Officer and SEN team to ensure that there is some ability to judge spending against other hospital schools. As before ensure that staff are working with children and reduce any unnecessary paperwork by increasing efficiency through data base management</p>	<p>By when?</p>	<p>Who else is involved?</p>
<p>How will progress be monitored? Minutes of the DfE meeting - financial plans developed and shared with other hospital schools to ensure we learn from one another - and where possible share resources including CPD - benchmarking with hospital schools. For example working closely with LA/ Pyschiatric units with similar populations to bench mark the new psychiatric unit, where there are similar numbers and populations.</p>		
<p>9. What evidence will be gathered to monitor progress towards outcomes? Benchmarking/ evaluations of joint hospital school working and CPD</p>		
<p>What evidence will be gathered to show evidence of impact of this priority? We need to work closer with LA. DfE and hospital schools - the evidence will be the evaluations of the training and minutes of the meetings - outcomes reduced anxiety of staff and evidence on data base of children taught.</p>		
<p>What are the cost implications of any of the actions? Time to go to DfE and Hospital school conferences</p>		

PRIORITY ACTION PLAN

Focus Area: Leadership & Management

<p>Priority 11: To consider whether to develop/join a hospital school MAT.</p>	<p>Member of Staff Responsible: JS</p>
<p>What is already in place?</p>	<p>Meetings with Hospital schools and DfE to discuss future of hospital education</p>
<p>What are the expected outcomes?</p>	<p>For learners: This is the question - we need to consider - will becoming a MAT take away any of our independence and ability to work personally and individually with our students and families</p> <p>For staff and other stakeholders: Governors involved in meetings with Hospital Heads and MAT providers to engage them in the thinking process</p>

<p>To achieve the expected outcomes we will: (Include CPD activities) Have regular meeting with the DfE - they at present are keen for hospital schools to become a MAT as that is what the Government would like - Have Governors meetings to ensure we all understand the implications - Voting was mixed but Governors are supportive - would prefer an umbrellas MAT - this is now not apparently possible.</p>	<p>By when? April 2018</p>	<p>Who else is involved? Governors Hospital Schools</p>
<p>How will progress be monitored? Stage 1 - collecting and sharing information, Stage 2 voting Stage 3 change of Government Imperative - Newcastle has asked us to join their MAT - staff have visited - keen to share but too complex to join</p>		
<p>What evidence will be gathered to monitor progress towards outcomes? There have been many meetings and discussions looking at the For and Against of this plan</p>		
<p>What evidence will be gathered to show evidence of impact of this priority? The impact would not necessarily be positive for CCHS - so for now put this on hold until there is more information about the future from the Government</p>		
<p>What are the cost implications of any of the actions? This could be extremely expensive in both time and money and at present unless the Government goes back to their position of MUST we are concentrating on our other priorities.</p>		

PRIORITY ACTION PLAN

Focus Area: Leadership & Management

Priority 12: Plan the education provision for a new Adolescent Psychiatric Unit opening 1 st September 2018.	Member of Staff Responsible: JS
What is already in place?	A building adjacent to the CW hospital which will be developed into a 16/17 bedded adolescent unit by September.
What are the expected outcomes?	For learners: At present there are no beds for adolescent in many London Boroughs - this will give young people an opportunity to be in hospital near home with a school built inside the unit
	For staff and other stakeholders: As we will employ new staff we will endeavor for them to work in our established

	hospitals and this will give staff who are at present working at CCHS a chance for development in this exciting new enterprise		
<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <p>Meet with the Psychiatric Clinical Need to write a business plan from NHS and Education point of view - meet with Lead NHS staff for building development and also the architects to design a school within the new unit. Work with the LA and DfE to look at funding and to ensure that this Government Target is shared with education and health.</p>	<p>By when?</p>	<p>Who else is involved?</p>	
<p>How will progress be monitored? Unit will open in September 2018 with plenty of education space and well qualified teachers</p>			
<p>What evidence will be gathered to monitor progress towards outcomes? All will be completed and the timetable for the unit with the experienced staff will open on 1st September</p>			
<p>What evidence will be gathered to show evidence of impact of this priority?</p>			
<p>What are the cost implications of any of the actions?</p>			

Review of Priority Areas for Improvement in 2017/18

	Focus Area	Priority	Date	Review
1	Teaching and Learning			
2	Teaching and Learning			
3	Teaching and Learning			
4	Achievement and Progress			
5	Achievement and Progress			
6	Leadership and Management			

7	Leadership and Management			
8	Leadership and Management			
9	Leadership and Management			
10	Leadership and Management			
11	Leadership and Management			
12	Leadership and Management			