



## CHELSEA COMMUNITY HOSPITAL SCHOOL

### SCHOOL SELF EVALUATION SUMMARY

2021-2022

Updated: 01/09/2022

#### CONTEXT

We are a Community Special School providing education for children and young people while they are in hospital.

We also provide places for a number of pupils who cannot access mainstream school due to their medical and mental health conditions and home tuition for pupils whose medical needs mean they are unable to attend school for a period of time.

Our school is based across six sites in Central London:

- **The Chelsea and Westminster Hospital** - a large general hospital with 70 paediatric beds including an adolescent ward and a burns unit. Specialities include orthopaedics, gastric and other acute and chronic medical conditions. The school provides education for the five children's wards - Neptune, Mercury, Jupiter, Apollo (HDU), and Mars (burns unit). There are two well-resourced classrooms providing access to the National Curriculum at all Key Stages. Children are taught in the classrooms, or if they are unable to leave the ward, by their beds.
- **The Royal Brompton Hospital** - the national heart and lung hospital for the UK with a paediatric department. As a tertiary referral The Royal Brompton Hospital treats patients with respiratory and cardiac conditions from all over the UK and the world. The school provides education for the children's ward – Rose, the High Dependency Unit (HDU), the Paediatric Intensive Care Unit (PICU) and Foulis ward, where patients with a chronic illness transition to for their adult care. There are three classrooms on Rose Ward that have been designed to maximise access to education all Key Stages. We have a primary and a secondary classroom in addition to a third multi-use room to support the learning needs of an individual or a group. We also work with pupils by their bedside in HDU and PICU, as well as working with pupils who are in isolation during their admission to hospital. To maximise access to education we use online learning platforms that enable pupils in isolation to join classroom sessions as well as their own community school. On Foulis Ward post 16 students have one-to-one sessions with teachers, who can liaise with their tutors at college and university. Pupils also have access to a careers advisor to support them with education and careers advice.
- **St. Mary's Hospital** - a general hospital with a paediatric department. The school provides education at all Key Stages for the two children's wards - Grand Union and Great Western, and for the Paediatric Intensive Care Unit. Grand Union specialises in bone marrow transplants and haematology and patients on this ward need to be taught in isolation and are often in hospital for longer periods of time. Great Western is a general paediatric ward and has cubicles for patients with infectious diseases. There is a well-resourced schoolroom on Great Western Ward and patients from the general ward are encouraged to attend classes if their circumstances allow. For those patients who are in isolation or must remain at their bedside, they are taught there. We have wireless internet access across the wards and use video conferencing to support learning for patients in isolation.
- **Collingham Child and Family Centre** - a Tier 4 mental health unit for up to twelve children between the ages of five and thirteen, who have complex emotional, behavioural and mental health needs. There are three classrooms providing education for Key Stages 1, 2 and 3, an art/pottery room, a sensory room, facilities for food technology, a lounge for play and meetings, a small but well-designed playground and a garden. Children attend weekly horse riding and swimming lessons and go on trips in the local area.
- **Lavender Walk Adolescent Unit** – a Tier 4 unit for young people with mental health difficulties aged 13 to 18 providing inpatient care for up to twelve young people and a day programme for an additional four young people. There are two well-equipped classrooms providing education for Key Stages 3, 4 and 5 a small study for independent work, a multi-media room and an art room. There is also access to a courtyard garden.

- **Bayswater Centre** – a centre where we teach young people in years 7 to 13 who are unable to attend their mainstream schools because of their medical and mental health needs. The space consists of a large classroom area, small study spaces for 1-1 or small group teaching, a music room, an art room and a balcony garden at the top of the building

We teach across all key stages and all abilities

Pupils are from all social and economic backgrounds, and from all levels of prosperity and deprivation, from all over the UK and abroad

The school is open 50 weeks of the year shutting for only two weeks over Christmas. During holiday times the school runs an organised Arts and ICT programme.

We are a registered exam centre ensuring that patients are able to sit exams when they are in hospital

### PROGRESS AGAINST PREVIOUS INSPECTION (2018)

| Next steps  | Progress   |
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| Ensure the recently developed system for tracking pupils' personal and social development is secure and allows pupils to work towards appropriate targets | After a trial period it was decided that this system did not sufficiently meet our needs. We now have a monitoring system in place which uses the Myself As A Learner Scale, the Readiness for Reintegration Scale and the Mental Health Functioning in Education Scale to monitor and inform target setting for our long term pupils at Collingham Child & Family Centre, Lavender Walk and The Bayswater Centre. |
| Develop and consolidate safeguarding policies and procedures so that there is more consistency across sites in this area.                                 | Safeguarding policy and procedures are robust across all sites. As an institution working within other institutions we have consistent practice across all sites although there may be some variability in the practices of the institutions we work within. This is not an issue for our practice as staff at each site are very well informed about the requirements at their site.                              |

### SEF EVALUATION 2021-22

#### OVERALL EFFECTIVENESS - OUTSTANDING

The quality of education is outstanding as are behaviour and attitudes, personal development and leadership and management.

We successfully identify and address gaps for disadvantaged pupils and they and those with SEND make outstanding progress.

Safeguarding is effective.

#### QUALITY OF EDUCATION - OUTSTANDING

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| <b>STRENGTHS</b> | <p>The school consistently provides an excellent education for all pupils, effectively meeting the needs of a wide range of students when they are too unwell to attend a community based school. We are able to reach pupils through a variety of ways of delivering education - face to face individually in hospital or at home, face to face in small groups in hospital, online individually and video conferencing into a small group. From their individual starting points, the majority of children make outstanding progress in all subjects taught, and are helped to develop the skills, knowledge, understanding and resilience to make educational progress and cope with obstacles related to medical and/or mental health. We successfully identify and address gaps for all pupils, including disadvantaged pupils, those with SEND and those who have historically struggled to engage with education.</p> <p>All staff prioritise our ambitious, inclusive and flexible curriculum and firmly believe that it has a significant impact on children's life chances. Leaders ensure that our ambitious curriculum intent is embedded securely and consistently across the school ensuring an inclusive and accessible curriculum offer is available from day one of a hospital admission.</p> <p>Implementation of engaging learning experiences which are well matched to the aims of our personalised curriculum is consistently outstanding across the range of needs and ages. Teachers receive excellent guidance and support from subject leaders who share information on content knowledge and pedagogical approaches.</p> |
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|  | <p>Our experienced teaching staff can quickly plan and develop sequences of learning that meet the needs of individual pupils without having immediate access to information about prior attainment or ability. For longer term pupils they liaise effectively with home schools to ensure minimum disruption to a pupils learning during their hospital admission.</p> <p>Our impact is significant. Young people are keen to attend and enjoy their hospital school experience and value it both as a distraction during a stressful time in their lives and a source of valuable focussed individualised learning. Pupils achieve their learning objectives and meet their ILP targets. Our solely registered pupils achieve very well in Functional Skills and GCSE examinations.</p> <p>We successfully enhance the life chances of vulnerable young people by helping them re-engage with education and successfully reintegrate to their schools and/or successfully move on to their next step education placement – in this academic year we had 0% NEETS for the solely registered pupils based at our Bayswater site.</p> |
| <b>BEHAVIOUR AND ATTITUDES - OUTSTANDING</b>   |  |
| <b>STRENGTHS</b>                               | <p>The school has a very strong, positive ethos and atmosphere which provides a warm and safe environment where children feel valued and enabled to flourish. Parents/carers and visitors to the school comment on how comfortable children are made to feel in the learning environment and how this brings a sense of normality and familiarity to their hospital stay. Difference is valued, celebrated and nurtured and every child is given a real sense of belonging to the school. Respect for others is celebrated and when pupils are able to work together they can often be seen actively helping and supporting each other and recognising each other's achievements.</p> <p>Pupils who are struggling with complex mental health difficulties are supported with MDT developed Positive Behaviour Support plans.</p>  |
| <b>PERSONAL DEVELOPMENT - OUTSTANDING</b>      |  |
| <b>STRENGTHS</b>                               | <p>Personal development is exceptional with pupils having access to a wide range of rich and varied experiences. Take up is excellent among all pupils, with the majority of disadvantaged children and SEND pupils accessing the opportunities to develop their talents and interests.</p> <p>The school consistently promotes the extensive personal development of pupils by providing a broad curriculum and a wide and rich range of extra-curricular opportunities. Children are encouraged to expand their interests and also share the things that they enjoy, however diverse and idiosyncratic these may be. All pupils have the opportunity to complete an Arts Award and we are preparing an application to develop our Arts Mark accreditation from Gold to Platinum.</p> <p>Examples of regular visitors include sessions with musicians from the LSO, projects with Wigmore Hall musicians, poetry sessions with Phillip Wells, specialist PE provision from Capital Kids and sessions with a professional chef.</p> <p>Pupils have access to very high quality careers advice and guidance.</p>                      |
| <b>LEADERSHIP AND MANAGEMENT - OUTSTANDING</b> |  |
| <b>STRENGTHS</b>                               | <p>The leadership team have a strong vision which is shared effectively with the whole school community. We are passionate about improving every child's life chances and strive to offer a curriculum which reflects our diverse population and supports children to have hope and confidence for their futures.</p> <p>Our curriculum reflects the inspirational ethos of the school and is designed to help pupils achieve the knowledge and cultural capital they need to become the people they want to be. The curriculum is broad and balanced and upholds the core British values. We strive for consistency in our curriculum offer but also support our staff in enthusiastically sharing their interests and skills and promoting the idea of lifelong learning.</p> <p>The leadership team strives to maintain consistency in the calibre of all the diverse aspects of our work across our six sites. Strong subject leaders and high-quality monitoring and evaluation result in coherent practice and ensure teaching is outstanding in the majority of classes and never less than good.</p>                         |

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|  | <p>We ensure that all staff are aware of our duty to keep pupils safe and work effectively with the hospital's and pupils' local safeguarding teams to ensure that safeguarding information is shared and acted upon promptly. We actively and persistently seek out information from pupils' home schools in relation to safeguarding. Risk assessment is constantly held in mind and we adjust our expectations accordingly. We ensure that staff are kept up to date with safeguarding expectations with regular training and support from the DSL.</p> <p>Safer recruitment procedures are followed and the school's Single Central Record reflects that full checks on all members of staff currently employed in the school are in place.</p> <p>Staff well-being and morale is a high priority and staff have access to a range of support and benefits associated with working in the school. The effectiveness is evidenced by our high staff retention rate and the fact that many staff have been with us for over 10 years.</p> <p>We are active contributors to the National Association of Hospital Education and HOPE - Hospital Organisation of Pedagogues in Europe. Excellent practice is shared across the member schools to the advantage of the children at every school.</p> <p>There is active support from the Governing Board who provide robust challenge and have clear roles in influencing the quality of provision.</p> |
| <b>QUALITY OF PROVISION FOR EYFS PUPILS - OUTSTANDING</b>                |   |
| <b>STRENGTHS</b>   | <p>We work closely with parents/carers and the Play Specialist Teams to provide safe, stimulating, inclusive learning environments where children can work from their individual starting points and develop and extend their skills and interests.</p>   |
| <b>QUALITY OF PROVISION FOR 6<sup>TH</sup> FORM PUPILS - OUTSTANDING</b> |   |
| <b>STRENGTHS</b>   | <p>Students individual needs are addressed according to what they are studying and any special needs. At the Lavender Walk site, we have ensured that staff are experienced in delivering the most common A-Level and BTEC courses that post-16 pupils admitted to this site are studying in their communities. At Lavender Walk liaison with home schools, LW MDT and community services have consistently meant that pupils are successfully reintegrated back to their community education provision or for those who on arrival were NEETS are set on an appropriate learning pathway post discharge. At discharge when appropriate, LW pupils, have successful EHCP applications made to secure educational support in the future or are in the process of having EHCP application completed. An alternative life skills curriculum is also in place to support young people who are admitted to Lavender Walk in the period after summer examinations, giving them an opportunity to gain additional skills.</p>  |