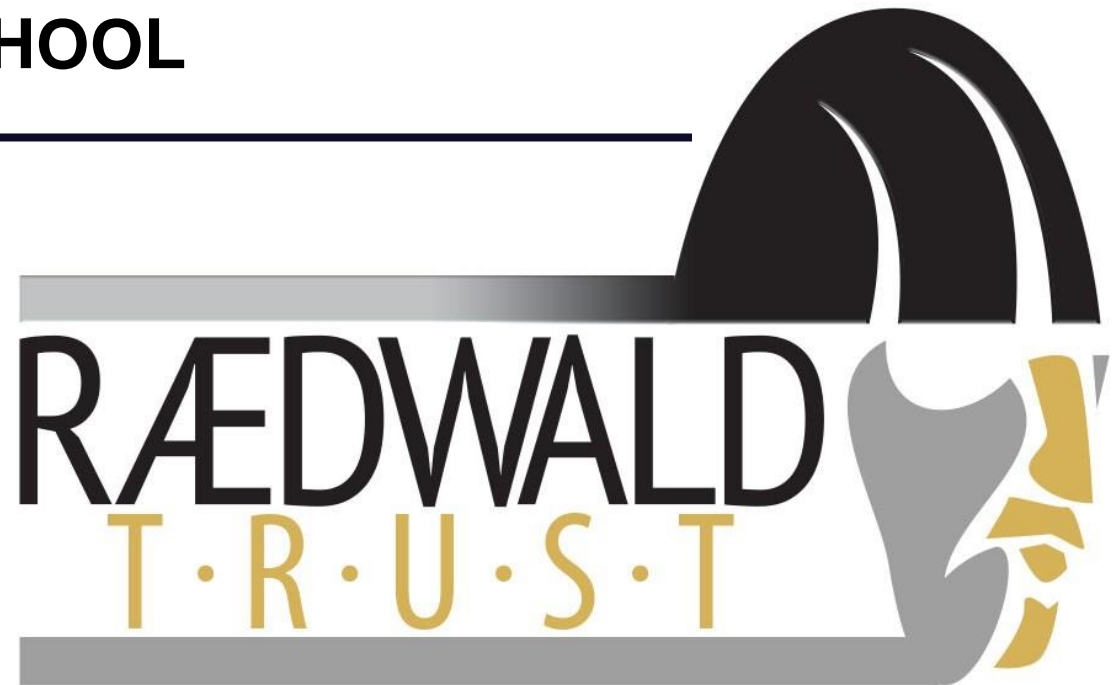

ACADEMY IMPROVEMENT PLAN IPSWICH HOSPITAL SCHOOL



OCTOBER 2018

IPSWICH HOSPITAL SCHOOL PROGRAMME

1. Academy Priorities, Areas for Development (AFD), Key performance Indicators (KPI) Summary 2018 – 2019

Priority 1: Enabling inspirational leadership and management

September 2018 the Raedwald Trust has a new CEO in place which is enabling the formation of a strong leading Academy. A Heads Executive Group has formed within the trust. The Hospital School is growing further by working within the HEG and newly formed Trust teams to fulfil Trust ambitions

As a result our L&M foci are to:

1. Formalise consistent policies to be applied to all academies
2. Review staffing patterns across each academy
3. Deliver a progressive, forward thinking, staff charter empowering and inspiring colleagues across the trust

AFD	Area for Development	KPIs
AFD 1.1	To consolidate new role for lead teacher to ensure all aspects of role are fully understood and comply with statutory requirements for Hospital Education Provision and revised Raedwald Accountability framework	Raedwald Policies in place and being adhered to Procedures understood by all team Compliance in all areas

Priority 2: Delivering High Quality Learning

The Hospital School is always striving to improve its provision for pupils. The school room is building on its curriculum to develop early years and 16-18 year old provision. Over the past two terms the Lead Teacher has developed resources and is proactively seeking to make connections with other hospital schools in order to develop and improve practice.

As a result our foci are to:

- Centralized curriculum standards and expectations through HEG and RT Pedagogical and RT External Provision
- Develop provision for early years and 16-18 year olds
- Improve baseline data assessments to ensure appropriate planning

AFD	Area for Development	KPIs
AFD 2.1	To implement a robust system for the tracking of pupil progress that meets the needs of staff and pupils – and enables successful transition To review and roll out data collection system to enable tracking/monitoring of pupil progress on school pod	Pupil progress documented on school pod
AFD 2.2	Provision for 16-18yr old: devise a system for identifying this group to enable learning to take place To develop a program to support transition of pupils when they return to main school To liaise closely with Trust colleagues to support with long term patients eg collaborative flexible deployment of teaching team Implementation of baseline assessment data for long term pupils (at admission)	All pupils between 16-18 years are signposted to School Room for education if they are able to access it Tight system in place to support patients back into mainstream school Baselines recorded on entry for long term patients.

Priority 3: Securing Safe and Energising Learning Environments

The Hospital School has strong safeguarding procedures. It is working with Trust groups to ensure this practice grows and swiftly and successfully is transferred to School Pod where it can be managed digitally. With the formation of a Trust safeguarding group we have the opportunity to have exemplary safeguarding

- As a result our foci are to:
- Centralise support, challenge and supervision in relation to this area
- Establish strong ‘fierce friends’ to examine our policies and practices
- Regular monitoring and reflective cross trust practices

As a result our foci are to:

- Identify where academy is at, relating to Trust Wide Priorities listed on page 5

AFD	Area for Development	KPIs
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AFD 3.1	<p>To publish agreed procedures in a structured clear and transparent format/system that enables sharing between NHS and HIS To promote the use of IHCP with home schools</p> <p>Plan for migration of safeguarding to be on school pod Weekly safeguarding meeting to take place between DSL/DDSL to monitor practice and ensure robust procedures, consistency and to reaffirm a culture of reflective practice Engage fully within Trust Safeguarding group forming this term to co-ordinate safeguarding issues across the trust and share good working practice To establish what information is to be collected used and stored by HIS to enable useful relevant compliance To review admission processes to ensure retention of records is strong</p>	<p>Agile robust and consistent safeguarding procedures in place</p> <p>Confidence in safeguarding procedures and effectiveness. Built in time for reflective thinking and collaboration</p> <p>GDPR compliance</p>
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Priority 4: Empowering Supportive, Skilled and Nurturing Staff

To undertake training to upskill staff to offer high quality education to all pupils

As a result our foci are to:

- To ensure staff are appropriately trained to deliver confidently to early years and 16-18 year old pupils

AFD	Area for Development	KPIs
AFD 4.2	Staff to undertake training within early years setting	Staff confident and skilled in delivering to early years, with particular emphasis on phonics

	TA staff to undertake training to ensure they are fluent in teaching of early years phonics Staff to liaise with Hospital Play specialists for support and sharing of expertise	
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Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

It is our ambition to link with excellent hospital schools within the country and to adapt and refine our practice accordingly

As a result our foci are to:

- Attend national conferences
- Make links with other Hospital settings
- Actively seek out opportunities to engage in professional dialogue and mutually beneficial professional relationships with other like settings

AFD	Area for Development	KPIs
AFD 5.4	To explore further external and trust wide networking opportunities/experience the leadership of other hospital provisions, to share good practice which will enable lead teacher to provide confident and outstanding leadership in her role	Leaders and colleagues are actively engaged in external professional communities (Action plan to be developed)

2. Monitoring and evaluation of the action plan

In order to ensure rapid progress towards these outcomes the actions and KPIs will be monitored in the following way:

(a) Academy based monitoring, including Local Governing Bodies

The school based lead for each of the AFDs in the plan will have overall responsibility for the implementation of the action plan for that priority.

The lead will RAG the completion of the actions as follows:

- RED: the action is not yet started and/or there is a high risk of slippage or non-completion.
- AMBER: the action has started though not yet completed, there is some slippage but not cause for concern.
- GREEN: the action is fully complete as specified

Completion of the actions is intended to lead to the impact as outlined in the KPIs.

The Lead will write a termly impact assessment report for the Head Teacher who in turn will grade the success measures and sign off on the accuracy of the impact assessment for the CEO and Trust Board.

(b) Trust based monitoring

The CEO will receive a progress report on the actions plans through the Head Teacher Executive Group. There will be an evaluation of progress towards the success measures of each AFD. On a cycle across each meeting the academy based leads will present the evidence of impact to the Head Teacher for scrutiny by the HEG and Trust Board. The success measures will be RAG rated by the Trust Board based on a scrutiny of the evidence and data presented to the CEO at each HEG meeting.

1. Action Plans

We have created action plans for each of the AFD identified in the summary above.

Priority 1: Enabling Inspirational Leadership and Management

AFD1.1 To consolidate new role for lead teacher to ensure all aspects of role are fully understood and comply with statutory requirements for Hospital Education Provision and revised Raedwald Accountability framework

What are the expected outcomes?	<p>For learners:</p> <ul style="list-style-type: none"> ● Consistently offered strong provision through active participation in Trust and sector support and challenge ● <p>For staff and other stakeholders:</p> <p>Raedwald Policies in place and being adhered to</p> <p>Procedures understood by all team</p> <p>Compliance in all areas</p>
To achieve the expected outcomes we will: (Include CPD activities)	<ol style="list-style-type: none"> 1. Meet with CEO and Headteacher regualry 2. Align working practice with new policies and procedures being ratified by the Trust 3. Undertake relevant CPD
How will progress be monitored?	<p>Lead SLT</p> <p>KBB</p>
Meeting notes	

Headteachers report HEG review
What evidence will be gathered to show the impact of this priority? Excellent consistent leadership
What are the cost implications of any of the actions? <ul style="list-style-type: none">• Staff time
Evaluation Commentary February 2019
Evaluation Commentary July 2019

Priority 2: Delivering High Quality Learning

AFD 2.1

To implement a robust system for the tracking of pupil progress that meets the needs of staff and pupils – and enables successful transition
 To review and roll out data collection system to enable tracking/monitoring of pupil progress on school pod

What are the expected outcomes?	For learners: <ul style="list-style-type: none"> ● Planning matched to need ● Pupil progress tracked ● Tight links with mainstream school to ensure smooth transition For staff and other stakeholders: <ul style="list-style-type: none"> ● Agile system for monitoring pupil planning, progress and tracking
To achieve the expected outcomes we will: <ul style="list-style-type: none"> ● Migrated to School Pod ● Trained staff ● Embedded a system that enables the timely completion of pupil progress on School Pod 	Lead SLT KBB
How will progress be monitored? Through Lead teacher Headteacher Heads report School Pod	
What evidence will be gathered to show the impact of this priority? Assessment data: Data on school pod will highlight learning completed for each pupil in each lesson	
What are the cost implications of any of the actions? <ul style="list-style-type: none"> ● School Pod ● Training ● Staff time 	
Evaluation Commentary February 2019	

AFD 2.2:

Provision for 16-18yr old: devise a system for identifying this group to enable learning to take place
 To develop a program to support transition of pupils when they return to main school
 To liaise closely with Trust colleagues to support with long term patients eg collaborative flexible deployment of teaching team
 Implementation of baseline assessment data for long term pupils (at admission)

<p>What are the expected outcomes?</p>	<p>For learners: All pupils between 16-18 years are signposted to School Room for education if they are able to access it Tight system in place to support patients back into mainstream school Engaging delivery of curriculum</p>
	<p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> ● Baselines recorded on entry for long term patients to facilitate appropriate planning for pupils ● System set up to ensure all pupils between 16-18 are able to access the Hospital School should they be able to
<p>To achieve the expected outcomes we will:</p> <ul style="list-style-type: none"> ● Devise system to signpost 16-18 year old patients to school room ● Link tightly with Trust colleagues and Executive team to maximise on staffing expertise in school room ● Use baseline tools to gather assessment data for planning purposes ● Link with Trust Pedagogical Lead to secure guidance for SEND pupils 	<p>Lead SLT KBB</p>
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> ● Assessment data ● HEG meetings ● Headteacher meetings ● Heads report 	
<p>What evidence will be gathered to show the impact of this priority? Increase in 16-18 year olds accessing the school room, Quality of assessment data improved, quality of teaching improved Increased progress</p>	
<p>What are the cost implications of any of the actions?</p>	

Evaluation Commentary February 2019
Evaluation Commentary July 2019

Priority 3 Securing Safe and Energising Learning Environments

<p>AFD 3.1 To publish agreed procedures in a structured clear and transparent format/system that enables sharing between NHS and HIS To promote the use of IHCP with home schools Plan for migration of safeguarding to be on school pod Weekly safeguarding meeting to take place between DSL/DDSL to monitor practice and ensure robust procedures, consistency and to reaffirm a culture of reflective practice Engage fully within Trust Safeguarding group forming this term to co-ordinate safeguarding issues across the trust and share good working practice To establish what information is to be collected used and stored by HIS to enable useful relevant compliance To review admission processes to ensure retention of records is strong</p>	
What are the expected outcomes?	<p>For learners:</p> <ul style="list-style-type: none"> ● Robust safeguard systems in place ● Exemplary safeguarding <p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> ● Clear documentation to show the procedures of sharing between NHS and HIS ● Continuing culture of safeguarding. Good working practice shared, reflected upon to ensure confident consistent safeguarding
To achieve the expected outcomes we will: (Include CPD activities)	<ul style="list-style-type: none"> ● Formation of Trust Safeguarding group ● Regular monitoring safeguarding meetings ● Regular staff safeguarding quizzes/email updates
How will progress be monitored? School Pod	<ul style="list-style-type: none"> ● School Pod ● Heads report
	<p>Lead SLT</p> <p>KKB</p>

<ul style="list-style-type: none"> • HEG • Trust Safeguarding team • Safeguard monitoring meetings
<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> • Safeguarding concerns • Heads Heads reports • Safeguarding team minutes
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> • At cost
<p>Evaluation Commentary February 2019</p> <ul style="list-style-type: none"> •
<p>Evaluation Commentary July 2019</p>

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

<p>AFD 4.2 enter area of focus Staff to undertake training within early years setting TA staff to undertake training to ensure they are fluent in teaching of early years phonics Staff to liaise with Hospital Play specialists for support and sharing of expertise</p>	
<p>What are the expected outcomes?</p>	<p>For learners:</p> <ul style="list-style-type: none"> • Improved curriculum delivery to early years <p>For staff and other stakeholders:</p> <ul style="list-style-type: none"> • Improved engagement and outcomes for pupils in early years

<p>To achieve the expected outcomes we will: (Include CPD activities)</p> <ul style="list-style-type: none"> Complete appropriate CPD Link with other settings to observe good practice 	<p>Lead SLT</p> <p>KKB</p>
<p>How will progress be monitored?</p> <ul style="list-style-type: none"> Lesson observations Drop ins Heads reports 	
<p>What evidence will be gathered to show the impact of this priority?</p> <ul style="list-style-type: none"> Increased engagement Increased progress 	
<p>What are the cost implications of any of the actions?</p> <ul style="list-style-type: none"> ● Training (TBC) 	
<p>Evaluation Commentary February 2019</p> <ul style="list-style-type: none"> ● 	
<p>Evaluation Commentary July 2019</p>	

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes