
HOSPITAL SCHOOL SEF SUMMARY



SEPTEMBER 2019

HOSPITAL SCHOOL

HOSPITAL SCHOOL SELF EVALUATION 2019-2020

Updated: September 2019

Content

Ipswich Hospital School (IHS) is part of the Raedwald Multi Academy Trust in Ipswich and is based within the Child Health Wards in Ipswich Hospital. The school serves children and young people aged 4-18 who are admitted to hospital and who are unable to attend their home school due to a wide range of medical and mental health needs. Pupils may access education through the hospital school for varied periods of time, from a short one-day admission to longer term of a month or more. The IHS is part of the SCC provision for meeting the requirements of 'Ensuring good education for children who cannot attend school because of health needs' (DfE May 2013).

The lead teacher, Kate Kingsford-Bere, was appointed to run the IHS in January 2018, under the Headship of Sally Swann as part of the overall leadership of the Parkside URN. Further to this, a full time Teaching Assistant (job share 0.4/0.6) was appointed. The IHS has two volunteers who assist with basic administration tasks and display work. The Lead teacher at IHS has a variety of roles including Designated Safeguarding Lead; Online Safety Lead; SEND and RT Trust MHFA Youth Trainer. IHS offers a quality educational provision and support to pupils with long term or recurrent illnesses, mental health issues aged between 4 and 18 years who are in statutory full-time education

- enables pupils to access as much education as their medical and/or mental health condition allows
- seeks to maintain the momentum of patients education and provides continuity of education for all pupils
- supports pupils to reintegrate to school
- works in partnership with parents, medical and educational practitioners
- promotes high quality outcomes and raises aspirations for pupils
- provides a link between all Suffolk schools and health colleagues
- supports partner schools with risk assessments, Individual Health Plans, outreach support with mental health first aid

The Ipswich Hospital School provides education for all school age children admitted to hospital from mainly Bergholt Ward, a 28 bed paediatric ward which admits patients with a number of paediatric medical conditions including: oncology, mental health, cystic fibrosis, orthopaedics, gastroenterology etc. Day surgery patients from the Raedwald Ward are also contacted and all pupils receive an educational pack tailored for their Key Stage on day one of arrival, regardless of admission status. Pupils age 16+ are supported and taught on the adult wards when appropriate.

Data on attendance and behaviour is not applicable due to the absence of official cohort, however, pupil numbers, pupil feedback, parent feedback and daily engagement scores given by staff are collected and reported termly to the Trust.

Progress against previous inspection

Areas to improve

NA – the Hospital School is a satellite of Parkside Academy (PS) and had an OFSTED inspection February 2019. The four areas of Improvement within this report were focussed on findings within Parkside Academy – please see PS SEF on RT website

Progress

NA

<p>School improvement priorities</p>	<p>1. Quality of Teaching and Learning AfD 1: Implementation of baseline assessment for long term pupils at admission in KS3 and 4 to ensure target setting is ambitious AfD 2: Improving outcomes for SEND pupils using new technologies AfD 3: to scrutinise the breadth and delivery of the curriculum to ensure alignment with statutory entitlement given the constraints of the hospital setting</p> <p>2. Behaviour and Attitudes AfD 2.1: Further engagement strategies to ensure a cultural shift with long term/recurring patients who were un-used to attending full time education whilst in hospital eg targeted CF patients</p> <p>3. Personal Development AfD 3.1 : to lead the drive and promotion of Mental Health First Aid throughout the Raedwald Trust AfD 3.2 : to continue to promote out-reach support to partner schools across Suffolk eg IHPs, Risk Assessments</p> <p>4. Leadership and Management AfD 4.1 : For the Lead teacher to CPD train as mentor for RT Trust AfD 4.2 : Embed a new system of Governance in line with RT reorganisation of leadership and accountability</p> <p>5. Quality of Education in Early Years AfD 5.1: to further recording provision for EYFS in Learning Journey type recording with photos etc shared with Home School towards early learning goals</p> <p>6. Quality of Sixth Form Provision AfD 6.1 : to investigate new technologies that can be used at bedside away from the children’s ward to assist with facilitating KS5 teaching and learning</p>
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QUALITY OF EDUCATION – Good

Strengths

Teaching and Learning is good and continues to improve. Planning is in place and linked to the national curriculum. Pupils make good progress within lessons and overtime. Pupils are offered bespoke lessons to suit their emotional, medical and educational needs. Pupils are offered a wide range of opportunities to develop their knowledge of the outside world, through inspirational activities, cultural events and given many opportunities to feel valued. The Hospital School curriculum is designed to promote wellbeing and self-esteem; for learners to be able to achieve and continue to make progress in core subjects, whilst also encouraging understanding and appreciation of the arts, humanities and technology and developing their spiritual, moral, cultural and social education. Full subject coverage is offered to all long-term pupils on a bespoke basis. Teaching is conducted at the pupil's bedside or in the Schoolroom depending on the child's needs. Whilst every opportunity is exploited to promote learning and to aim for challenge, the health needs of the pupils come first.

Day 1 Admission	1+ Day (Short Term Admission)	3+ Days (Long Term Admission)	Recurring Patients eg CF (usually 1-2 Week Admission); ED (up to 6 weeks)
<p>Educational Pack containing a variety of activities tailored by Key Stage (Eng, Maths, Humanities, Art) pencil case, writing materials supplied. Support and teaching given at bedside. Schoolroom workshop sessions offered if medically able. Initial assessment undertaken as appropriate. Pupil data uploaded onto School Pod – Contact/Learning Log created.</p>	<p>Pupils offered schoolroom workshop sessions following National Curriculum. Topic based activities are planned around UKS2 curriculum which follow a thematic approach, this enables staff to differentiate content to fit with the age and ability of the pupil. All National Curriculum subjects are covered within the Topic Plan. Topics covered have included: Autumn Celebrations; Earth and Space; Ancient Egyptians; The Tudors; Water, Water Everywhere; The Rainforest. Learning Log completed.</p>	<p>Bespoke timetable planned by Lead Teacher to incorporate work set by the Home School or IHS. Opportunity given to participate in Schoolroom workshop sessions. Assessment is undertaken as appropriate. Lesson Log uploaded to SchoolPod along with examples of work if applicable. Report to HS.</p>	<p>Strong links with Home School. Assessment information shared. Further assessment by IHS as necessary and learning gaps identified and addressed post-assessment. Individual Learning Plan (ILP) is created. Observations of pupil at Home School; bespoke planned timetable for length of admission; all learning logs and outcomes uploaded to SchoolPod; progress assessed; report back to Home School on discharge. Support given for transition back to Home School as required.</p>

The quality of teaching and learning at the Ipswich Hospital School, under the challenging circumstances of a hospital admission, is good.

Strengths:

- ability of the team to be adaptable, delivering quality education to all ages and abilities at often short notice
- hospital school staff expertise in teaching pupils with dyslexia, mental health needs, SEND, 1:1 tuition and small group work across the full range of subjects
- lessons are planned following NC objectives and pupils show good progress within each session and (if applicable) over a series of lessons and over time (recurring patients)
- exciting and inspiring learning environment that encourages pupils of all ages to attend
- nurturing, supportive culture within the IHS
- provision is made for all pupils regardless of ability, including pupils with multi-sensory needs and disabilities – links have been made to share good practice and resources with Thomas Wolsey school
- high quality resource banks to support children in their learning from day 1 of admission eg Clicker 7; Numicon; educational packs
- Cross-Trust Teaching across the Trust when need arises or for special events - IHS secured a grant for £1000 British Science Week – pupils from IHS attended PS for Science workshops (Science Magic and the portable Planetarium); PS Head of Science visited IHS to deliver Science workshops for pupils on the ward; Liaison with Music co-ordinator (LB), has supported Hospital School staff in acquiring new resources and skills to teach pupils in Music
- Reading is promoted across the site with a well-stocked book corner established within the classroom; story sacks available for younger pupils; timetabled reading sessions; First News subscription to encourage reading of non-fiction texts; reading is assessed early on in admission and planned into bespoke timetables; long term pupils have a workbook with a daily reading log within
- EYFS phonics trained staff and resources in this area have been updated following an area for improvement focus identified by the school
- Assessment information is requested from Home School, however, Hospital School staff are able and do assess pupils in English and Maths when this information is not forthcoming or as need indicates
- Enrichment activities form a large part of Hospital Education
- Pupil led activities for fundraising eg Comic relief children from the Hospital School raised £50 for the charity with a Bake Sale and £850 for Children in Need

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| | <ul style="list-style-type: none">• World Book Day is celebrated to promote reading – linking reading to successful careers and achievement. (Pupils conducted a survey of reading around the wards with staff, pupils and patients to test this theory. National Poetry Day is also celebrated along with other national days eg Roald Dahl’s birthday; Winnie the Pooh Day.)• National Days throughout the year, including religious festivals eg Shavuot; Diwali; Easter; Hannukah are celebrated alongside other events consistent with those marked within a pupil’s usual Home School’s calendar.• Assessment policy has been written and implemented with Learning Logs and ILPs being a focus.• Recent CQC report has highlighted the Ipswich Hospital School specifically as being an ‘exemplar’ for Hospital Education.• Hospital school maximises opportunities to enhance the cultural capital for all learners |
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Impact: Teaching from IHS has moved from a series of ‘occupational’ activities to a much more planned and ‘educational’ approach with a topic based theme for each term linking to the National Curriculum that all children can access from early on in their admission.

Bespoke timetables are drawn up for many of the pupils who stay in hospital for longer than 3 days eg ED patients and CF patients, ensuring all areas of the curriculum are covered over the period of time they are admitted. Ideally this is drawn up with home school liaison but if this is not forthcoming, IHS will deliver a highly personalised, detailed and relevant curriculum taking the patient’s ability, age and condition into consideration. Detailed reports are submitted to home schools for longer term patients and concerns re progress are followed up. Pupils who do not seem to be making good progress are brought to the attention of the home school and in partnership with parents and school, meetings are convened to identify any issues that can be a cause for this lack of progress, if necessary, onward referrals are made to ensure every child reaches their potential, links with home school and RT SENCO. Home schools are regularly challenged ensuring the needs of the pupils are met and any issues identified whilst at the IHS are communicated.

SMSC is embedded within all aspects of teaching and learning and reported widely through our use of social media (@ipshopssch) so pupils can keep up to date with IHS projects whilst they return to their home schools.

Feedback to pupils is used effectively after each lesson to ensure pupils clearly understand their next steps focus and appropriate targets are set. Pupils are encouraged to peer assess their work as well as their own learning.

AfL strategies are used within lessons to assess learning.

Personalised learning is central to all teaching and learning. IHS staff are becoming increasingly confident with setting targets and suitable challenge for all pupils taking into consideration their medical needs. Differentiated activities are carefully planned but adapted often with short notice. This ensures that all pupils in the schoolroom engage with the challenge set and that they enjoy their learning and make progress. All pupils are taught in small groups or with 1:1 tuition.

Priority is given to the teaching of English and Maths in morning lessons with Topic based learning or be-spoke timetabling in the afternoon sessions. Close liaison with home school, parents and brief assessment of pupils ensures the appropriate level for learning is given and that pupils can continue their education as far as possible from where they left off from their home school.

<p>Actions from previous year</p> <p>AfD 1 : Implementation and utilisation of a robust system for monitoring and tracking pupil progress (SchoolPod) for pupils attending the IHS</p> <p>AfD2: to establish what information is to be collected, used, stored by IHS to enable useful and relevant tracking and to comply with GDPR. New admissions form to be agreed with SLT.</p> <p>AfD3: Provision for 16-18 year old – system for identifying this group within the hospital urgently needs to be actioned (see 16-18 provisional action plan)</p> <p>AfD4: Implementation of a transition program for longer term patients back into mainstream schooling</p>	<p>Impact of actions:</p> <ol style="list-style-type: none"> 1. Robust system for monitoring and tracking is in place and all pupils are enrolled on day 1 of admission 2. Admissions form has been agreed by SLT and is used daily to gather relevant information about pupils and permission given by parent/carers to store this information on SchoolPod – complying with GDPR 3. Communications team at Ipswich Hospital deliver daily reports to the Hospital staff detailing where 16+ students are within the hospital – these young adults receive support and an education offer as appropriate 4. Support continues to be offered for longer term patients with transition back into school – this can be in the form of IHP meetings; multi-agency meetings; support within the classroom or signposting/referrals to other outreach support groups
<p>Areas for development</p>	<ul style="list-style-type: none"> • 1.1 Implementation of baseline assessment for long term pupils at admission in KS3 and 4 to ensure target setting is ambitious • 1.2 Improving outcomes for SEND pupils using new technologies • 1.3 to scrutinise the breadth and delivery of the curriculum to ensure alignment with statutory entitlement given the constraints of the hospital setting
<p>Next steps</p>	<p>AfD 1.1: to collaborate with NAHE and other Hospital Schools nationally in sharing good assessment practice for yr7-13</p> <p>AfD 1.2: planned visit to Manchester Hospital to view use of new technologies in Hospital Education eg SMARTboards/interactive learning tables on the wards; attendance at NAHE conferences; Working on the Wards Day conference; and Medical Needs in Schools conference – Oxford</p> <p>AfD 1.3: to collaborate with NAHE and Lauren Meadows, curriculum consultant, to explore growth and depth of curriculum</p>

BEHAVIOUR AND ATTITUDES - Good

Strengths	<p>Behaviour is outstanding and pupil's welfare and well-being is central to the school's ethos as evidenced in parent, pupil and stakeholder feedback (Evidence: Schoolroom feedback files; Daily engagement scores on records sheets; Pupil feedback 'emoji' forms). All staff have high expectations of pupils and ensure standards of behaviour are high so that a positive, learning environment is always created.</p> <p>Where individual pupils give cause for concern in terms of progress, and/or welfare, views of all stakeholders are considered, assessed and acted upon. IHS staff are proactive in seeking to meet the needs of these individuals eg instigating multi-agency meetings; timely liaison with schools and partner agencies; appropriate referrals, including Mental Health First Aid. This is considered a strength of the school. (Evidence: case studies; NHS staff testimonials; SchoolPod chronology)</p> <p>Behaviour in class session and workshops is very good with pupils showing confidence and enthusiasm in their learning. (See Pupils Feedback Emoji feedback).</p>
<p>Actions from previous year:</p> <p>AfD 1: Implementation of admissions form and data tracking systems</p>	<p>Impact of actions:</p> <ol style="list-style-type: none"> 1. Admission forms (complying with GDPR regulations) have been fully implemented, data is collected from every pupil and information stored on SchoolPod with a record of contact, progress and Safeguarding details (if applicable) throughout their hospital admission.
Areas for development	Further engagement strategies to ensure a cultural shift with long term/recurring patients who were un-used to attending full time education whilst in hospital eg targeted CF patients
Next steps	To develop and trial engagement strategies and track attendance, progress record of KS3/4 CF patients and engagement scores

PERSONAL DEVELOPMENT – Good

Strengths

Within the hospital schoolroom, every care is given to promoting the personal development and welfare of each pupil. Indicators, including stakeholder feedback, the number of positive pupil contacts, pupil engagement scores and a variety of engagement strategies carefully tailored to pupil need, ensures that pupil's personal development is very good. SMSC and the promotion of British Values is planned and delivered within the curriculum, every opportunity is used to maximize this, as evidenced in the quality of display work of pupil's work around the hospital corridors and on the wards and through the IHS Twitter page (@ipshospesch).

Every opportunity to promote the welfare of pupils, in particular, vulnerable pupils, is maximised. The IHS team are proactive in identifying individual needs of pupils, supporting pupils not just in their education, but emotionally and pastorally; and making referrals accordingly. The Hospital team are central to the promotion of Individual Health Plans (IHPs) county-wide and offer out-reach support and advice to home schools regarding their completion, often coordinating between parents, health professionals and home schools to facilitate these. Furthermore, Medical staff often refer patients to IHS service for observations and to assist them with diagnosis after educational assessment (see referral records).

	<p>Due to the strong culture of Safeguarding within the IHS, pupils trust staff, knowing they can share concerns (the number of Safeguarding disclosures recorded is high). Pupils feel safe in the schoolroom (pupil feedback, disclosure record) and will talk or communicate using other means if necessary (recordings, through writing) about issues that may be worrying them. The Lead Teacher holds daily briefings with TAs and volunteers re pupils; attends weekly Psycho-Social meetings with consultants and medical staff; encourages and facilitates multi-agency links; has regular meetings with HEG).</p> <p>Hospital School staff are confident in managing often challenging disclosures relating to relationships, health and sex and adhere to National Curriculum guidance and RT policies when educating on these issues. PSHE and equality form an integral part of IHS teaching and learning and every opportunity through the curriculum and beyond is exploited to challenge and educate around these topics.</p> <p>Managing pupil welfare is considered a strength of the school. The Hospital School receives a high number of pupils with mental ill health, the Lead Teacher is a trained Mental Health First Aid trainer and uses her expertise daily in the classroom to support, guide and educate both pupils and carers in self-help strategies.</p> <p>Situated in a busy hospital, the Hospital school is perfectly placed to offer opportunity for pupils of all ages to experience the world of work – the hospital school facilitates this on a needs basis and actively promotes tours of the hospital visiting its many different areas (post room; chaplaincy, restaurant and catering, various medical areas; print services; IT etc) through its pupil-centered treasure hunts and fact finding missions. Strong links have been set up by hospital school staff with various hospital teams to promote this.</p>
<p>Actions from previous year:</p> <p>AfD 1: to promote the use of Individual Health Care Plans (IHP) with Home Schools county-wide</p>	<p>Impact of actions:</p> <p>AfD 1: More schools in Suffolk are aware of the IHP, its implementation and how it can be used. Awareness in Suffolk schools and across the NHS Trust is increasing, yet still more work needs to be done here in collaboration with the Paediatric team, clinical psychologist, RT SENCO, RT CEO and links with Oxford Hospital School in-reach programme</p>

Areas for development	AfD 3.1 : to lead the drive and promotion of Mental Health First Aid throughout the Raedwald Trust AfD 3.2 : to continue to promote out-reach support to partner schools across Suffolk eg IHPs, Risk Assessments
Next steps	Train RT staff in Mental Health First Aid following a rolling programme Liaise with OHS and clinical teams from the In-Reach project and other medical practitioners in Suffolk Attendance at NAHE conference and Medical Needs in schools conference

LEADERSHIP AND MANAGEMENT – Good

Strengths	<p>The Lead Teacher is committed to improving the effectiveness of the school. Every opportunity to move the school forward is exploited and networking links have been fruitful in the pursuit of moving the hospital school into an exceptional model. <i>(Evidence: Lead Teacher CPD; National Partnerships offering support and challenge eg Hospital School liaison visits to OHS; Colchester; AIP; LGB minutes; Working on the Wards conference; Medical Needs in Schools project with OHS; OFSTED report and CQC reports)</i>. The Lead Teacher has high expectations of pupil achievement, is committed to raising the quality of teaching, learning and assessment, and ensures pupils are provided with an enriched, bespoke curriculum in line with the National Curriculum objectives and pupil need. <i>(Evidence: Planning File; Lesson Logs; Displays; work scrutinies ,pupil work)</i>. The Lead Teacher models high standards of professionalism and has put systems in place to run the school more efficiently <i>(Evidence: standardised paperwork eg Safeguarding reporting; SchoolPod tracking; schoolroom timetable; IT facilities; reduction of resources/clutter; learning environments; GDPR compliance)</i>. Trustwide new systems for professional development are in place, with termly dates for review set with manageable targets, linked to the Teaching standards and TA standards, these are completed by staff members to raise standards. Within this, the Lead Teacher acts as a CPD mentor for the RT Trust. The Lead Teacher has been proactive in ensuring all staff and volunteers that work at the IHS have received up to date training in both the NHS and Education mandatory training areas. <i>(Evidence: Staff Training file, Meeting minutes file, PMA file)</i>.</p>
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Raedwald Trust and NHS Trust policies are implemented and fully adhered to, with the Lead Teacher requiring all RT staff and volunteers to sign they have read and understood key documents. RT policies are updated, adapted and re-drafted by the Lead teacher to ensure they fully represent and meet the requirements of this very different educational setting – these are scrutinised by Headteacher, Sally Swann and CEO/Trust before being approved.

The Lead Teacher ensures that Safeguarding is effective. Robust procedures are in place at the Ipswich Hospital School; and all processes are compliant with high Trust expectations. The lead teacher is experienced and is fully trained as a T4T Safeguarding trainer, PREVENT lead, Online Safety Lead and Designated Safeguarding Lead. The IHS links with partner agencies are strong and effective, meaning that high level support can be put into place quickly for pupils who are vulnerable and at risk. Excellent liaison takes place with the NHS Safeguarding team and home school DSLs.

IHS staff have been proactive in completing referrals, not just passing information to NHS teams but instigating and making referrals directly (see CAF, MARF, Records of Concern data), attending multi-agency meetings and ensuring planned actions have been completed. (*Evidence: Safeguarding file; Safeguarding spreadsheet; SchoolPod chronologies; CAF minutes; Referral docs*). Safeguarding audit for the RT, (Dec 18) concluded that practice at the IHS was highly effective. Safeguarding monitoring meetings take place between the Headteacher and Lead teacher regularly (at least three weekly) to ensure processes are tight. The Lead teacher as DSL of the Hospital School, is part of the trust central safe guarding group that meet regularly to support and share good practice. Parkside, Lindbergh and Hospital School have formed a strong cross-Trust partnership collaborating with each other as 'Critical Friends': SCR scrutiny, Safeguarding scrutiny meetings, supervision when needed (see sign in sheets, emails confirming findings, minutes)

The Lead teacher ensures that Health and Safety requirements listed in the RT Health and Safety Policy are met eg through the immediate reporting of incidents of compromised fixtures and fittings; entrances and exits being clear of clutter; regular and recorded health and safety checks on the schoolroom premises being undertaken etc. The lead teacher ensures that all HIS staff receive annual fire safety training from the Hospital Trust as a statutory requirement and records are kept of safety checks. Entrance to the wards and schoolroom is through ID badges, a robust sign in and out procedure is used within the schoolroom the Lead teacher ensures all members of staff, volunteers and school visitors wear identity badges throughout their time in the schoolroom and adhere to signing in procedures and infection control. A comprehensive list of staff training is kept by the lead teacher and reported to the RT central team.

Staff mental health is promoted through an open door policy – staff are able to address any concerns with the lead teacher as necessary and supervision is available whenever required, especially after traumatic events such as child death or high profile Safeguarding issues, usually but not exclusively, with Lead teacher. Working relationships between staff at the Hospital School are extremely positive, staff morale is high and staff absence extremely low.

The Hospital School Improvement Plan is written in collaboration with Headteacher, Sally Swann and is updated regularly.

	<p>Links with the local community are good and growing with joint Art projects with other local schools and fundraising events eg the Hospital Fundraising Project linked with Jimmy’s Farm; St Joseph’s Art Project; the Jess Grant Music project. The lead teacher is proactive in continually seeking to raise the profile of the Hospital School within the community eg out-reach support, display work throughout the hospital, painted stones project (see Twitter @ipshospesch)</p>
<p>Actions from previous year:</p> <p>AfD 1: to consolidate role for Lead Teacher to ensure all aspects of the role are fully understood and comply with statutory requirements for Hospital Education Provision and revised Raedwald Trust accountability framework</p> <p>AfD2: fully engage with the trust wide peer challenge and support process through participating in the central Safeguarding Group.</p> <p>AfD 3: to explore further external and trustwide 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</p>	<p>Impact of actions:</p> <p>The lead teacher continues to network locally and nationally to grow as a leader, share and gather good practice for her role; visits to similar hospital provisions; NAHE membership; ACAMH membership have given the opportunity for lead teacher to network with similar provisions and have enabled the lead teacher to access support where necessary. Key DfE documents and legislation pertinent to children with medical needs, is fully understood and the lead teacher ensures the IHS provision complies with statutory requirements, whilst sharing her knowledge with partner and home schools. Under the leadership of the Lead Teacher, Ipswich Hospital has been cited in the CQC report as an ‘exemplar’ and the Hospital Team and volunteers have been nominated for Staff Team of the Year Awards for ESNEFT. OFSTED identified the HS as providing ‘high-quality provision’.</p>
<p>Areas for development</p>	<p>AfD 4.1 : For the Lead teacher to CPD train as mentor for RT Trust</p> <p>AfD 4.2 : Embed a new system of Governance in line with RT reorganisation of leadership and accountability</p>

Next steps	For the Hospital team to complete CPD rag rating and implement new system Link with the Trust to identify the specific committee member for the Hospital School to ensure support and challenge
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QUALITY OF EDUCATION IN EARLY YEARS – Good

Strengths	Pupils from the age of 4 are taught in the schoolroom following a program of structured Topic based learning, adapted and differentiated for each individual’s needs. Learning through play is central to this age groups educational development; links with the Hospital Play specialists are increasingly productive and developing. Staff at IHS have visited other EYFS provisions to share good practice and are fully confident in teaching this age group.
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<p>Actions from previous year:</p> <p>AfD1: All staff to undertake some training within Early Years setting (4-5 year old)</p> <p>AfD2: to ensure TAs are fluent in the teaching of early years Phonics</p> <p>AfD3: to liaise closely with Hospital Play Specialists for support and sharing of expertise</p>	<p>Impact of actions:</p> <p>All staff have undertaken some training within Early Years setting (4-5 year old) on the teaching of phonics and new resources have been purchased to support teaching in this area. TAs are now fluent in the teaching of early years phonics and have an understanding of the EYFS curriculum. Assessment procedures are in place and are being used to support learners. Hospital play specialists continue to share expertise and links here are strong – daily handover happens now with a joint meeting with the play specialist team and Hospital School staff.</p>
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Areas for development	AfD1: to further recording provision for EYFS in Learning Journey type recording with photos etc shared with Home School towards early learning goals
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Next steps	To visit Early Learning settings and link with Education Consultant, Lauren Meadows, to further links with recording towards Learning Journey and ELGs.
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QUALITY OF SIXTH-FORM PROVISION – Good

Strengths	<p>Patients between the ages of 16-19 are admitted to adult wards at Ipswich Hospital. IHS now has a system to locate these pupils and offer support on day 1 of admission. Hospital School staff visit pupils on these wards and leave information to signpost them to the schoolroom on Bergholt Ward or for educational/pastoral support. This has been well received and pupils have been able to complete studies, have support with work and even sit exams within the hospital with the cooperation of their Home School. GCSE revision sessions have been facilitated by Hospital School staff and pupils have been collected from adult wards and escorted to the schoolroom for teaching sessions. Logistically this can sometimes be problematic due to the need for such pupils to remain on their medical wards, however, Hospital school staff are committed to supporting these children and will do all they can to facilitate their learning.</p> <p>Strong links have been set up by hospital school staff with various hospital teams and RT partner academies to promote personal development: including preparation for future education, employment or training, with liaison taking place on a needs basis.</p>
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<p>Actions from previous year:</p> <p>AfD1: to persist with NHS communications in setting up a system to enable alerts for these pupils when admitted</p> <p>AfD2: to liaise closely with RT colleagues to support with long term patients eg collaborative teaching and tapping into colleagues specialisms</p>	<p>Impact of actions:</p> <ol style="list-style-type: none"> 1. The NHS Communications team have enabled Hospital School staff to locate patients aged 16-19 within Ipswich Hospital through a daily report. Pupils within this age range receive information about Hospital Education Provision and are offered tuition; support; Home School/college liaison; resources etc to be able to continue their studies. Pupils sitting GCSEs and A levels have received education/revision sessions at bedside and support via the Hospital School. 2. RT colleagues are on hand to provide collaborative teaching, support and expertise when needed
<p>Areas for development</p>	<p>AfD 6.1: To investigate new technologies that can be used at bedside away from the children's ward to assist with facilitating KS5 teaching and learning</p>
<p>Next steps</p>	<p>Visit other Hospital School provisions to ascertain how KS5 can be best supported using modern technology in this field eg Manchester Hospital schools SMARTboards; Robot pupils</p> <p>Ensure 16+, A level revision resources are up to date and appropriate</p>

OVERALL EFFECTIVENESS – Good

Strengths

During the course of the year, the IHS has been transformed in terms of its culture and effectiveness (*Evidence: Stakeholder feedback; LGB Meeting Notes; HT reports*). Safeguarding is highly effective and is firmly at the forefront of the school (*Evidence: NHS Safeguarding team; Safeguarding training record; Safeguarding File safeguarding audit: NSPCC and Andrew Hall Safeguarding Audit*). Learning is good and continues to improve (*Evidence: Monitoring records*). Planning is personalised, fit for purpose, and linked to the national curriculum (*Evidence: Bespoke lesson plans; Long term/medium term planning*). Pupils make good progress within lessons because next steps in learning is rooted in prior knowledge and skills. (*Evidence: SchoolPod tracking system; monitoring notes; home school liaison notes*). Pupils are offered a wide range of opportunities to develop their knowledge of the outside world, through inspirational activities, cultural events and given many opportunities to feel valued (*Evidence: Planning scrutiny*). Behaviour is outstanding and pupil’s welfare and well-being is central to the school’s ethos. (*Evidence: Schoolroom feedback files; Daily engagement scores on records sheets; Pupil feedback ‘emoji’ forms*). Where individual pupil progress gives cause for concern in terms of progress, and/or welfare, views of all stakeholders are considered, assessed and acted upon. IHS staff are proactive in seeking to meet the needs of these individuals eg instigating multi-agency meetings; timely liaison with schools and partner agencies; appropriate referrals. This is considered a strength of the school. (*Evidence: case studies; NHS staff testimonials; SchoolPod chronology, IHP documentation*)

The Hospital School was inspected in March 2019 alongside Parkside and Lindbergh Academies and the following was pertinent to the school: “Pupils are effectively supported in the hospital provision to learn well. The leader works closely with medical professionals to ensure that all pupils receive high-quality provision between their care and treatment.” (OFSTED report published 14.03.2019)

EVIDENCE TO SUPPORT SUMMARY EVALUATION

Ofsted inspection report:

OFSTED Report - March 2019

CQC report – June 2019

Quality of education:	Monitoring records, observation feedback records, work scrutiny examples; CQC report; Bespoke lesson plans; Long term/medium term planning; SchoolPod tracking system; home school liaison; Display work; Educational pack planning matrix; Curriculum overview by term; coverage of National Days information; Individual Learning Plans; Individual Health Plans; Risk Assessments, pupil feedback file, parent feedback file.
Behaviour and attitudes:	Behaviour observations in schoolroom; parental feedback forms; pupil feedback forms; Learning Plans; SchoolPod; LGB minutes; Head Teacher reports; engagement scores; case studies; NHS staff testimonials; SchoolPod chronology;
Personal development:	SchoolPod Safeguarding Log; SchoolPod Contact Log; Safeguarding disclosures; daily briefing of TAs and volunteers re pupils; weekly Psycho-Social meetings with consultants and medical staff; multi-agency links; regular meetings with HEG. Work experience links – see Twitter @ipshosp sch.
Leadership and management:	Staff Training file, Meeting minutes file, PMA file; Health and Safety file; Head Teacher Reports; NHS Newsletters; CQC report; OFSTED report;
Quality of education in early years (if applicable):	Staff training records; resource banks; play team liaison; play team testimonials; parent and pupil feedback; pupil work scrutiny, home school testimonials
Quality of sixth-form provision (if applicable):	Parent and pupil feedback; pupil work scrutiny, home school testimonials,
Overall effectiveness:	GOOD