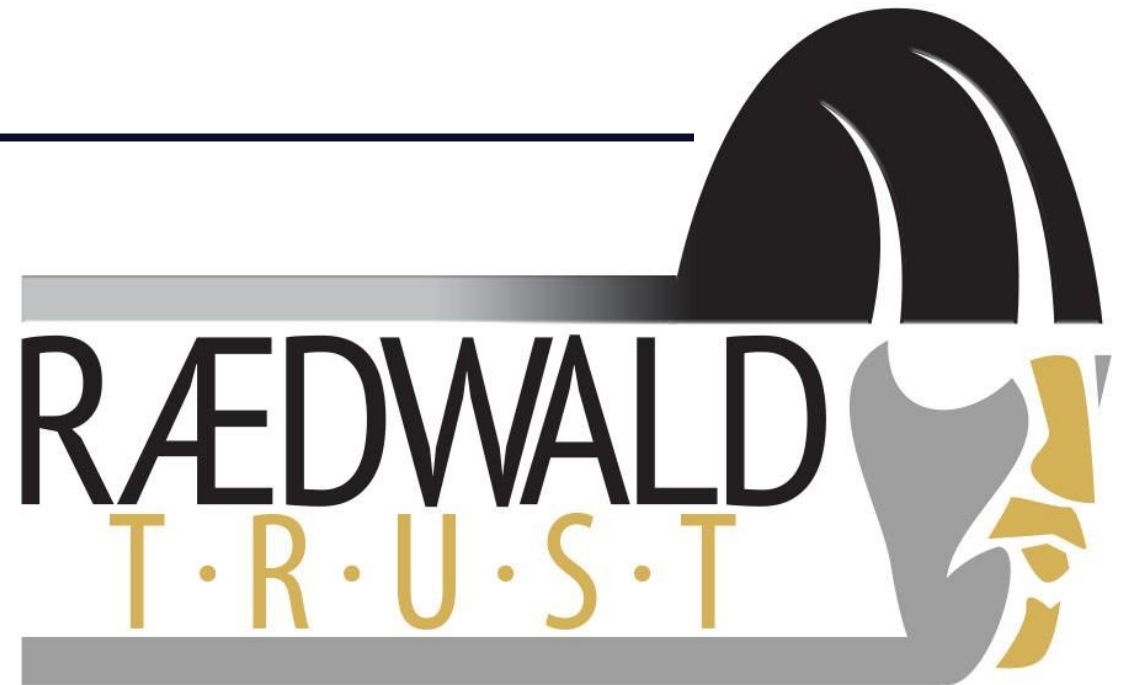

ANNUAL SCHOOL IMPROVEMENT PLAN



SEPTEMBER 2019

Hospital School

1. Academy Priorities, Areas for Development (AFD), Key Performance Indicators (KPI) Summary 2019 – 2020

Priority 1: Enabling inspirational leadership and management

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 1.1	Hospital School to lead the drive and promotion of Mental Health First Aid throughout the Raedwald Trust	<p>Lead teacher to become an accredited trainer for Mental Health England</p> <p>Each RT academy setting within the RT has at least one trained youth mental health first aider</p> <p>KK trained to deliver the one day course for Youth MHFA</p>	<p>7 day course attended by KK to become MHFA trainer. (Jun/Jul/Aug19)</p> <p>Two 2-day courses co-delivered for KK to become accredited (Sep/Oct 19)</p> <p>KK to train one member of staff per RT setting by end of Term 2/6</p> <p>KK to complete training for one day course and 0.5 day course with Mental Health England once accredited.</p>						
AFD 1.3	Embed a new system of Governance in line with RT reorganisation of leadership and accountability	Efficient information sharing and scrutiny takes place regularly ensuring the Academy is self-improving	<p>Previous LGB members to decide whether to remain as part of Raedwald Governance structure</p> <p>Identify members to link to Parkside (Ips HSch)</p> <p>Schedule drawn up to ensure regular and meaningful information sharing, scrutiny and improvements are evident</p>						

Priority 2 Delivering High Quality Learning

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 2.1	Implementation of baseline assessment for long term pupils at admission in KS3 and 4 to ensure target setting is ambitious	System for assessment in place for KS3 and 4 for English and Maths. Targets are achievable, relevant and set appropriate challenge	Collaboration across the RT.						
AFD 2.1	Improving outcomes for SEND and KS5 pupils using new technologies	New technologies to be used at bedside and away from the children's ward, to assist with facilitating KS5 teaching and learning and SEND in particular - have been investigated and trialled	Visit to Manchester Hospital to view new technologies used here Charitable fund set up to fundraise – Susan Le Febvre PR input. Staff training eg Numicon and Clicker 7						
AFD 2.2	To scrutinise the breadth and delivery of the curriculum to ensure alignment with statutory entitlement given the constraints of the hospital setting	Curriculum plans in place, bespoke timetables show alignment with statutory entitlement and include all subjects	Curriculum scrutiny with Lauren Meadows (Oct 2019) Attendance at NAHE conference to share best practice on this issue and adherence to statutory and OFSTED criteria (18/10/19)						
AFD 2.2	To further recording provision for EYFS in Learning Journey type recording with photos etc shared with Home	HS staff contribute to Home School learning journeys sharing work and goals completed whilst pupil has attended HS	Communication with Home Schools eg via Twitter, email, photographs, phone call, written record						

	Schod towards early learning goals								
AFD 2.2	Further engagement strategies to ensure a cultural shift with long term recurring patients who were not used to attending full time education whilst attending hospital eg targeted CF patients	Increased attendance for targeted patients eg those with CF. Staff testimonials highlight cultural shift; pupils make improved educational progress; good liaison with Home Schods who share targets, moderate work and report progress in the agreed areas when targeting gaps.	KKBlink with hospital staff to inform patients re expectation to access education in schod room Ti metable created for all pupils Close liaison with home schods to ensure work is planned and set in cdlaboration with hospital schod Home schod visits to moderate work and assess gaps						

Priority 3: Securing Safe and Energising Learning Environments

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 3.2	Implementation of Health and Safety log within the HS environment and in cdlaboration with ESNEFT staff	Health and Safety is a priority and any issues/concerns are dealt with immediately. Healthy and Safety log available for scrutiny	H&S Log available in schod room Electrical equipment is PAT tested and dates recorded H&S policy for RT is adhered to as far as possible within the constraints of hospital building Staff training (Fire, BLS and Manual Handling) is up to date Meet with Estates Health and Safety Manager to gain access to pdlies to ensure compliance.						

Priority 4: Empowering Supportive, Skilled and Nurturing Staff

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 4.1	For the Lead teacher to train as CPD mentor for RT Trust	For nominated staff to be set appropriate CPD targets to raise standards, improve networks and continuing professional dialogue across the RT.	Watch three training videos. RAG rate own CPD requirements. Meet with CPD reviewers. Ensure own CPD is robust and meticulously RAG rated						
AFD 4.2	For all staff to be trained in Mental Health First Aid	All staff receive training across the RT in Youth Mental Health First Aid Pupils are supported with Mental Health issues. Less admissions to Hospital from RT academies for Mental Health difficulties	Rdling program of staff training from Oct 19 by KK (Hospital School - accredited trainer for Mental Health England) KK to train as a One-day trainer as two-day training course is - often hard to release staff						

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 5.1	To continue to promote outreach support to partner schools across Suffolk Raising awareness and ensuring implementation for IHPs, Risk Assessments	Awareness of IHPs and statutory duty in Suffolk schools is raised Awareness raised across medical teams within Ipswich Hospital. IHPs are widely used in partner	Share with partner schools information regarding IHPs and supporting children with medical conditions in school documentation. Communicate with partner schools via email, phone, visit, meetings,						

		schools and across the RT.	presentations as required. Share information with Medical colleagues through teaching, attending di rics eg chronic fatigue, oncology to highlight I HPS and how they can be used						
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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 Learning and Education Committee

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 RAG rate the each area 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.