



*“Working together to make everything better”*

**An Ofsted “Outstanding” School**

**School Improvement and Development Plan 2022-2024 REVIEW NOVEMBER 23**

Following a review of our provision and practice, including discussions with all stakeholders, we at Wirral Hospitals’ School have agreed that the following aspects are our “non-negotiables”, which we must cherish and strive to maintain under every circumstance:

- Careful balance between academic success and emotional support
- Small class sizes
- Safe, calm environment
- Supportive staff who understand our students’ different needs
- Quality First Teaching
- Flexible and individualised learning plans for students
- The alternatives that we offer – enrichment, mentor time, trips and visits, social activities etc.
- Development of independence and resilience
- Promotion of Social thinking and communication skills

At Wirral Hospitals’ School our primary goal is to prepare students for their next steps in education, be that a return to mainstream education, mainstream post-16 study, apprenticeship or a move to a long-term specialist provision. This goal is at the forefront of everything we do and it, along with the non-negotiables above, underpin all of the School Improvement targets below.

The SIDP will be colour coded in the following way:

Actions and success criteria that are overdue

Actions and success criteria that have been partly met

Actions and success criteria that have been fully met

Progress notes in yellow are updates from November 23

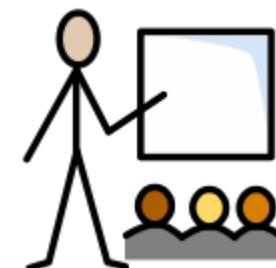
Red notes to be taken out



Rows shaded in light blue represent our commitment as an 'outstanding school' to share our expertise outside of our school walls. This also demonstrates our commitment to responding to requests from other establishments and achieving Quality Awards such as Arts Mark-Platinum, NAS Beacon School amongst others.

Lead member of staff will be highlighted in blue

Supporting members of staff will be highlighted in grey



## 1. The Quality of Education

Academic progress and achievements  
Curriculum - intent and implementation  
Teaching and learning

OBJECTIVE	ACTIONS	LEAD STAFF	RESOURCES	TIME SCALE	SUCCESS CRITERIA	MONITORING AND EVALUATION	PROGRESS
A] To develop the teaching and learning of metacognition and self-reflective learning so that, students recognise the skills they have been taught and can use them in a transferable way.	1. Inset Day for staff Jan 22. 2. Implementation. 3. Highlight transferrable skills in Learning Journey. 4. Review July 23 & Term 1 23/24.	<b>LF / SM</b>  AOP  VC/SL	£2,000 training & implementation  Whole staff meeting time	Sept 23- July 24	1. Staff to fully understand the skills of metacognition and self-reflection.  2. Evidence seen in Teaching & Learning.  3. Evidence seen in student work scrutiny.  4. Shared language of transferable skills between teaching and non-teaching	Staff feedback from the inset day.  Staff feedback on Inset 'review day'.  Whole School QA process.  Evaluation through Teaching and Learning Reports to Governors and stakeholders.	**SM, LF, VC, SL attended training with Paul Main & 'Structural Learning'. After training, review our current approach to metacognition & research via Chartered Teachers we are having training on Cognitive Load Theory which incorporates metacognition and knowledge schema that will not disrupt /replace our already embedded JPC toolkit approaches.  ** Cognitive Load training 21 November 23 with Steve Garner.

					staff and students.		
B] To continue to explore best practice and suitable implementation at JPC for neurodiversity and anxiety-reducing teaching and learning.	<ol style="list-style-type: none"> <li>1. Audit staff skills and use of JPC toolkit.</li> <li>2. Named TAs for specific skills.</li> <li>3. Support staff with both internal and external training.</li> </ol>	SM AOP	ELKLAN Training for new staff  £520 x 4 = £2080	November 22-March 23	<ol style="list-style-type: none"> <li>1.New staff assigned to specific training routes.</li> <li>2.All staff confident in JPC Toolkit approaches.</li> </ol>	<p>Training Feedback.</p> <p>Through performance management targets.</p> <p>Whole school QA process.</p> <p>Evaluation through Teaching and Learning and SENCO Reports to Governors and stakeholders.</p>	<p>■ ELKLAN training too expensive and KG [SALT] is no longer accredited.</p> <p>**KG delivering ELKLAN style and JPC Toolkit training to TAs. Carousel activities to share good practise are planned.</p>
C] To ensure the quality assurance of single-teacher departments and staff teaching second subjects by formalising links with other settings and offering training where required.	<ol style="list-style-type: none"> <li>1. Explore the most suitable schools to link with.</li> <li>2. Set up connections both online and in person.</li> <li>3. Relevant staff to attend meetings, events, networking opportunities.</li> </ol>	SM	Time  Travel costs	2 Years	<ol style="list-style-type: none"> <li>1.All subject leads have a named school and /or establishment and named link.</li> <li>2.Success of QA is reviewed and reflected upon.</li> </ol>	Evidence of peer work has been shared at Departmental meetings and with WLT, Governors and other stakeholders.	<p>■ Some External visits have taken place [SM]</p> <p>■ Some online connections have been made [SSt, RMc, DD]</p> <p>■ Term 3 audit of Staff links and partnership work completed and shared with governors.</p> <p>**Next steps to annually review partnership and link work.</p>
D] To formally review and update our KS3 assessment procedures.	<ol style="list-style-type: none"> <li>1. Plan the process and expectations.</li> </ol>	LF / SM	Inset Day costs	YR1 Review and amend	1.All KS3 assessment criteria reviewed	Inset day feedback.  Review of assessment materials.	■ Inset Days September & January.

	<p>2. Inset Day to complete the review.</p> <p>3. Departmental time to update and re-write assessment criteria.</p> <p>4. QA and peer work to review the new procedures.</p>		Time for staff planning and peer work	YR2 Embed	<p>and amended where necessary.</p> <p>2.KS3 assessment work and reports reflect changes.</p> <p>3.Improved correlation between student monitoring grades and assessment work.</p>	<p>QA of work and monitoring grades</p> <p>Results shared with Governors and stakeholders.</p>	<p>June 23 inset day to focus on AWL.</p> <p>** Departmental work ongoing. First reporting cycle being completed and QA to take place via KS3 work scrutiny in November.</p>
To share our expertise on teaching and learning with other educational establishments and professionals.							

## 2. Behaviour and Attitudes

School environment

Routines and expectations

Attendance and punctuality

Pupil's attitude to learning



OBJECTIVE	ACTIONS	LEAD STAFF	RESOURCES	TIME	SUCCESS CRITERIA	MONITORING AND EVALUATION	PROGRESS
A] To further enhance our knowledge in identifying the bespoke needs of our students.	1. Explore what AFFIT has to offer. 2. Trial with a small cohort. 3. Roll out to house teams if deemed suitable.	AOP / LF	AFFIT Tool  Meeting time	Sept 22- June 23  Focus work July 23- June 24	1. Staff Training is delivered.  2. Evidence of outcomes in Learning Plans and Pupil Passports.	Processes shared with WLT.  Result shared in the SENCO Report to Governors and stakeholders.	** Some students have been trialled. Not yet embedded.
B] To restore attendance in school to pre-pandemic levels.	1. Analyse the attendance data. 2. Meet with FT as appropriate. 3. Implement bespoke action plans.	PA HOL/PH/JMc/Data	Meeting time  Data Manager	July 23  Sept 22 – June 24	1. Intermediate data demonstrates an improvement in attendance.  2. Pre-pandemic attendance figures are achieved by	Processes shared with WLT.  Results shared with Governors and stakeholders.	** Attendance analysis regularly brought to WLT.  ** Term 3 23 PA completed analysis of the progression of p/t students.

					summer term 2024.		
C] To formalize and enhance the use of 'Student voice' and 'Parent voice' at JPC.	<p>1. Create a process for electing a school council.</p> <p>2. Create a process to ensure voices from our whole community are heard.</p> <p>2. Create an effective online process for collecting and collating views.</p>	VC	Meeting Time Data Manager	<p>YR1 Create &amp; Implement</p> <p>YR2 Embed &amp; Review</p>	<p>1.School Council established.</p> <p>2.Regular calendar of feedback produced.</p> <p>3.Feedback collected electronically at all major school events.</p>	<p>Processes shared with WLT.</p> <p>Result shared with WLT, Governors and stakeholders.</p>	<p>** SM attended CPD on student voice via the arts. Resources would be useful for whole school. Arts Council resources have not been produced.</p> <p>**VC launched School council in T3 23. Via staff Inset day presentation and student meetings.</p> <p>**Student voice in other forms was collated Term 3 23.</p> <p>** Student Voice meetings are planned as part of our whole school calendar.</p>



### 3. Personal Development

- Careers information advice and guidance
- Citizenship and awareness of different faiths and diversity
- Extra-curricular and enrichment activities
- Physical and mental health
- Relationships and sex education
- Spiritual, moral, social and cultural development

OBJECTIVE	ACTIONS	LEAD STAFF	RESOURCES	TIME	SUCCESS CRITERIA	MONITORING AND EVALUATION	PROGRESS
A] To broaden the expertise and knowledge in how we support our students make a smooth transition.	1. Organise a parents' working party. 2. Devise transition documents and processes. 3. Plan and deliver staff training.	<b>SM</b> <b>AOP,</b> <b>PH, HOL</b>	Time Edukey training Faye Rafferty - IAG	New processes in place by July 2023  Review 2024	1.Streamlined Process of transition. 2.Increased number of staff involved. 3.Parents co-production in key aspects of CEIAG.	Evaluation through Teaching and Learning and SENCO Reports to Governors and stakeholders.	<b>**</b> Lack of interest in face to face mtg.  Online survey completed and fed back to Staff and Governors March 23.  Action plan in place  <b>**</b> Development of transition documents ongoing.
B] To raise the aspirations of our students through a varied and enriching	1. Review IAG delivery. 2. Review Careers SoW.	<b>SM</b> <b>HOL,</b> <b>AOP</b>	SLA £4,400 per annum-Faye Rafferty IAG	SLA Sept 2022  SoW	1.New SLA with IAG and Annual Careers Development Plan.	Evaluation through Teaching and Learning and Reports to	<b>**</b> SLA agreed & in place.  <b>**</b> Review of SoW ongoing.

careers programme in all years.	3. Increase number of links with HE establishments.			July 2023 Links Dec 2023	2. SoW delivered and review.  3. Links forged resulting in high quality experiences and celebration notice board.	Governors and stakeholders.	** University Trip completed T2 for class of 23 and T1 23 for class of 24.  **Parents Information evening event in Term 1a well attended. Parents evening careers meetings in Term 1b also well attended.
C] To further enhance the offer of 'Learning Beyond the classroom' for all of our students.	1. Plan broad range of activities.  2. Cost and fund activities.  3. Review use of Additional Learning Log.  4. Devise an LBTC resilience scale.	LF TL	Time for planning & reviewing  Outdoor Education Training for TL £600	2 YRs to plan, review & assess	1. Annual plan devised.  2. Broader range of opportunities and increased student uptake.	Evaluation through Additional Learning Log reports to WLT, Governors and stakeholders.	** Activities planned.  **Review of Add'l Learning Log completed.  **LBTC resilience scale devised and in use.  **Implementation in progress.
D] To Review the content and delivery of RSE, Drugs & Alcohol education in all Year Groups.	1. Audit delivery in LFL, Science and other key areas.  2. Seek support where needed from external providers & experts.	PH / SM BM	CPD for Key staff	Review 2023 Delivery 2024	1. To complete audit and review of SoW July 2023.  2. Implementation & delivery of reviewed SoW September 2024.	Evaluation through Teaching and Learning and Reports to Governors and stakeholders.	** Audit started and analysis to be shared.  ** Sessions with partners such as HSIS and Brook planned.  **School has joined the PSHEE

							Association. Thematic planning and resources are being used from this organisation which comply with DFE and are externally quality assured. This planning is contributing to the audit.
To aim that all of our students are travel trained and have experienced a residential trip [or trip beyond the school day]	<ol style="list-style-type: none"> <li>1. Audit student needs.</li> <li>2. Plan appropriate activities.</li> <li>3. Plan consistent delivery model.</li> </ol>	TL	<p>Reliant of seeking external funds</p> <p><i>Seek support from Mersey travel to ensure accessible for all. Pupil premium funding</i></p>		<p>To regularly complete the Additional Learning Log and CEIAG data sheet.</p> <p>Increased number of YR11 Students are travel trained.</p>		** TL started to deliver Travel Training to individual students



#### 4. Leadership and Management

High ambitions

Staff well-being and professional development

Governance

OBJECTIVE	ACTIONS	LEAD STAFF	RESOURCES	TIME	SUCCESS CRITERIA	MONITORING AND EVALUATION	PROGRESS
A] To complete the ARTSMARK process with the aim of gaining Platinum.	1. Attend relevant training. 2. Complete statement of commitment. 3. Develop external partnerships and to follow the guidelines for Arts mark completion.	SM	<i>Admin Fee of £250 paid</i>	2 years May 2024	To Achieve Artsmark Platinum	Evaluation through enrichment Reports to Governors and stakeholders.  <i>External assessment by the Arts Council England</i>	** Training Attended. ** Statement of commitment completed.  ** Development work in process. SM to attend training by new organisers 'Goldsmiths College in November 23.

B] To review our induction process and training of new staff.	1. Re-write the induction booklet. 2. **Trial with new members of staff.	JM	Time to write the booklet and complete trial meetings	Sept 22 – June 23	The communication and induction of new staff is improved.	SLT and Heads of Faculty to complete the trial process and report back to WLT.	<p>Examples trialled with new TA. [SM]</p> <p>** Induction booklet in progress</p>
C] To complete a formal review of the school leadership structure.	1. Review structures in similar establishments. 2. Assess and analyse job descriptions at JPC. 3. Meet with WLT and individual staff.	PA	Time	Sept 23 – June 24	A cost-effective leadership structure is devised and implemented.	Ongoing monitoring and reporting to Governors and stakeholders.	** Not due to start until Sep 23.
D] To ensure the best intervention programme for all students.	1. Work with LF and WLT in the selection of students and tracking of interventions. 2. Train the relevant staff in the +2 scale. 3. Train the relevant staff in the Emotional regulation zones	AOP	Meeting time Time for CPD and making resources	Sept 23- June 24	<p>1. A planned programme that meets the needs of JPC students.</p> <p>2. Students receive interventions that are pre-planned at WLT level.</p> <p>3. The intervention programme is analysed to ensure cost effectiveness.</p> <p>4. Outcomes are shared on pupil passports.</p>	Evaluation and outcomes shared via SENCO Reports to WLT, Governors and stakeholders.	<p>** Tracking completed at WLT mtg.</p> <p>** Staff trained in 2+ scale when relevant.</p> <p>Inset Day T1a on 'Emotional regulation zones led by KG 'SALT'. Term 1b Introduction to whole school via weekly Social Thinking Sessions</p> <p><i>This target will be ongoing as &amp; when</i></p>

							<i>new interventions and new staff join JPC</i>
E] To explore the possibility of Academy Status with other Hospital schools.	<p>1. Inform regional schools commissioner</p> <p>2. Complete SWOT analysis with Governors and staff</p> <p>3. Select the most appropriate MAT and apply</p>	PA	Meeting time		<p>1. Staff and Governor engagement in SWOT analysis.</p> <p>2. All stakeholders agree on the choice of MAT.</p> <p>3. MAT application is submitted.</p>	Regular feedback to all stakeholders.	<p>** SWOT analysis completed.</p> <p>** Governors working party set up.</p> <p>** Preferred MAT option shared with full governors.</p> <p>** RSC informed and application submitted. Awaiting response.</p>
F] Conduct a formal review of the school day to ensure it is optimal for our school, students and families.	<p>1. Consult with all relevant stakeholders.</p> <p>2. Review relevant research, including consultation with medical professionals on impact of changing school day.</p> <p>3. Create options for new/same school day and re-consult with all relevant stakeholders.</p>	PA	Meeting time	Sept 22 – July 23	<p>1. Views gathered from a high proportion of relevant stakeholders, especially students and families.</p> <p>2. Options for 'new' school day delivered to students, with explanation of rationale for each option.</p> <p>3. Decision made in conjunction with</p>	Review to be undertaken in Summer 24 regarding the impact/ benefits/ drawbacks of the selected school day.	<p>** Consultation with staff and governors completed.</p> <p>** Initial consultation with students completed.</p> <p>** Formal consultation is now completed with parents, staff &amp; students. The school day will</p>

					governors and shared with stakeholders.		remain the same with a trial for Friday enrichment in T1 of the next academic year.
To share our expertise on Leadership & Management and whole school approaches to Mental Health with a wide variety of organisations and educational establishments	<p>Develop existing relationships.</p> <p>To join networking opportunities with NAHE.</p> <p>To seek additional partnerships with relevant organisations.</p>				Increased and developed partnership work enhances teaching and learning and positive opportunities for our young people	<p>Student voices and feedback from partners.</p> <p>Evaluation through Reports to WLT, Governors and stakeholders.</p>	

## 'Blue Sky' – Long-term goals as established through consultation process

The following aspects have been identified by students, families, staff and governors as the most appropriate long-term goals in order to provide the very best education and opportunities for all potential JPC students:

- Create a fully operational alternative education group for those students who are not yet able to cope with attending a formal school setting but are ready to progress beyond home education. This group to provide a gateway into JPC for identified students.
- Develop an outreach provision to schools, enhancing support in mainstream schools for students affected by mental health issues and offering whole-school training on mental health.
- Offer activities, events and educational programmes during school holiday time to reduce the anxiety many students feel on returning to school after a holiday.
- Further develop the existing outstanding support for students by enhancing our use of external expertise (i.e. SALT), through the addition of on-site OT, EP, mental health therapist and physical therapist.
- Secure additional funding to allow for an increase in staff, such that sabbaticals and/or additional free time can be allocated to staff to allow for Action Research projects to be undertaken.
- To replace the entire computer system with a 'future proof', easier and more accessible way of working.