



“Working together to make everything better”

An Ofsted “Outstanding” School

Headteacher:	Phillip Arrowsmith
Chair of Governors:	Catherine Dolmor
Date last reviewed:	November 2022
Unique Reference Number:	105139
Local Authority:	Wirral
Type of school:	Hospital School
School category:	State
Age range of students:	11-16
Date of previous inspection:	March 2019
School Address	157 Park Road North Claughton Wirral CH41 0DD
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Website	www.wirralhs.co.uk

Statements in yellow are from the most recent review

SCHOOL SELF EVALUATION SUMMARY – Review November 23

Students' comments and views 2022-23:

*'You have made me feel welcome. I always knew that I could talk to a member of staff I trusted'
You and your wonderful staff have given me my life back, not only my life but my life I can't wait to live!'
Thank you for supporting me at some of my worst times, and pushing me to feel enthusiastic about my future.'
'Thank you for giving me the courage to do something I would never have dreamed of doing, going back into my old school!'
'Thank you for believing in me when I didn't believe in myself.'
'Thanks for the best years of school I could ask for.'*

Parents' comments and views 2022-23:

*In response to Ofsted's online questionnaire, Parent View, 100% agreed that their children are safe in school and 100% would recommend the school to another parent.
Parents appreciate the support they receive and one comment typified many: 'The school has excellent social communication teaching programmes for pupils and parents.'
Typical comments from parents about the school's effectiveness included that it is 'a glimmer of hope' and 'a lifeline'. One parent summarized the views of many others, saying: 'My child is now attending school, participating in physical activities, chess club and singing.'*

Visitors and professional's comments 2022-24:

*'... a very supportive and nurturing environment with a set of staff who are extremely skilled in supporting young people with a wide range of social and emotional needs.' Judith James ECMF
'What a lovely school, I have learnt so much, thank you' Teacher from local school
'Fantastic afternoon, very impressed by all of the business ideas'
'A well organised event, everyone was motivated, interesting and well thought out business plans' Enterprise Week
'When I first visited JPC I received a wonderful welcome... This has been an important project for me. It made me pay attention not only to the needs of learners, and the design and delivery of workshops but also to the holistic needs of the students, and curriculum and project frameworks.' Pauline Rowe -Poet – AIR for the Max Literacy Project
'I am overwhelmed by the quality of the admissions panel process. What an eye-opening experience. I am so impressed with how inclusive you are as a school.' Visiting admissions panel member*

JPC – Summary profile of the school

November 2023

This term's School Development Priorities		External Links (SM)
Area from SIDP	Priority	
The Quality of Education	Teaching and Learning of Metacognition (1.A)	NAHE PA
Behaviours and Attitudes	Improve whole-school attendance (2.B)	Future in Mind PA
Behaviours and Attitudes	Formalize and enhance student and parent voice (2.C)	Supporting Development of Creative curriculums – Various SM
Leadership and Management	Intervention programmes (1.D) Emotional zones (1.3)	
Leadership and Management	Academy conversion – awaiting panel outcome (4.E)	
School Context (PA)	SEND Context (AOP)	Attendance (PA)
Number on roll = 71	C&I = 35; SEMH = 33 Other/phys/sens = 2	Current term so far = 76% Summer term 2023 = 67%
Y11 =30; Y10 =25 ; Y9 =12 ; Y8 =3 ; Y7 =1	EHCP = 21; EHCP in process =5 Yr9-10 Funded places = 5 [2 in process]	2022/23 = 69%; 2021/22 = 64%; 2020/21 = 65%
Boys =17 ; Girls =54 ; Alt. pref. Pronouns = 6	SALT int'n = 4 SALT ass'd = 7 SALT Ass't underway = 10	Stuck cases =0; Part time =0
FSM =28; DP =33 ; CLA = 3	ASC Pathway = 20 ADHD Pathway = 16	
Ethnicity = 93% White British; 3% Asian; 3% Other White; 1% Other Mixed Race EAL;2 students		
Admissions Panels (PA)	Staffing & CPD (SM)	Interventions (LF)
Summer referrals: 28	Teachers: 19	SEMH = 12
Summer admissions: 22	FTE Teachers: 15	Sensory & Physical = 16
Autumn referrals: 25	Teaching Assistants: 12 (+ 2 P/T supply)	Cognition & Learning = 41
Autumn admissions: 17	FTE Teaching Assistants: 9 (+ 1 FTE supply)	Adaptations to Learning = 1
	Other staff: 11	Comm'n & Interaction = 0
	FTE Other staff: 10	Externally sourced = 13
Placements closed: 2	External qualifications: 5 [TBC]	
	External courses: 16	
	Governors training: 0	

<p>KS3 & Y10 Progress Data (LF) awaiting data</p> <p>Working at and above expectations: 33 Causing concern: 15</p> <p>Maths intervention: n/a</p> <p>Literacy intervention: 11</p>	<p>Y11 Progress Data (LF)</p> <p>Working at and above expectations: 23 Causing concern: 7</p> <p>Maths intervention: n/a</p> <p>Literacy intervention: 12</p>
<p>22/23 Y11 Headline data (LF)</p> <p>Overall attainment: Attainment 8: 27.8</p> <p>1 GCSE (9-1) 100% 5 GCSE (9-1) 85% 5 Standard/Good Passes: 4-9: 39% 5-9: 15% 5 Passes Inc. English and Maths: 4-9: 33% 5-9: 9% % achieving the threshold in English and Maths: 4-9:36 % 5-9:12 %</p>	<p>Destinations Data (SM)</p> <p>2023 Students = 34; Providers = 12; NEET = 4</p> <p>2022 Students = 32; Providers = 8; NEET = 2; NEET due to EHCP delays = 2</p> <p>2021 Students = 31; Providers = 6; NEET = 3; NEET due to EHCP delays = 2</p>

Context of the school:

Students are referred to Wirral Hospitals' School primarily because of mental health needs (sometimes combined with physical health needs) which prevent attendance at other local schools. Students arrive as mid-year transfers, frequently joining us part way through a Key Stage having missed a significant period of their education.

Wirral Hospitals' School comprises of two main components:

Arrowe Park Hospital Ward School involves teaching at the bedside on the children's ward (no classroom facility). Most of the students are very short stay. The focus is on identification of issues and enabling continued education. Liaison will take place with the students' main school where appropriate.

Joseph Paxton Campus is the main school base, a small school setting for those who have been medically and/or CAMHS assessed as unable to access mainstream school. The nominal roll caters for up to 80 students at KS3 and KS4. All students have medical needs which most often involve aspects of mental health, e.g. anxiety, depression, self-harm, eating disorders, Chronic Fatigue Syndrome and personality disorders, co-morbid with developmental disorders such as Autistic Spectrum Condition. Provision at JPC is full time and broadly reflects the National Curriculum at KS3 and KS4 to facilitate student transition back into mainstream schools. However, the curriculum is adapted to the specific needs of our students. Throughout their time with us students are dual-rolled with their mainstream school and Wirral Hospitals' School.

In the last Ofsted inspection March 2019 the school continued to be outstanding because:

- The leadership team has maintained the outstanding quality of education.
- The quality of teaching and learning continues to be outstanding.
- Pupils' outcomes continue to be outstanding.
- The curriculum supports pupils' progress across academic, creative and vocational options.
- There is a strong culture of safeguarding in the school. The systems and procedures at Arrowe Park Hospital and Joseph Paxton Campus are robust.
- The schools' systems and procedures work exceptionally well to enable pupils to regulate their own emotions and consequently their behaviour continues to be outstanding.
- The positive ethos and atmosphere contribute considerably to pupils wanting to come to school. Their enjoyment of education is reflected in their excellent attendance.

To endorse our drive for excellence the school has gained a variety of Quality Awards in recent years:

- AcSEED – Whole School well-being Award 2019
- Anti-Bullying Charter
- Artsmark Gold June 2019 – On the journey for Platinum June 2022
- Career Connect Quality Award for Excellence in Careers Education, Information, Advice and Guidance – June 2022
- Eco Award: Green Flag 2022, 2023
- National Autistic Society - Autism Accredited School September 2021

We have also developed our outreach and partnership work:

- CAMHS Accelerator Site (FIM Project)
- Joint Education and SEND Care Steering Group
- ITT lectures on teaching and learning at 3 local universities
- Increase partnership work for ITT SEND placements and SEND placements for mental health nurses and paramedic students.
- National Hospitals' Schools Forum
- NPQH projects with local mainstream and other special schools
- Open Eye Gallery – Artist in residence, Max Reinhart Poetry, links with Kenya
- Teaching and Learning training offered to mainstream schools
- Headteacher is a Governor for Virtual Schools

What does the school need to do to improve further?

The next step identified during the Ofsted inspection in March 2019:

Leaders and those responsible for governance should ensure that:

They continue to work with stakeholders so that pupils with the most complex needs are further supported to move onto the next stage in their education successfully.

What have we achieved since 2019:

Our transition team have 'named' contacts at the FE colleges our students go to.

School trips take the students to the subject departments and meet subject leads.

Representatives from the colleges attend transition meetings with our Assistant SENCO and our families. All staff have participated in the Careers Quality Process and regularly research and present pathways for their subject e.g. 'options booklet'. The NEET team are informed if we have any concerns prior to our students leaving us. This has enabled early intervention and where necessary new placements being found. Significant increase in the number of students leaving with an EHCP. Formal review of transition process has taken place and a new structure is being introduced throughout this academic year.

Autism Accreditation visit and audit completed June 2023

The school is currently accredited Advanced Status. Further onsite visits will take place in the academic year 23-24. With a view that the final visit will take place in October 2024.

Actions and developments run concurrently with our SIDP. For example; Student Voice and Emotional Zones regulation training and delivery throughout school.

1] The Quality of Education

- i) Academic progress and achievements
- ii) Curriculum - intent and implementation
- iii) Teaching and learning



Grade - Outstanding							Location:	Person Responsible:
Evidence that supports this judgement								
i)The 3 year trend for GCSE results, compared with our national comparators is listed below, where available:							Exam Reports Prisum Data Progress analysis	LF
	2019 JPC GCSE Results:	2019 Nat HS and PRUs GCSE Results	2022 JPC GCSE Results:	2022 Nat HS and PRUs GCSE Results	2023 JPC GCSE Results:	2023 Nat HS and PRUs GCSE Results		
% pupils entered for a GCSE	100%	62.1%	97%	57.2%	100%			
Ave Attainment 8 Score/Pupil	15.6	6.8	27.4	6.2	27.8			
1 GCSE 1-9 any subject	100%	58.1%	94%	50.9%	100%			
% achieving the threshold Eng and Math	4-9: 12.5%	4-9: 4.5%	4-9: 45%	4-9: 5.2%	4-9: 36%			
	5-9: 6.3%	5-9: 1.6%	5-9: 19%	5-9: 2%	5-9: 12%			
GCSE Grade 1-9 English	100%		96%		97%			
GCSE Grade 1-9 Maths	100%		96%		94%			
GCSE Grade 1-9 Combined Science	81%		93%		94%			
GCSE Grade 1-9 Food & Nutrition	100%		100%		100%			
GCSE Grade 1-9 Business Studies	100%		100%		100%			
GCSE Grade 1-9 Art	100%		93%		100%			
GCSE Grade 1-9	N/A		N/A		100%			

Photography								
GCSE Grade 1-9 Music	100%		100%		100%			
BTEC Level 1/2 Animal Care	100%		88%		100%			
BTEC Level 1/2 Health & Social Care	N/A		N/A		100%			
BTEC Level 1/2 Principles of Applied Science	85%		88%		100%			
Sports Leaders Award	100%		100%		100%			
A large team of invigilators ensures the best possible environment for exams for all students. Students are allocated individual invigilators wherever possible and meetings are arranged prior to the exam season. In addition, the school has in a CLARO read programme, ensuring students get full access to support for their English GCSE exams.							Exams File Access arr.	RMc PH
Excellent outcomes from the exam's inspector feedback: 'wide use of arrangements to enable individualised arrangements to suit varied needs of your students and enable their access to assessment procedures.'							Exams File Access arr.	RMc PH
New literacy programme, focusing on inference, has been positively received and more closely matches the needs of our students. We are developing a new 'Literacy and Reading' strategy. This will include investing in new testing procedures and a specialist teacher to support the delivery of the interventions and reading across the curriculum.							Lit File	JAH/AR
Impact of SALT on progress and outcomes is extremely positive and shows that our work has improved access to learning and student progress. Due to the success of the SALT interventions and impact on life-long learning for our students, we will be investing in increasing the time our SALT can work with us for the academic year 23-24.							SALT reports EDUKEY	AOP
The school's curriculum has developed and increased in both breadth and depth. It has a positive impact on student attendance and motivation.							Curric. File	SM
A curriculum review took place in Term 3 2022. The new curriculum policy has been co-produced by the whole staff. This initial work will feed into further subject specific curriculum statements and reviews as part of our new SIDP.							Curric. File	SM
The option process is reviewed and analysed every academic year. The pupil voice in both 2019 and 2020 indicated requests for Health and Social Care. Less students were opting for Separate Science. To respond to this and LLMI we have altered our options to include H&S, a new AQA Food and Nutrition GCSE and 2 Art options –one to focus on photography. The re-introduction of a Performing Arts GCSE in September 2022 has encouraged us to change from music to the multi-disciplinary of Performing Arts. This is also due to dropping numbers for music GCSE.							Options File	SM
The Senior Leadership Team focuses relentlessly on improving teaching and learning and providing high quality CPD.							CPD File	SM
There is a rigorous quality assurance process including lesson observations, learning walks, book scrutiny, and student voice. This also includes annual Peer Work Scrutiny and Peer learning Walks,							T+L Scrutiny File	SM
Shared lesson observations with middle leaders ensure standardisation at all levels.							T+L Scrutiny File	SM

Personalised programmes of support used as and when required, based on evidence from QA process and linked to teacher's standards.	Appraisal File	SM
A JPC teaching toolkit has been devised. This include strategies from a wide variety of training staff have participated in. It is a peer led development. This include work using word webs, use of and understanding students' comprehensions levels and use of mind maps.	T+L Toolkit File	SM
The standard of teaching and learning was externally assessed by NAS as excellent, advanced status has been awarded.	SENCO	AOP
Both teaching and non-teaching staff have benefited from the enhanced CPD offered via Social Thinking and the Elklan course and Social Thinking Strategies taught by our SALT.	CPD File	SM
Assessments of student progress are checked against national standards and used when judging the quality of teaching and learning.	Progress File	LF
AWL curriculum is currently being re-designed to ensure that assessments provide valid and reliable data, focusing on what students can and can't do, rather than what grade they have achieved. This will also include the ability to baseline our students. This is a whole-school activity and forms part of our SIDP.	AWL & Progress File	LF
Teaching, learning and assessment is individualised to our students' mental health and SEN needs.	AWL. Dept. Files	HoF LF
The 'Resilience Scale' is a system that looks at resilience and allows us to capture 'soft' data on our students' wellbeing and track those that require additional interventions. This scale has been reviewed in Term 3 2022 by a working party of staff from across the school. The aim is to reflect the varied way students may attend lessons and also our 'learning beyond the classroom' curriculum.	T+L Toolkit File	SM
Teachers and teaching assistants work closely together through the use of dedicated joint planning time at the start and end of each school day. TA's now have a new learning hub positioned by the SENCo office.	SENCO	AOP
No significant gaps between cohorts, showing that teaching, learning and assessment is accessible for all.	Exam reports	LF
Parents Evenings: A Parent's day was held at the start of the September term 2021. This was very successful and after consultation with parents will become part of our programme of Parent's Evenings. The new schedule will commence in September 2022. We again held a successful event.	Parental Engagement Spreadsheet	LF / SM
'Beyond outstanding' What makes us unique: <ul style="list-style-type: none"> Breadth of our curriculum, number of qualifications students can access. Use of specialist teaching techniques delivered via our JPC toolkit. Commitment to individualised teaching and learning and support. 		



2] BEHAVIOUR AND ATTITUDES

- i) Attendance and punctuality
- ii) Pupil's attitude to learning
- iii) Routines and expectations
- iv) School environment

Grade - Outstanding		
Evidence that supports this judgement	Location:	Person Responsible:
From the outset, students and parents are made aware of, and agree to, the principles that underpin the ethos of the school.	Induction Pack	HoH / SJ
Students' progress from being socially isolated to feeling they are part of the community and are able to participate in a wide range of school community activities.	Add LL Case studies	SM HOL / PH
Incidents of poor behaviour are rare and all are dealt with appropriately and sensitively. Ofsted 2019 'The school's systems and procedures work exceptionally well to enable pupils to regulate their own emotions and consequently their behaviour continues to be outstanding.'	HOH Files	HOL / PH
Just 1 fixed term [2 days] and no permanent exclusions in the last 5 years.	HOH Files	HOL / PH
Student engagement is high and this can be seen in students' behaviour and the pride that they take in their work.	Ofsted '19	
Attendance figures, although lower than mainstream schools, are significantly better than our national comparators, especially in terms of the improvements in attendance. Whole-school attendance is in line with other local special schools.	Att. Files	PA / MB
<p>Parent surveys show that the school provides a positive, enriching and welcoming environment.</p> <p>Key data from the last Ofsted review includes:</p> <ul style="list-style-type: none"> 100% agreed that their child is happy at WHS. 100% say their child feels safe. 100% say the school is well led and managed. 100% strongly agree that moving to WHS has been a positive experience for their child. <p>Yr 11 parents were surveyed regarding CEIAG in March 23. Of the parents who replied, 80% were highly satisfied with what the school offer. An action plan is in place for future communication with parents. Yr7-10 parents were surveyed in July 23 regarding their understanding of careers education, plans are in place to further inform and signpost parents to ways in which they can support their child with regards to future choices.</p> <p>Parents were surveyed in April 23 regarding the school day. Overall feedback showed that parents are happy with the current school day and wish for it to remain the same.</p>	Parent voice	PA / SM
Student surveys show that almost all current students (all bar 2) state that they are happier, enjoy school more, are well	Pupil Voice	VC

supported, and well taught and making better progress at JPC than in their previous school. All students said that they know how to stay safe online – which backs up our own evidence of dramatically reduced incidents from our eSafe monitoring system. Students were surveyed in April 23 regarding the school day. Students were happy with the school day but did ask for an additional enrichment session on a Friday. This will be trialled in the next academic year 23-24. The Friday enrichment was trialled for a half term. Due to the lack of participation we have resumed our Mon-Thurs offer.	files	
Systems are in place to support students who find accessing lessons difficult. This support includes reduced, alternative or flexible timetables endorsed by medical consultants; 1:1 mentor time; family support; quiet time.	HOH Files	HOL / PH
'Beyond outstanding' What makes us unique: <ul style="list-style-type: none"> • Commitment to low arousal environment. • Commitment to improving the school environment. 		

3] PERSONAL DEVELOPMENT

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



Grade - Outstanding		
Evidence that supports this judgement	Location:	Person Responsible:

Destinations for our students are wide and varied, our 'September Guarantee' NEET proportion is lower than the national average.	CEIAG Files	HOL
Fully embedded enterprise and WRL programme.	CEIAG Files	HOL
Annual Enterprise Week	Exemplar materials	SM
SLA with Career Connect for 1:1 Interviews and classroom-based activities	CEIAG Files	HOL
100% in 8/8 areas on Gatsby Benchmark achieved. We regularly meet with the enterprise coordinator from the Liverpool Career Hub to help quality assure our work.	CEIAG Files	HOL
In the process of renewing the CEIAG quality award and a middle leader has trained as a CEIAG lead.	CEIAG Files	HOL
All students have individualised transition support in Year 11. Ass. SENCO communicates with the additional learning support teams at all post-16 provisions. Transition EHCP is applied for all those with additional needs [Class of 2023 : EHCP applied for = 25; EHCPs in place = 7; Learning Plans = 2; Total = 34 students]	Edukey	AOP/PH
The curriculum is broad and varied, has been designed around the needs of our students, and is under constant review. Pathways within JPC are chosen based on likely future destinations and are designed entirely around ensuring the broadest possible range of choices for post-16 study. The needs of the students are central to this, even if it results in us achieving less with them in the short-term.	Curric. File CEIAG Files	SM HOL
Rolling Programme for RE which includes trips and visitors to school.	Dept. Files LFL	SM
Students are encouraged to understand and celebrate their own and others' individuality.	Dept. Files LFL	PH / HOL
There have been 2 alcohol or proven drug related incidents within school in the last 5 years.	Safeguarding	JMc
Student opinions are constantly sought and help to inform all aspects of school life. For example, when seeking funding, students help to choose resources and activities and provide activity feedback for events such as 'enterprise week' to help shape the nature of future events. We also gather feedback from trips and visits, which helps to inform our future planning. In addition, at Options time in Y9, students provide views on the subjects they would like to study, which helps to inform both our offer and our final option blocks.	Pupil Voice Files Activity and trips files	VC SM / TL
Feedback from the recent ASC Accreditation visit states "The school's work to meet the individual needs of pupils and families goes above and beyond usual expectations."	SENCO	AOP
Transition within school is carefully managed to reduce anxiety and ensure the best chance of all students progressing smoothly into their new Key Stage / Year Group, including the use of visual plans.	HOH Files	HOL / PH
There is an extensive range of enrichment and extra-curricular opportunities including: D of E type activities, cycling, cultural residential trips and many more, including a formal international schools link. The vast majority of students participate and gain in confidence, social skills, friendships and many aspects of wellbeing.	Extra Curricular Add. L.L.	HM SM
Students have enhanced opportunities to explore British values and Citizenship, both through whole-school events, such as mock elections, and through the LFL programme.	Dept. Files LFL	PH / BM
Students are encouraged to understand and celebrate their own and others' individuality.	Dept File LFL SMSC	SM & Mentors
Diversity and inclusion is very important in our school as students seek to find their own 'voice' and recognition of individuality is often part of the healing mental health process. Evidence of this work can be seen in our Learning for Life Curriculum and Assembly Themes.	LFL Curriculum Assembly Themes	SM / PH

Students have taken a leading role in LA wide youth participation events.	Good News	SJ
The vast majority of our students have an excellent attitude to learning and really want to catch up on missed education, they have a thirst for knowledge and love of learning despite their ill-health (for some, school and education is a low priority during this part of their life).	Pupil Voice Pupil Progress PM file	VC / BM LF SM
Student behaviour inside and outside lessons is outstanding. Due to their co-morbid mental health issues, some students at times exhibit challenging behaviour when they are emotionally distressed, but are supported so that they can return to lessons.	EDuKEY	AOP
There is a very positive climate for learning within the school.	Ofsted '19	
Students are fully aware of different forms of bullying and actively try to prevent it from occurring. Incidents where students fall out (often between students with ASC or Social and Communication issues) are dealt with quickly. Students helped to co-write the new Anti-bullying policy.	Dept. Files	HOL / PH / JMc
Students feel safe at school and are taught how to keep themselves safe. As a Hospital School we have a number of young people who self-harm. These young people are supported and the majority learn alternative strategies or their health improves and their self-harming reduces.	HOH Files	
'Beyond outstanding' What makes us unique: <ul style="list-style-type: none"> Breadth and depth in our Learning for Life curriculum. Commitment to giving 'real life' experiences. 		



4. Leadership and Management

- i) High ambitions
- ii) Governance
- iii) Pupil Premium
- iv) Safeguarding
- v) Staff well-being and professional development

Grade - Outstanding		
Evidence that supports this judgement	Location:	Person Responsible:
'You and your leadership team are ambitious in your planning and know what you want to achieve to improve the quality of education for your pupils.'	Ofsted '19	PA

Leadership development opportunities have improved at all levels, including a significant improvement in leadership at middle leader's level under the new SLT and WLT and opportunities for Nationally recognised CPD, i.e. NPQSL. Two members of staff have completed post-grad training as SENCO.	CPD file, WLT minutes	SM / SJ
Collaboration with, and training for, other schools and national conferences.	LA/School communication file.	PA/ SJ
Strong, varied Governing body who both support and challenge at all levels.	Govs skill audit, Govs minutes.	SJ /JMc
Close links between governors and school, allocating links according to skills and experience.	Gov body structure, govs minutes.	SJ
Governors are actively involved in evaluating the school's performance and stringently hold senior leaders to account for all aspects of the school's performance.	Gov. Mins	SJ
Challenging targets set for staff PM, linked to SIDP.	Appraisal File	SM
Robust pay progression system, linked to PM targets.	Appraisal file and Govs mins	SM / SJ
A strategic PP plan ensures interventions address the key in-school and out-of-school barriers faced by our DP.	Student Progress file	LF
Analysis of PP spend ensures best value for money and appropriate and timely interventions, where required.	PP FILE	LF
Rigorous recruitment strategy, ensuring that all candidates are observed teaching and/or interacting with students.	Recruitment files.	SJ/JMc
All staff and governors are DBS checked.	Single Central Register	SJ
All staff are level 1 safeguarding children trained.	CPD file. Safeguarding File	SM / SJ
All staff, governors, visitors and volunteers have read appropriate sections of 'Keeping Children Safe in Education'.	Staff Safeguarding Update files	SJ
There is a robust induction process for all new staff.	Induction file	SJ
The Designated Safeguarding Officer, Headteacher and the Deputy Headteacher are level 2 safeguarding children trained.	CPD file. Safeguarding	SM / SJ / JMc

	File	
The number of incidents and/or accidents, including e-safety concerns is very low. The school purchases the highest quality e-safety package available to monitor students' online activities.	Safeguarding	JMc/PA
Additional investment in internal expertise, e.g. LBTC coordinator, specialist music TA, has ensured a further improvement in our intervention, support and enrichment offer for students.	School structure	PA
Appropriate investment in external expertise, e.g. SALT, OT specialising in attachment disorder, has further enhanced the support available to staff and students.	Finance File	JMc
Staff are fully supported with a wide range of whole-school and individual training, both online and in-person. Our approach to CPD is fluid and is adapted in response to the needs of our staff, cohort and/or specific individual students.	CPD File	SM
Peer-led training and external visits to other settings is encouraged.	CPD File	SM
Well-being time allocated as part of whole school meetings schedule and other opportunities.	Meetings & Calendar	SM
'Beyond outstanding' What makes us unique: <ul style="list-style-type: none"> • Commitment to continual improvement. • ITT training for local universities. • Headteacher collaboration on local strategic improvement boards, e.g. Future in Mind. • Outward looking in supporting other schools and organisations, e.g. free training on our social thinking programme for local SENCOs. 		

Abbreviations

ASC	Autistic Spectrum Condition
AWL	Assessment Without Levels
CAMHS	Child Adolescent Mental Health Service
CEIAG	Careers Education Information Advice Guidance
CPD	Continued Professional Development
DBS	Disclosure and Barring Service
DP	Disadvantaged Pupils
EHCP	Education and Health Care Plan
HOH	Head of House
HS & PRUs	Hospital Schools and Pupil Referral Units
ICT	Information Communication Technology
JPC	Joseph Paxton Campus
KS3	Key Stage 3
KS4	Key Stage 4
LA	Local Authority
LFL	Learning For Life curriculum
NAS	National Autistic Society
NEET	(Students) Not In Education, Employment or Training
PM	Performance Management
PP/PPG	Pupil Premium/ Pupil Premium Grant
QA	Quality Assurance
SALT	Speech and Language Therapist
SEN	Special Educational Needs
SEMH	Social, Emotional and Mental Health
SIDP	School Improvement Development Plan
SLT	Senior Leadership Team
SMSC,Cz	Spiritual, Moral, Social, Cultural, Citizenship
TA	Teaching Assistant
WHS	Wirral Hospitals' School
WLT	Wider Leadership Team