

Hospital and Outreach Education: Team Improvement Plan evaluation 2020-2021

‘Together we can’

Our curriculum intent: ‘To provide access to personalised education and lifelong learning for pupils and young people with medical and mental health needs, accepting the whole child and providing hope to them and their family for an optimistic future, enabling them to make progress and achieve their full potential.’

Our values: Resilience, respect, compassion. co-operation, hope, honesty and trust.

Strategic initiatives

1. Teaching, learning and assessment (quality of education)	2. Behaviour and attitudes	3. Personal development,	4. Leadership and management
<ul style="list-style-type: none"> ● To develop a blended learning approach across the settings ● Further develop the use of telepresence solutions to support inclusion of pupils with medical needs in school ● To implement catch up learning programmes for identified pupils 	<ul style="list-style-type: none"> ● To embed the values curriculum across the trust 	<ul style="list-style-type: none"> ● To develop our resources and strategies to prepare our pupils for transitions to include specific support programmes for pupils and parents during the pandemic 	<ul style="list-style-type: none"> ● To continue to improve the rigour of the new governing body ● To develop the ‘Coaching culture’ ● To develop collaborative working practices across the academy trust ● To collaborate with the LA in developing support for local schools

Not started	Behind schedule	In process and on track	Completed

	Action/action plan link	Intended impact on teaching, learning and pupil outcomes Success criteria <i>What difference will it make?</i>	Lead & staff involved	Start/finish	Monitoring, evaluation and training evidence	RAG rating
1.1	To develop a blended learning approach across the settings	All teaching staff are able to use a blended learning approach to delivering teaching and to support learning through the use of the applications in G-Suite for Education. Improved pupil outcomes as they will be able to access lessons from home if they are too unwell to attend the centres, in the case of another lockdown and from hospital, if we are unable to go in for face to face lessons. <i>Pupils will have continuity of learning through a blended approach</i> <i>Improved pupil outcomes as they will have access to live lessons at all times.</i> <i>Teaching staff able to support pupils more effectively remotely and see a reduction in their workloads</i>	CK Blended learning team All staff	July 20 - July 21	Ongoing training programme from Partnership Learning (monthly sessions for direct teaching and 2 weekly 'drop in' sessions Monitoring during online lessons Feedback from pupils and parents Mins of blended learning group Blended learning strategy document Evidence of purchase of new equipment to support the training and development. Self reporting from staff	
1.2.	To further develop the use of telepresence solutions to support inclusion of pupils	pupils who are unable to attend school for medical/mental health reasons, can remain connected and engaged with their home schools	CK, BH LoLs	Sept 20 - July 21	Number of AV1s in use. Data collection on pupil progress and connectivity to school through ImpactEd	

	with medical needs in school	through the use of a telepresence robot. Pupils will be able to keep up with their homeschool curriculum and remain connected to their peers. <i>Transition back to school following periods of illness will be quicker and more successful.</i> <i>Saving to HOE of tuition costs</i>			Case study interviews with schools, families and pupils Training sessions for schools who are using AV1 Linking schools together to form a network of users. Research articles Reintegration/transition data	
1.3	To implement catch up learning programmes for identified pupils	Pupils who have fallen behind significantly due to the C19 situation and being unable to access any learning can access additional, individual catch up learning programmes to support their engagement and progress. <i>Pupils will be able to 'fill the gaps' in the learning they have missed and catch up with their peers</i>	All staff	Sept 20 - June 21	Data on progress from baseline Specific assessments related to catch up learning programmes Mins of subject meetings Lesson observations Feedback from pupils, teachers, home schools and parents	
2.1	To embed the values curriculum across the trust	Values based education is shared with CTLC in order to ensure that they share the same values that underpin the work of the trust. HOE staff to embed values in their everyday interactions with pupils and in their lessons. Pupils experience the same values based education across trust settings.	Values team CTLC staff	Sept 20 - July 21	Further evidence of embedding values with the everyday work of HOE Mins of meetings of values team with their counterparts at CTLC CTLC progress towards VbE mark	

3.1	To develop our resources and strategies to prepare our pupils for transitions including specific support programmes for pupils and parents during the pandemic	<p>Pupils are appropriately prepared and supported to transition out of HOE support either onto college/other post 16 provision or back to school. Parents also have a bank of strategies that they can utilise to support their child. Pupils and their parents who are anxious about attending during the pandemic are provided with support and guidance to enable them to come into the centres.</p> <p><i>Improvement in transition rates and sustainability of future placements.</i> <i>Improvement in attendance for all pupils</i> <i>Improvement in parents confidence levels</i></p>	All staff SJ FLWs for parents work	Sept 20 - July 21	<p>Reintegration and transition rates</p> <p>Feedback from pupils, parents and home schools</p> <p>Further protective behaviour training</p> <p>Mins of FLW meetings</p>	
3.2	<p>To develop the use of individual healthcare plans for all pupils referred to HOE support</p> <ul style="list-style-type: none"> - reviewed as part of 6 weekly review - to be completed at initial visit 	<p>Individual Healthcare plans will be prepared for all students HOE supports and discussed in student reviews to ensure that we are preparing all students appropriately for the next stage of their education journey according to their individual needs.</p> <p>All staff will be aware of these and will support these strategies with the</p>	All staff	Sept 20 and ongoing	<p>Individual healthcare plans.</p> <p>School feedback</p> <p>Pupil feedback</p> <p>Feedback from pupils and schools</p>	

		<p>students to ensure that we can meet their needs as fully as possible</p> <p><i>Students will have improved support and smoother transition into their transition placements</i></p>				
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4.1	To continue to develop the rigour of the local advisory body in holding the academy to account and understanding their role in leadership of the academy.	<p>To support local advisory board members develop their skills in holding the head and HOE to account. To recruit new board members who can support leader in the monitoring of teaching and learning</p> <p><i>Local advisory board members have a greater awareness of the effectiveness of HOE and are able to support and challenge.</i></p>	CK & LAB Poss NLG	Sept 20 - March 21	<p>Local advisory board development plan Board development activities New local advisory board member induction pack Feedback from Governors Minutes of meetings</p>	
4.2	To develop the coaching approach to improving standards of teaching and learning	<p>To develop the skills of the trained coaches through mentoring and feedback To support staff in accessing coaching to use a 'coaching approach' in performance management and lesson observations.</p> <p><i>Staff have external support to develop their own skills in a more collaborative way, rather than 'top down'.</i></p>	MB, CC, LL, SH All PM reviewers CK, BH	Sept 20 - July 2021	<p>Number of people signed up to participate Session feedback from Lesley (external mentor) Notes from coaching group meetings Staff feedback Blue Sky information</p>	
4.3	To investigate collaborative team improvement strategies	To develop ideas for how to collaborate across the trust through	CK, FJ	Sept 20 - July 21	<p>5 year improvement plan Notes from subject meetings</p>	

	<p>through cross academy working</p>	<ul style="list-style-type: none"> ● subjects areas ● head teacher group ● role specific groups ● blended learning group ● business staff group <p>in order to provide peer support and challenge and to support financial processes and procedures across the trust</p> <p><i>Improvement in standards of teaching and learning and consequently improved outcomes across the trust</i></p> <p><i>Improved value for money and efficiency of the use of funds</i></p>	<p>All staff at NHOE & CTLC</p>		<p>Notes from head teachers meetings and peer reviews</p> <p>Notes from SBM meetings and feedback to trustees from CFO.</p>	
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4.4	<p>To collaborate with the local authority to support the SEMH and SEND reviews to include the offer of support and training for schools locally and other setting nationally through</p> <ul style="list-style-type: none"> - Medical Needs in Schools pilot - NAHE work - support pack for schools - participation in a LA hard to place panel - QNIC accreditation 	<p>To support the LA in the delivery of the SEMH pathways and early intervention and prevention programmes. Pilot of MNIS project and approach as part of this work Practice and strategies are shared with similar providers in other counties/areas for students with medical needs to develop further excellence nationally as well as within HOE.</p> <p><i>Improve practice of local schools in supporting pupils with medical and mental health needs. Possible impact nationally. Pupils & young people are enabled to continue their education in school without the direct use of HOE.</i></p> <p><i>Quality assurance of inpatient teaching through QNIC accreditation.</i></p>	BH CK LA (for QNIC) All staff	Sept 20 - July 21	<p>Mins of meetings with LA Notes from hard to place panels Feedback from training Feedback from schools Advice and guidance records QNIC accreditation Feedback from national colleagues Resources on NAHE website for members</p>	
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