



*“Working together to make everything better”*

**An Ofsted “Outstanding” School**

**School Improvement and Development Plan 2024-2026**

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.



## 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
<b>i]</b> To improve the current and long term academic outcomes of our cohort through teaching and learning strategies that explore cognitive load and metacognition.	<b>a</b> Develop knowledge schemas and other teaching and learning strategies. <b>b</b> Develop knowledge and strategies for retrieval.	SM & HoFs	Inset time [29 Jan 2025] and staff meetings	Yr 1 Training and publishing learning narratives Yr 2 Embed	All teaching and support staff will be able to plan and deliver teaching and learning using new techniques. The JPc toolkit will be amended.	Yr1 & 2 Feedback from inset and Professional Learning Community Groups. Yr2 Focus for Learning Walks and Lesson observations. Evaluation through Teaching and Learning Reports to Governors and stakeholders.	
<b>ii]</b> To develop the language of our students through literacy, oracy and creative writing - with particular focus on strategies for neurodivergent young people.	<b>a</b> Seek funding for a creative writer as a Artist in Residence (AIR) <b>b</b> Create opportunities for creative learning with language, to include cross	SM/LF & HoFs	Inset time and staff meetings	Yr 1 Research & Bid Yr 2 AIR  Yr1 & Yr 2 Summer Showcase	<b>a</b> Yr 1 successful funding bid. Yr2 AIR regularly in school <b>b</b> evidence of activities across the 2 years <b>c</b> A broader selection of our school community and their talents are showcased to our community and stakeholders.	Action <b>a</b> will be dependent on a successful bid. Evidence of activities shared on the school website and on display. Evaluation through Headteacher and Enrichment Reports to	

	curricular activities. <b>c</b> Whole school Summer Showcase to share the outcomes of the student's work.					Governors and stakeholders.	
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**Blue Sky**  
 Recruitment of a maths specialist to deliver Maths intervention.

## 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
<b>i]</b> To develop a school wide 'trauma informed' approach.	<b>a</b> Yr 1 Research completed through professional development groups. <b>b</b> Yr 2 Formally launch a whole-school initiative to become a Trauma Informed School.	LF/JMc	Use of AFIT Tool Staff training Educare	Yr 1 Supporting staff with individual training needs. Yr 2 whole school training & establishing trauma-informed practices.	All support staff have completed ACES and other appropriate training on Educare and other platforms / resources. All staff have received training on a 'trauma informed approach' and how it affects teaching and learning. JPC Toolkit to be amended.	CPD opportunities shared and completion reviewed. Examples of good practice to be disseminated to peers. Evaluation through Teaching and Learning Reports to Governors and stakeholders.	
<b>ii]</b> To close the gap between advantaged and disadvantaged students.	<b>a</b> To review transport and other ways of improving attendance and punctuality. <b>b</b> To develop peer relationships through vertical forms and student voice activities.	LF/JMc	Mini bus drivers		<b>a</b> Attendance and punctuality of our disadvantaged students will have improved. <b>b</b> Positive relationships will be built through activities and more students able to fully participate in these type of activities.	Termly reviews of punctuality and attendance. Feedback from students and families. Evidence reported to Governors and stakeholders.	
<b>iii]</b> To review how we store and share information about	<b>a</b> Audit / Review SIMS, 'google sheets', Edukey and all other systems we use	LF / WLT	Meeting time	Yr 1 Review Yr 2 Embed	Systems and procedures in school will be updated successfully and working efficiently.	<b>a</b> Visual flow chart of student information produced. 'who, what & where'	

individual students.	to collate and share information about students. <b>b</b> Audit / review how meeting times are used to dissemination information about students.							<b>b</b> Complete review of SIMs and other Management Information Systems. Staff will receive training on any new or updated systems	
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**Blue Sky**  
School mini bus and drivers to support day to day attendance and facilitating school trips.  
Seek funding for an outdoor classroom and expand our secure sensory garden area.

### 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
<b>i]</b> To develop the LFL curriculum and review schemes of work and the qualifications we deliver.	<b>a</b> Review KS4 curriculum and WJEC Entry Level 3 qualification. <b>b</b> Upskill staff to deliver new qualifications and schemes of work. <b>c</b> Review KS3 and KS4 logging of completion and competencies.	HOL	New teaching resources and cost of new qualification.	Yr 1 Audit and review Y 2 Embed new curriculum	Increase the number of students receiving a qualification in LFL. Thematic planning across both key stages Assessment criteria across both stages	Sharing of process and decisions with WLT and exams officer. Sharing of logging of competencies with the data manager. Evaluation through Teaching and Learning Reports to Governors and stakeholders.	
<b>ii]</b> To ensure all staff are confident to support the 'Personal Development' of students through the teaching and learning of their subject areas and enrichment activities. Including the organisation and running of in-house events and external school visits.	<b>a</b> UPS staff to organise college visits and trips in their subject areas. <b>b</b> All staff support the organisation of an 'event' e.g. Celebration Assembly, quiz, sports events <b>c</b> All staff to complete some form of training in their chosen area of CEIAG, RSE, SMSC and mental health.	SM	Time for CPD both on-line and face to face	Yr 1 Plan / implement Yr 2 review / repeat	All staff will have the skills to complete trips and events paperwork and be aware of the risk assessments and Health and Safety aspects of organising whole school events.	Review the impact on academic learning and the whole school calendar. Evaluation through Headteacher and Enrichment Reports to Governors and stakeholders.	

<p>iii]To promote self efficacy and agency for our students both within the classroom, learning beyond the classroom, and as part of their lived experience.</p>	<p><b>a</b> Prioritise pupil premium students  <b>b</b> Include parents  <b>c</b> Develop the use of visual task plans &amp; reviewing tasks.  <b>d</b> Explore how this will affect teaching and learning in order to have an impact.</p>	<p>SM / LF&amp; HoFs</p>	<p>Staff Meetings</p>	<p>Y2 1 Research  Yr 2 Embed</p>	<p>The ethos and culture of promoting these areas will be evident in Learning Walks and Lesson Observations.</p>		
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**Blue Sky**  
Students to have their own chrome book in school

#### 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
i]To integrate and develop partnerships between JPC and the Home and Continuing Education Service	<p><b>a</b> Joint Inset and meeting dates to be scheduled.</p> <p><b>b</b> Collaborative work to be undertaken to review similarities and differences in SOW and curriculum design of the two services.</p> <p><b>c</b> Collaborative work to be undertaken to review admissions and admin processes of the two services.</p> <p><b>d</b> Regular communication with HCES and LA before, during and after the consultation and</p>	PA	<p><b>a</b> Time for joint CPD planning.</p> <p><b>b</b> Time for key members of WLT to be released to meet with key HCES staff. Increased SLT support in order to facilitate this.</p> <p><b>c</b> Time for key members of admin team to be released to meet with key HCES staff.</p> <p><b>d</b> Time for Headteacher to support HCES lead and to attend all relevant meetings prior to the management</p>	<p><b>a</b> Throughout academic year 24-25</p> <p><b>b</b> By end of Yr 1</p> <p><b>c</b> By end of Yr 1</p> <p><b>d</b> By February half term 2025.</p>	To have achieved the running and organisation of a joint service between JPC and the HCES.	<p><b>a</b> Inset and CPD feedback evaluation sheets.</p> <p><b>b</b> Monitored through feedback at WLT meetings and joint JPC/HCES leadership meetings.</p> <p><b>c</b> Monitored through feedback at WLT meetings and joint JPC/HCES leadership meetings.</p> <p><b>d</b> Verbal and/or written feedback via Headteacher to governors at half-termly meetings.</p>	



	management transfer process.		transfer process being completed.				
ii]To develop opportunities for both professional dialogue and staff well-being within the working day.	<p><b>a</b> Scheduled meetings for Professional Learning Communities, based on Professional Development priorities.</p> <p><b>b</b> 'Team Excellence' CPD day with Florence Madden Associates</p> <p><b>c</b> Create spaces for staff to 'hot desk' and for staff to be away from students</p>	SLT	<p><b>a</b> Time built into the school calendar</p> <p><b>b</b> £1040 + on costs.</p> <p><b>c</b> Re-organisation of the SEN area and kitchen. Financial implications for purchasing furniture, lockers and IT equipment.</p>	<p><b>a &amp; b</b> Yr 1</p> <p><b>c</b> By end of Yr 2</p>	<p><b>a</b> Staff will have had more opportunities to work with a variety of peers throughout the academic year.</p> <p><b>b</b> Successful outcomes from the training day</p> <p><b>c</b> Staff spaces and offices will be re-organised with the appropriate resources.</p>	Monitored through staff voice, inset day feedback forms and surveys.	
iii]Academy Status & Staffing Structure	<p><b>a</b> Headteacher to continue to work with CEO of TSP and assigned DfE lead to continue to work through the process of due diligence and</p>	PA	<p><b>a</b> Time to attend and/or lead all necessary meetings.</p> <p><b>b</b> Increased SLT support in order to facilitate a.</p>	Current conversion date is planned for Easter 2025, although this is subject to change as a result of external factors.	Successful conversion to an academy as part of TSP (The Skylark Partnership Multi-Academy Trust)	Verbal and/or written feedback via Headteacher to governors at half-termly meetings.	

	consultation in the lead up to academy conversion date.			Latest agreed date is Sep 1st 2025.			
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**Blue Sky**  
To create more places for students without losing our ethos.  
To have more time to 'bond' as staff as our organisation grows.

**SUBJECT SPECIFIC OBJECTIVES**

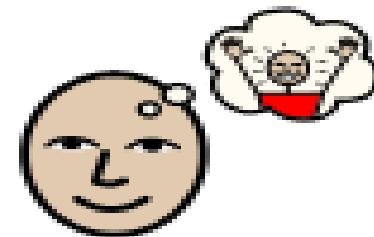


**Faculty of English, Creativity and Humanities**

<b>OBJECTIVE</b>	<b>ACTIONS</b>	<b>LEAD STAFF</b>	<b>RESOURCES</b>	<b>TIME</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING AND EVALUATION</b>	<b>PROGRESS</b>
<b>ART &amp; PHOTOGRAPHY</b>							
<b>ENGLISH</b>							
<b>HUMANITIES- GLOBAL STUDIES HISTORY</b>							
<b>MUSIC-</b>							
<b>PERFORMING ARTS –</b>							



OBJECTIVE	ACTIONS	LEAD STAFF	RESOURCES	TIME	SUCCESS CRITERIA	MONITORING AND EVALUATION	PROGRESS
BUSINESS STUDIES-							
MATHS-							
PHYSICAL EDUCATION-							
KS3 SCIENCE-							
BTEC SCIENCE-							
ANIMAL CARE-							
COMBINED SCIENCE-							
TECHNOLOGY-							



## FACULTY LEARNING FOR LIFE

OBJECTIVE	ACTIONS	LEAD STAFF	RESOURCES	TIME	SUCCESS CRITERIA	MONITORING AND EVALUATION	PROGRESS
KS3 PSHEE-							
KS4 PSHEE -							
KS4 PATHWAYS							
KS3 MENTOR TIME							
KS4 MENTOR TIME							

