



WIRRAL HOSPITALS' SCHOOL

"Working together to make everything better"

An Ofsted "Outstanding" School

<i>Headteacher:</i>	<i>Phillip Arrowsmith</i>
<i>Chair of Governors:</i>	<i>Catherine Dolmor</i>
<i>Date last reviewed:</i>	<i>November - March 2025</i>
<i>Unique Reference Number:</i>	<i>105139</i>
<i>Local Authority:</i>	<i>Wirral</i>
<i>Type of school:</i>	<i>Hospital School</i>
<i>School category:</i>	<i>State</i>
<i>Age range of students:</i>	<i>11-16</i>
<i>Date of previous inspection:</i>	<i>April 2024</i>
<i>School Address</i>	<i>157 Park Road North Claughton Wirral CH41 0DD</i>
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SCHOOL SELF EVALUATION SUMMARY – March 2025

Students' comments and views 2022 onwards:

'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 onwards:

'Typically, parents said that the school is 'amazing' and a 'lifesaver' for their children and families.' Ofsted April 2024
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 summarised 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](#)

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 ungraded inspection 16th - 17th April 2024 the school continued to be outstanding. Headline comments:

What is it like to be a pupil in this school:

Pupils thrive at this warm and inclusive school.

Pupils enjoy exceptionally strong, caring relationships with adults who know them very well. This helps pupils to feel happy. They know that there is always an adult available to

There is no ceiling to the school's high ambitions for what pupils can achieve. Pupils,

Pupils enjoy impressive opportunities that promote their wider development

What does the school do well and what does it need to do better?

The school has designed an exceptionally ambitious curriculum. Teachers are confident in the subjects that they teach. They pride themselves on finding inventive and interesting ways to explain new ideas clearly. This helps pupils to remember Learning goals in pupils' education, health and care plans (EHC plan) are interwoven into all aspects of the curriculum. As a result, pupils Reading has a particularly high profile in this school. There is an excellent un The school offers pupils many high-quality opportunities to develop themselves personally and to prepare themselves for life beyond school. Comprehensive and extremely well-thought-out careers education, information, advice and guidance are available to pupils. Governors share the school's high ambition for pupils. Staff value the support that they The arrangements for safeguarding are effective.

There are no identified areas for improvement. However, as a school we continually strive for improved attendance and the best possible support systems and interventions for our young people.

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

- MHST Steering Group
- Artsmark Platinum Awarded July 2024
- Career Connect Quality Award for Excellence in Careers Education, Information, Advice and Guidance – June 2022
- Eco Award: Green Flag 2022, 2023, 2024

We have also developed our outreach and partnership work:

- Future in Mind Steering Group
- Joint Education and SEND Care Steering Group
- Partnership work for ITT SEND placements and SEND placements for SALT and students.
- National Hospitals' Schools Forum
- Headteacher is a Governor for Virtual Schools

1] The Quality of Education

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

Grade - Outstanding		
Evidence that supports this judgement	Location:	Person Responsible:
i)The 3-year trend for GCSE results is in appendix A:	Exam Reports Prisum Data Progress analysis	LF
A large team of invigilators A large team of invigilators ensures the best possible environment for exams for all students. Students are allocated individual invigilators wherever possible and meetings possible and meetings are arranged prior to the exam season. In addition, the school has installed a CLARO read programme, ensuring students get full full access to support for their English GCSE exams.	Exams File Access arr.	RMc PH
Excellen Excellent outcomes from the exam’s inspector feedback: ‘wide use of arrangements to enable individualised arrangements to suit varied needs of your student your students and enable their access to assessment procedures.’	Exams File Access arr.	RMc PH
New New literacy programme, focusing on inference, has been positively received and more closely matches the needs of our students. We are developing developing a new ‘Literacy and Reading’ strategy. This will include investing in new testing procedures and a specialist teacher to support the delivery 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 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 can work with us for the academic year 23-24.	SALT reports EDUKEY	PH
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.	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, 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 the QA process and linked to teacher's standards.	Appraisal File	SM
A JPC teaching toolkit has been devised. This includes strategies from a wide variety of training staff have participated in. It is a peer led development. This includes work using word webs, use of and understanding students' comprehension 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	PH
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. TAs are currently being deployed in each of the faculty areas. This allows for shared planning between staff and is enabling TAs enhance their knowledge in the key areas they are deployed in.	SENCO	PH
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 Parents Evenings. Parent's Days are now a successful part of our September routines.		LF / SM
<p>'Beyond outstanding' What makes us unique:</p> <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	House Teams / 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 House Teams
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.'	House File Files	SM / LF
Just 1 fixed term [2 days] and no permanent exclusions in the last 5 years.	House Files	SM / LF
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
Parent surveys show that the school provides a positive, enriching and welcoming environment. 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. 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.	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 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. Termly Student voice meetings are now part of our offer to students.	Pupil Voice files	VC
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.	House Files	SM / LF

'Beyond outstanding' What makes us unique:

- 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 an independent provider 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
A middle leader is trained as a CEIAG lead. We currently hold a Quality Assurance Award from Careers Connect.	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 Class of 2024: EHCPs in place = 8, EHCPs to apply for = 12, Learning Plans = 13	Edukey	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	PH
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.	House 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.	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 / HOL
Students are encouraged to understand and celebrate their own and others' individuality.	Dept File LFL SMSC	SM & Mentors
Diversity and inclusion are 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 / HOL
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 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	PH
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.	House Files Files	SM / LF
<p>'Beyond outstanding' What makes us unique:</p> <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 SLT have attended Neuro-linguistic programming training to support skills in Leadership and Management.	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
In line with government guidelines, teaching staff appraisal is no longer linked to pay. At JPC we now call the appraisal process Professional Development. Targets are linked to our SIDP and staff are put into Professional Learning Groups [PLGs] to participate in collaborative research and development work based on shared objectives from our SIDP.	Appraisal File	SM
Our appraisal system is called 'Professional Development'. All staff targets are based on the school SIDP. This year we are continuing to promote the use of Chartered College and evidence based research. We are facilitating time and resources for staff to work together in 'Professional Learning Groups' to develop their knowledge and skills in one of 4 areas from our SIDP. The 'PLGs' will disseminate their findings and experiences at various points throughout the academic year 24-25.	Appraisal & CPD 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 File	SM / SJ / JMc
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. Term 2 2024 we have a new system called FortiGate.	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 the whole school meetings schedule and other opportunities.	Meetings & Calendar	SM
<p>'Beyond outstanding' What makes us unique:</p> <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
PLG	Professional Learning Group
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

Appendix A:

		2024	2023	2022	2019
1 GCSE 9-1		100%	100%	97%	100%
5 GCSE 9-1		72%	85%	67%	50%
5 Passes	4-9	31%	39%	35%	22%
	5-9	16%	15%	32%	13%
5 Passes inc Eng & Maths	4-9	31%	33%	29%	13%
	5-9	13%	9%	13%	6%
% Threshold Eng & Maths	4-9	41%	36%	45%	13%
	5-9	25%	12%	19%	6%

	2024 Results 32 students	2023 Results 33 students	2022 Results 31 students	2019 Results 32 students
Ave Attainment 8 Score/Pupil	28.5	27.8	27.4	15.6
Ability Profile of cohort	HPA = 38% MPA = 31% LPA = 31%	HAP = 18% MAP = 55% LAP = 27%	HAP = 22% MAP = 40% LAP = 38%	HAP = 19% MAP = 48% LAP = 33%