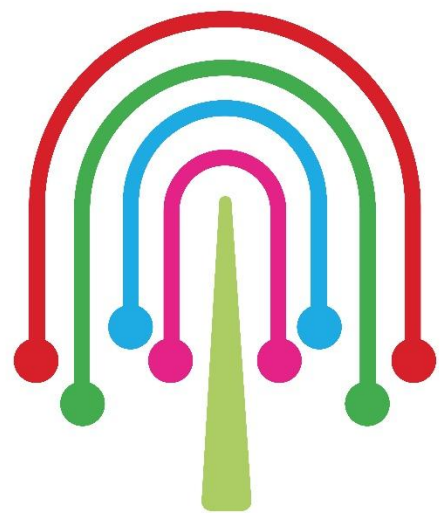




Children's Hospital School

FIVE YEAR STRATEGIC INTENT (2026 – 2031)



Introduction

For over 75 years The Children's Hospital School has supported children who are too ill to attend their own school, either in hospital, at home or at one of our community day schools. The organisation has grown significantly over the years, from a single hospital classroom in 1949 to the current provision which extends across five different schools.



There are a range of medical needs, both physical and mental, experienced by children within the school. Some may have chronic and / or life-threatening medical conditions that bring them into hospital many times over their childhood and adolescence. There will be some with degenerative medical conditions, acquired brain injuries, or those recovering from major surgery. A significant number of students have social, emotional and complex mental health needs.

Our children come from a wide geographic area and from a range of social and cultural backgrounds. The school provides education for almost 500 young people each year; the length of stay could be from 2 days up to several years. The school has a highly mobile population which can vary weekly and across the academic year.

This five-year strategic intent sets out our aims as we seek to further improve outcomes for young people, and as we work with our partners to address the growing need within the community. To do this, we will focus on the following areas:

- Pupil Progress & Attainment
- Personal Development of Pupils
- Pupil Safety & Wellbeing
- Developing Partnerships
- Leadership, Governance & Finance
- Investing in our Staff



All school improvement priorities have the central focus that all children, when well enough, will move successfully to their next phase of learning. We aim to support them in becoming:

- Work Ready
- Ready for Further Study
- Life Ready

To be successful we focus on:

Teaching & learning
Academic attainment & progress
Attendance
Our curriculum offer
Behaviour & attitudes
Successful transitions
Wellbeing & safety
Personal development
Family, carer & community engagement
External partnerships as a leading school
Leadership & governance
School resources & funding
School systems and processes
Staff expertise via professional learning

To determine our success, we use:

Challenge Partner QA reviews
CLASS & NAHE peer reviews
School self-review processes
Coaching & staff development
Stakeholder surveys
Exam results
Data tracking & analysis
Transition data & NEET figures
Performance growth reviews
LA performance dialogues
Attendance data
Subject reviews
Staff CPD analysis



Our Core Purpose and Values

We work together in a nurturing and happy environment to break down barriers, inspire learning and provide opportunities for all to flourish beyond their expectations. We model and actively promote the values of the school:

integrity
equality
honesty
enjoyment
respect
teamwork
kindness
recovery

All staff and governors uphold the Seven Principles of Public Life (Nolan Principles):

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership



Our school

Leicester Royal Infirmary

Education provided to children aged 4-19 during their time as an inpatient, teaching in cubicles and at bedsides, or in the small classroom. Staff follow the curriculum provided by the child's own school.

The Beacon, Glenfield Hospital

This is an inpatient and day patient CAMHS adolescent psychiatric unit for young people aged 13-18. Education is provided for all students, assuming their health permits, providing a range of activities and supporting students to maintain their studies.

Willow Bank School

Education is provided to Key Stage 4 students who live at home but are unable to access education in their own school due to mental and / or physical health. Students follow a personalised timetable comprising both academic and wellbeing elements. Individual timetables are designed to meet students' academic needs, whilst taking account of health and wellbeing factors.

Magpie & Phoenix Learning Centres

Education is provided for students who find it difficult to access education in their own school due to mental and / or physical health. Full-time pupils follow a personalised timetable comprising both academic and wellbeing elements. Those attending one of the part-time early intervention groups will have a timetable designed to help them manage school and then re-integrate.

Remote tuition

The school provides tuition for children aged 4-16 who are unable to leave home to attend school, on medical grounds. Staff follow the courses the students would be covering at their own school. Tuition can take place in the home or online.

Specialist Base

Local Authorities commission up to 30 EHCP places for young people with anxiety / autism in Y9-11 at our three community day schools – Willow Bank, Magpie and Phoenix. Whilst all other students across the school are dual registered, these students are placed on the roll of our school.



Stakeholder feedback

Feedback from stakeholders demonstrated very high levels of confidence in the Children's Hospital School. Respondents consistently described provision as life-changing, highly personalised, and essential for vulnerable children. The core message was clear: the school delivers exceptional therapeutic and academic support, but demand exceeds capacity and system integration could be strengthened.

Key Strengths

- Exceptional pastoral and therapeutic support, with a trauma-informed and nurturing approach
- Strong relationships and communication with families and partners
- Highly personalised education with flexible, individual timetables
- Positive outcomes include improved engagement and successful reintegration
- Highly valued specialist role across education, health and local authority systems

Key Areas for Development

- Capacity and access: demand exceeds places, with concerns about thresholds and referral criteria
- Transition and reintegration: need for more consistent and sustained support
- Communication: clearer guidance on services, thresholds, and processes required
- Curriculum breadth: requests for wider GCSE and vocational options
- Mental health support: demand for expanded therapeutic services
- Outreach: desire for greater system leadership and earlier intervention support

Emerging Strategic Priorities

- Expand capacity and reach, including satellite provision and earlier intervention.
- Strengthening transition pathways, especially into post-16 education.
- Deepen multi-agency collaboration with SEND, health, and social care.
- Maintain the school's personalised, therapeutic model while scaling carefully.

Key Risks for Governors and Leaders

- Capacity gap between demand and provision.
- Inconsistency in communication with stakeholders.
- Variable reintegration outcomes.
- Risk of diluting quality through expansion.
- Increasing system dependency without formalised role definition.

Overall conclusion

The survey provided a powerful endorsement of the Children's Hospital School. Stakeholders consistently described it as a vital, high-quality service for some of the most vulnerable children and young people in the region. The principal leadership challenge is to manage growth and demand while preserving the personalised, relationship-based practice that underpins the school's success.

Strategic intent



Pupil Progress & Attainment

- Remain ambitious, raise aspirations and maintain high expectations for pupils
- Ensure consistent quality first teaching for pupils in all lessons
- Implement an ambitious curriculum that prepares pupils for learning and life beyond school
- Have effective assessment processes that inform and lead to improved outcomes for pupils
- Promote literacy across the curriculum, prioritising reading, writing and spelling
- Develop oracy so pupils become highly effective speakers and listeners
- Promote numeracy across the curriculum, enhancing problem-solving and analytical thinking
- Make effective use of targeted, evidence-based interventions to improve outcomes for pupils
- Ensure strong inclusive practice so all pupils receive appropriate, high-quality support



Personal Development of Pupils

- Develop an enrichment programme so all pupils have equal opportunity to thrive through rich, joyful and diverse experiences
- Embed critical thinking across the curriculum so pupils can analyse, evaluate and apply information to solve complex problems
- Develop pupils' personal, social, and civic awareness through a strong PSHE and citizenship curriculum promoting British values and life in modern Britain
- Ensure a personalised and ambitious careers programme to prepare all pupils to move successfully into sustained education, employment or training
- Implement an independent learning habits framework for pupils across the curriculum
- Develop reflective, informed and socially responsible pupils through an inclusive SMSC and RE provision that embeds racial literacy, promotes equality and celebrates diversity



Pupil Safety & Wellbeing

- Sustain an excellent safeguarding culture where all concerns are identified early and acted on swiftly to keep every child safe
- Develop and embed a proactive family-help offer that identifies need early and delivers timely, coordinated support
- Maintain high expectations & standards of behaviour across the school
- Ensure a high-quality, inclusive RSE curriculum that enables pupils to understand healthy relationships, stay safe, and be prepared for adult life
- Develop strategies to improve and sustain pupil attendance
- Ensure all pupils confidently use digital technology safely and responsibly
- Strengthen and enhance the specialist taskforce to deliver targeted, high-quality interventions that improve pupil outcomes



Developing Partnerships

- Work with local authorities to develop inclusive provision and clear education pathways to meet growing and emerging needs
- Develop mental health support to schools through training, guidance and hub networks
- Develop high-quality outreach partnerships that support inclusion in schools
- Embed and further develop early intervention, reintegration and transition programmes
- Strengthen family, carer and parental engagement, particularly those who are harder to reach
- Establish strong partnerships with health services so education and health provision are aligned



Leadership, Governance & Finance

- Position the school as a recognised centre of excellence by sharing expertise, supporting schools to strengthen inclusive practice, and contributing to wider system improvement
- Enhance governance structures to ensure rigorous oversight, challenge, and support for school leadership, promoting high standards of accountability across all levels
- Establish and maintain comprehensive policies and procedures to ensure full compliance with statutory requirements and best practice
- Invest in and develop resilient ICT infrastructure while embedding innovative uses of technology to support high-quality teaching, learning, and operational efficiency
- Maintain a stable and sustainable financial position through effective planning, monitoring, and resource allocation, ensuring long-term viability and impact
- Plan and manage capital projects effectively to ensure facilities are safe, adaptable, and aligned with the future needs of pupils, staff, and the wider school community
- Monitor and respond effectively to local and national policy developments, ensuring the school remains agile, compliant, and well-positioned to meet expectations and opportunities



Investing in our Staff

- Recruit, support, and retain exceptional staff by fostering a positive working environment and providing ongoing professional development to deliver outstanding educational provision
- Embed a culture of high-quality pedagogical coaching to support continuous professional growth and improve teaching practice across the school
- Design and implement tailored professional development opportunities that meet the diverse needs, roles, and career stages of all staff
- Develop and refine staff pedagogy by embedding evidence-informed approaches that improve outcomes for all pupils
- Identify, nurture, and develop leadership capacity at all levels, ensuring current and future leaders are equipped to sustain and drive school improvement



“Education is the most powerful weapon which you can use to change the world”

Nelson Mandela