



Ref	Improvement Aims	Improvement Objectives	School actions	By Whom	By When	Progress
Quality of Education						
1	To reduce to nil challenging behaviours through rigorous focus on positive behaviours to ensure everyone is safe and happy in school.	1.1 We will focus efforts to reducing challenging behaviours and their cause as a whole school priority that includes every member of staff and child.	Given that the main behaviour challenging functional engagement in FHEC is school refusal by Unit youngsters, we will offer an FHEC meeting and individual assessment as part of the FHAU admissions process, which we will follow up daily through AM handover, in addition to weekly Ward Rounds and the CPA process.	HoS, Admin, liaison teachers.	January 2021	Discussed with TF (FHAU's Occupational Therapist, with <i>de facto</i> responsibility for most daily operational matters involving FHAU youngsters) in January; FHEC ready to accommodate now, but first appropriate Unit youngster has yet to be scheduled by FHAU.
			In anticipation of a likely influx of inpatient youngsters presenting with emergent PD traits, to review and revise the Centre's behaviour documentation to ensure it is fit for purpose, moving forward.	HoS.	March 2021	
			To offer induction training in FHEC practice to new FHAU colleagues, so that they can better support Unit youngsters when working in our setting.	HoS.	January 2021	Discussed with AG (FHAU Team Leader) in January; FHEC ready to accommodate (either virtually or face-to-face) now, but training offer has yet to be taken up by FHAU.
			Curriculum emphasis on PSHCE/anti-bullying/BLM/phobic behaviours/online safety/friendships.	HoS, teaching staff.	Ongoing	The impact on our formal (and informal) curriculum during Covid has been very significant; assemblies, for instance, have not been possible, and topics with less of an overt accreditation focus have been difficult to incorporate into the students' learning.
			Use of sports and team activities to support approaches to behaviour/friendships/support.	HoS, teaching staff.	End of Covid Restrictions	Team activities formed a limited (albeit highly regulated) part of FHEC life prior to the January lockdown. They are now wholly absent.
			Ensuring staff have the appropriate skills to manage behaviours through needs-focused induction training and mentoring.	HoS.	Ongoing	Two new FHEC staff members have shown every indication of adapting very well into the FHEC setting, and both have shown considerable flair for managing student behaviour.
2	To create and embed a relevant curriculum that matters for each child.	2.1 We will create a series of Learning Pathways to differentiate appropriate learning programmes, which ensure aspiration and challenge is clear.	To review and (if necessary) re-group our pre-GCSE students (divided prior to 2020/1 into 'core' and 'nurture' groups, each containing Unit and Day Pupils) in light of the experience of Covid lockdown - particularly, to assess the benefit of Day Pupil-only teaching, learning and course content.	HoS, teaching and support staff, ESMA.	July 2021	Informal discussion only.
			To review our 2020/1 provision of a post-16 'NEET' 'access' pathway for previously 'hard-to-reach' Unit inpatients.	HoS, SB, SHA, FHAU management.	July 2021	Informal discussion only.

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			To offer regular, timetabled online tutorial opportunities (with bespoke outcomes in mind) to individuals detained under Section within FHAU and unable to access on-site face-to-face learning.	HoS, teaching staff.	January 2021	Sessions are offered, timetabled, accessible and resourced (ICT as well as teaching resources); uptake and 'push' from FHAU remains patchy, however, despite the provision being notified daily to Unit management and frontline staff in the FHEC Schedule and phone calls.
			To revisit the possibility of face-to-face teaching on the ward when Covid restrictions permit non-HPFT visitors again.	HoS.	End of Covid Restrictions	First sessions have been booked for 22nd March 2021; the scale will necessarily be dependent on staffing, but we are ready to go ahead.
		2.2 We will establish relevant subject content for those in each Pathway, whilst ensuring entitlement and challenge is appropriate and has high expectations of the individual.	To accumulate resources (material and documentary) based upon trial during the 2020/1 academic year, to refine for individual post-16 'NEET' Unit youngsters (now identified as a discrete cohort within our setting and accommodated accordingly - see above).	SB, HoS.	July 2021	Incremental and ongoing.
			To create a resource bank, understood and accessible by all teaching staff, to ensure the continuity of teaching of core GCSE subjects in the event of unexpected staff absence.	Core subject teachers.	Ongoing.	English resources shared and pooled between former and current head of subject during autumn term; a full set of working GCSE science resources created during spring term.
			To acquire and marshal appropriate means (digital, physical) to ensure full continuity of core subject teaching and assessment (especially for exam specs for which FHEC is the entering exam centre) in the event of FHEC premises becoming unavailable as teaching venue.	Core subject teachers.	Ongoing.	
			The school will report on the implementation of the curriculum to governors.	HoS.	Twice-termly.	
		2.3 We will establish better and improving destination preparation for children to support their opportunities in adulthood.	To further standardise the way the FHEC liaises and shares information relevant to mainstream school reintegration for inpatients; to formalise the role of liaison teacher for members of staff new to the Centre and embed best practice in a written protocol.	HoS.	March 2021.	
			To assign an FHEC staff member the responsibility for liaison with Herts FE colleges and common destinations for both Unit youngsters and departing Day Pupils.	HoS.	March 2021.	
			Within Covid-defined parameters, to engage to the fullest extent in the BTF's Careers Week activities planned for March.	HoS, teaching staff.	March 2021.	Current Covid restrictions are making face-to-face activities seem a distant prospect.
		2.4 We will establish 'essentials' which all staff understand and consistently apply: procedures, assessment (including testing),	To evaluate which 'essential' procedures (of a type identified by our partner BTF settings) are both relevant to FHEC, and would require formally embedding in daily practice.	HoS, teaching staff.	Dec 2020.	All reviews of FHEC professional practice requiring reflection on 'normal' operating procedure have, to all intents and purposes, been suspended for the duration of the Covid lockdown.

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			teaching foci, teaching programmes, use of resources, curriculum.	To evidence 'challenge' in observations/learning walks, and using planning and book scrutiny to review the impact of how to best create challenge in teaching. Also, to consider learning over time and recognise, promote and share where best practice exists.	HoS.	Dec 2020.	See above.
				Review training undertaken in 2019-20 and document where colleagues have achieved a positive impact on their teaching. Establish cost-effectiveness of widening the training to more colleagues.	HoS.	Dec 2020.	See above.
3	To ensure progress measures are improved for structural clarity and changes are more clearly communicated to stakeholders and external professionals using the data.	3.1	We will audit all our assessment systems for their effectiveness and impact in illustrating progress and how well this is communicated and understood by stakeholders. From this analytical investigation, recommendations and plans to improve these will ensue co-produced decision making on changes required.	To review and where possible standardise those assessment components of the different GCSE specifications by which we expect to award GCSE grades in the summer term.	HoS, GCSE subject teachers.	March 2021.	This work will be informed by the experience of having internally standardised work across three different GCSE subject areas (maths, English, science) in similar circumstances last May (2020).
				With an expectation of a 'normal' GCSE exam regime resuming from September 2021, to re-audit assessment systems for the next academic year with a focus on establishing best practice for our particular cohorts (Unit inpatients, Day Pupils).	HoS, GCSE subject teachers.	September 2021.	
				Internally evaluate terminal accreditations in light of teaching experience (July 2021) and results (August 2021), in order to inform any changes to exam specification choices for Day Pupils in the 2021/2 academic year.	HoS, Subject teachers.	July 2021, August 2021.	
		3.2	We will evaluate our systematic benchmarking assessments to determine effectiveness and improvements required to establish indisputable pupil 'starting points' from which to measure progress and data is appropriately accessible for the subsequent analysis of progress.	To review the Centre's current policy of acquiring baseline student data from inpatient and Day Pupils' mainstream schools, and establish whether alternative or additional sources of information are required.	HoS, Subect teachers.	March 2021.	FHEC already has a basic procedure (and backup/contingency alternatives) in place for acquiring baseline information on students, so this represents a review of practice rather than a completely new undertaking.
				To review the Centre's current practice for recording academic progress, student self-evaluation and MHFIE ('Mental Health Functioning in Education') data, and their uses in and beyond the Centre.	HoS, subject teachers, FHAU clinical staff.	September 2021.	As above, working systems are in place; this work represents reviewing their fitness (or otherwise) for purpose.
Behaviour and Attitudes							
4	To re-engage children with learning.	4.1	We will examine how we can use online learning as a tool to further inspire pupils' engagement in learning during and post pandemic.	To formally consult with FHAU management regarding their aspirations for partnering FHEC in using technology to engage patients for whom prior educational options would have been limited.	HoS.	End of Covid Restrictions.	Although undertaken over a year ago (autumn 2019), a prior consultation with the FHAU management team about additional educational provision (only one suggestion: "More teaching on the ward") had already been actioned, with online teaching slots now a long-term fixed feature of the timetable. They are, however, rarely used.
				Establish pupils' views through parents, staff and other avenues to triangulate with teachers' experiences.	HoS, AL.	End of Covid Restrictions.	Informal (but still valuable) feedback from Day Pupils is being acquired continually.

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		4.2	We will enable more children to return to school building-based learning and socialisation.	To consult formally with FHAU management to establish the terms upon which HPFT would endorse a return to the 'normal' use of FHEC premises (as it was used prior to the March 2020 lockdown) and the reintegration of inpatient and Day Pupil cohorts.	HoS.	End of Covid Restrictions.	A full reintegration between Unit inpatients and (a new cohort of) Day Pupils is not anticipated before September 2021; wholly mixing the current (mutually unfamiliar) two cohorts could be an anxiety-provoking 'culture clash'.
				To consult informally (through regular telephone updates) with Day Pupil parents regarding the anxieties students may experience around a return to on-site learning. To plan accordingly.	AL.	End of Covid Restrictions.	
				To plan for a 'Recovery Curriculum' from the start of the new academic year.	Subject teachers.	September 2021.	Informal discussion has already begun about how the current (March '21), 'creativity' curriculum might be extrapolated forwards into the new academic year - and how (for instance) GCSE Art for Day Pupils might be staffed, timetabled, etc.
		4.3	We will establish an understanding of the impact of the pandemic on each child to address their urgent learning and mental health needs for appropriate and relevant teaching/ support.	To review whether our existing systems for mental health oversight (which are already deeply embedded in our working practice as a school) are adequate to identify additional needs presenting in individual youngsters who may have been adversely affected by the pandemic.	Whole staff.	End of Covid Restrictions.	
		4.4	We will support staff mental health and wellbeing to impact on the quality of provision for our pupils.	HoS to consult regularly with individual staff (and groups, as appropriate) about their feelings of tolerance and resilience to their professional challenges and circumstances, and make individual accommodations as required to support them to work. SHA to undertake the same function for the HoS.	HoS, SHA.	Ongoing.	Ongoing. Individual FHEC staff members' MH and wellbeing needs are currently guiding many key aspects of the Centre's running and staffing.
				We will undertake back to work meetings for absences at work to check the health of the absent member of staff and address early concerns.	HoS, MS.	Ongoing.	March '21 - In process for one of our two long-term absent colleagues.
Personal Development							
5	To embed the PSHCE and RSE curricula	5.1	To ensure the new curricula are embedded so that pupils and students are well informed and supported in personal	Align curriculum content of Day Pupils' Psychoeducation sessions with DfE guidelines; deliver curriculum.	AL, SB.	Sept 2020 (curriculum change); ongoing implementation.	

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			supported in personal development.	To commission Youth Connexions Hertfordshire to provide bespoke FHEC-specific sessions covering areas of the RSE curriculum that FHEC staff feel unable to deliver.	HoS, NH, YCH.	End of Covid Restrictions.	The provision of services has been discussed with YCH, but due to Covid restrictions, face-to-face sessions have yet to happen. (March 21 - YCH have resumed face-to-face working on FHEC premises and there is agreement in principle on a number of RSE-relevant input they could provide with our remaining commissioned hours).
6	To expand pupils' interest and knowledge of careers and hobbies.	6.1	We will expand our community's involvement in and across our schools that, when risk assessed, would improve our provisions.	Consult with BTF partner schools with a view to extending appropriate activities (eg. Horsebox Café) to FHEC premises.	HoS, SHA, JC, PS.	End of Covid Restrictions.	
	To quickly improve rates of attendance for those with sustained periods of absence	6.2	We will sustain and improve existing measures to support increased attendance of those persistently absent.	Systematic, formal chasing of persistently absent Unit youngsters with FHAU management via daily FHEC Schedule and subsequent telephone follow-up, and weekly Ward Round discussions.	HoS, Admin.	September 2020.	Attendance of some Unit youngsters remains very patchy in spite of concerted FHEC efforts to improve. Covid has been a factor, but not the only one.
				Longer term, to consult with FHAU management on more systemic changes which may need to occur in order to improve and embed regular Unit pupil attendance.	HoS, SHA.	End of Covid Restrictions.	
		6.3	We will monitor the impact of the October INSET week on the absences of ASD pupils, where the opportunity supports holidaying 'out of term-time'.	For the past two years, FHEC has not taken the additional October INSET week abutting half-term (so the objective as written is not applicable to our setting); however, we shall consider and review the opportunities presented by such an arrangement when planning the 2021/2 academic year.	SHA, HoS.	July 2021.	
	To expand pupils' participation in sports and after school activities.	6.4	We will increase the opportunities for children and young people to engage with others through activities outside of school hours.	Being an inpatient provision, FHEC does not operate as a conventional school (no after school activities, no clubs, etc.). However, the Education Centre seeks every viable opportunity to support and resource the Adolescent Unit to enrich patients' inpatient experience wherever possible. Our action in this respect is to actively seek opportunities to continue doing so.	HoS.	Ongoing.	So far this year, in addition to resourcing formal (FHEC-led) teaching and learning on the Unit (under lockdown), we have resourced and planned art, craft and ceramics activities on the Unit (and use of the kiln), use of the Centre as a 'break out' space over Christmas, and use of the food tech room for supervised mealtimes with Eating Disordered youngsters.
				Arrange formal terms for FHAU staff and youngsters to access FHEC outside premises (all-weather playing surface, and so on) when redevelopment by Bloor Home has been completed.	HoS, MS, Admin.	Completion of landscaping works.	Works have yet to begin.
				To resume a programme of school trips and off-site activities (including a weekly trip to the gym) for all students.	HoS, teaching staff.	End of Covid restrictions.	

Leadership and Management

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7	To increase capacity for managing safeguarding issues effectively and resolutely, across the Federation	7.1	We will increase the number of Deputy DSLs in the schools under the DSL to expand capacity - will require additional staff training and allocation of time off teaching/other work.	Approach staff to undertake role of Deputy DSLs in the schools.	SHA, JP.	September 2020.	HB trained as DSL within FHEC.
8	To ensure leadership roles have clear accountabilities, whilst still seeking to prevent silo practices.	8.1	We will ensure leadership roles and responsibilities across the federation are clear so there are fully understood lines of accountability at all levels.	While clarity around leadership roles within FHEC is generally not an issue, the allocation of some responsibilities on a 'needs' basis (sometimes on the basis of skills or aptitude, sometimes on the basis of capacity of workload) is to be reviewed at the end of the year, when new staff have had the opportunity to find their 'niche' within the operating structure of the Centre.	HoS, SHA, MS.	July 2021.	
		8.2	We will ensure the role of phase and middle leaders is developed across all key stages by ensuring leaders are given sufficient leadership training to help them effectively contribute to school development.	While the leadership roles noted in the Objective have no direct analogues within FHEC, we will action any training requirements arising from the evolving allocation of responsibilities as noted above.	HoS, SHA, MS.	July 2021.	
9	To upskill teachers and teaching support through targeted training and interventions to meet the needs of the teams working with children with increasingly complex needs.	9.1	We will comprehensively audit staff skills, interests and career progression. A review of Performance Appraisals will establish knowledge bases across the schools. A subsequently improved programme of InSET and training will target gaps and interests in our changing schools. We will enable specialisms whilst addressing succession planning and the avoidance of silo practices.	We will comprehensively audit staff skills, interests and career progression. A review of Performance Appraisals will establish knowledge bases across the schools.	HoS, SHA, MS.	July 2021.	
				A subsequently improved programme of InSET and training will target gaps and interests in our changing schools.	HoS, SHA, MS.	July 2021.	
				We will enable specialisms whilst addressing succession planning and the avoidance of silo practices.	HoS, SHA, MS.	July 2021.	
10	To retain the pressure on HCC to improve	10.1	We will continue to promote the urgent need of HCC to increase our schools' funding. We will present a	Continued pressure by SHA and governors on HCC, resulting in improved levels of funding.	SHA/HoS/Govs	20/07/2020.	

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	unding levels for the increased complexity of needs of the children on roll and referrals.		deficit budget that has been discussed through Finance action GroupC over the past two years.	Detailed information on banding needs of children moderated and triangulated with other schools (beyond federation where possible) to ensure ongoing clarity of pressures of under-funding are evidenced.	SHA/HoS	April 2021	
	To improve the systematic procedures for all finance-related staff for review and analysis at least monthly.	10.2	We will unpick changes to income in each school's accounts, earlier. We will ensure spending is managed and virements clearly audited for improved robustness of governor analysis.	Documentation about activities on a weekly, daily, monthly, termly basis, to enable more effective monitoring procedures are in place and tighter.	SHA/MS/HB	Sept 2020	
				Training. Increased monitoring. Improved analysis procedures.			
11	To improve staff wellbeing in order to secure job satisfaction and full individual and group participation in improving our schools.	11.1	We will establish 'non-patronising' events, information sharing, access to specialist support and increased team work to share the ideas development, implementation workload and further engagement.	To undertake appropriate training and consult FHEC staff regarding their opinions and preferences for promoting staff wellbeing within the Centre.	HoS.	Ongoing.	HB has undertaken HCC schools' training re. wellbeing under Covid, and cascaded content. Impact has generally been low-key (use of whole-staff WhatsApp group, for instance).
12	To improve communication about progress, achievement and impact and as such increase understanding and thereby rigour of appropriate challenge.	12.1	We will improve communication about progress, achievement and impact and as such increase understanding and thereby rigour of appropriate challenge.	To consult with FHEC staff and FHAU management on which measures of progress, achievement and impact are most meaningful in our setting, where quantifiable, useful and readily understood tools for gauging improvement are scarce; to implement accordingly.	HoS, FHEC staff, FHAU management.	July 2021.	
		12.2	Leaders have the right information in a timely manner and check the information so they can hold the staff to account with precision.	To review progress data from subject teachers on a half-termly basis, and use it as the basis of HoS reports to the full governing body.	Subject teachers, HoS.	Half-termly.	
F1	To forge a more functional working relationship with Forest House Adolescent Unit.		To better engage, support and safeguard the wellbeing of FHAU inpatient youngsters by improving the partnership working between FHEC and FHEC, with a view to improving the two-way flow of information and supporting the Unit in its <i>loco parentis</i> role.	To engineer all available opportunities for proactive, functional communication between FHEC and FHAU, and to model the brand of information sharing that the BTF believes is essential to 'best practice' working with mentally ill youngsters in an inpatient setting. (FHEC specific action)	SHA, HoS, governors.	Ongoing.	

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F2	To obtain certainty from HCC regarding its future plans for FHEC within its SEMH provision.		We will engage HCC with urgency to obtain a firm understanding of how it proposes to deploy FHEC in its developing SEMH plans, and ensure that County is fully appraised of the Centre's operating parameters so that all decisions are made with a nuanced understanding of their implications.	To address and petition HCC at every scheduled opportunity until clarity on its position is obtained, and then to formulate a response which seeks to ensure that the core operations of the Centre and the welfare and continued support of its students is ensured. In the event of no progress on communications is forthcoming, the next action is to attempt to open fresh channels to address the unresolved issues regarding FHEC. (FHEC-specific action)	SHA, HoS, governors.	Ongoing.	
13	To review the capital spending plans of the budget and ensure urgent works are undertaken to ensure health and safety.	13.1	We will map the evolving curriculum needs with the Asset Management Plans to re-prioritise fundraising and spending where possible to maximise impact of spending.	To record and audit emerging needs within the wider school and its curriculum, relaying such needs to BTF Operations and further to Fundraising as required.	HoS, Admin, MS, SHA.	December 2020.	
	To undertake an analysis of funds raised and spent to evidence successful impact in order to prioritise future plans.	13.2	We will establish and publish short, medium and longer-term funding plans.	To engage in ongoing collaboration with Operations regarding budget spending.	HoS, Admin, MS.	Ongoing.	