



Hope-filled Opportunities Provided for Everyone

The Pilgrim School Vision and Ethos Document, 2020 - 2030

Supporting, Aspiring, Achieving

Prepared and agreed by: FGB July 2020

Reviewed and updated by: Head of School and Chair of Governors on behalf of the FGB February 2024

1. Overview - About The Pilgrim School

The Pilgrim School is a UK Department for Education designated hospital school. This means that its role is to provide education for pupils who cannot attend their normal school because of ill health - physical or mental. The school has an age range of 4 - 16 years. It is in 3 bases in the county of Lincolnshire and also educates pupils who cannot leave the home due to ill health.

2. Pilgrim School Mission

The Mission of the Pilgrim School is to promote; to review; to adapt; to improve and to ensure our vision always remains relevant to our aims and ethos by building 'Hope' in and for individuals, their families, their schools and their communities.

3. Pilgrim School Vision

The School will become a "Hope-filled" beacon of excellence in the provision of specialist education for students with medical, social, emotional, and mental health needs alongside those with high functioning Autism.

4. Pilgrim School Ethos

The school will ensure that support is given for holistic development for both staff and pupils. Aspirational targets will be set for all aspects of a 'Hope' filled education and achievement will be 'Hope' led and personalised for each pupil, as members of the school; as members of the local community and as future active citizens of society.

5. Pilgrim School Values

The School will ensure holistic development for each individual by valuing: Equality and Diversity, Sustainability, Hope, Personalisation, Showing Unconditional Positive Regard and Guiding people to their future.

6. Key Performance Indicators - 'Support Aspire Achieve'

a. Support

- We will monitor the progress of pupils towards their EHCP targets.
- We will monitor the progress of pupils on their Readiness to Engage Plans.
- We will monitor the progress of pupils on their Signs of Safety scores.
- We will monitor the success of interventions that have been identified.
- We will monitor the personal development of pupils including behaviour.
- We will monitor the support given to staff and staff well-being.

b. Aspire

- We will monitor pupils' progress on the Hope Scale.
- We will monitor pupils' attendance, both as – FTE and the proportion of the provision offered.
- We will monitor pupils' progress on their Careers Education and planning.
- We will monitor pupils' progress with their Pastoral Engagement Score.
- We will monitor pupils' progress with their Personal Development Score.

c. Achieve

- We will monitor the numbers of pupils making transition back to their mainstream school.
- We will monitor the number of pupils making transition to post 16 placements.
- We will monitor the proportion of pupils taking 5 or more GCSE subjects,
- We will monitor Progress Scores in individual subjects.
- We will monitor pupil Positive Experiences Scale Scores.
- We will monitor School attendance (FTE).
- We will monitor the effectiveness of the School reading strategy.

7. Areas for Development

- A Hopeful Curriculum for Young People**
- A Hopeful Culture for Staff**
- An increased capacity for hope for the future**

a. A Hopeful Curriculum for Young People: The Hope Curriculum develops hopeful thinking by utilising Social Cognition theory.

- **Mastering experiences in the curriculum:** This is to be achieved by young people learning a sequential, cumulative, knowledge-based curriculum; through the curriculum being implemented using Assessment for Learning approaches; and learning a planned, cumulative language for learning and hopeful thinking.
- **Hearing a Hopeful Voice:** This is to be achieved by young people learning the memorable messages of the school's hopeful heroes; having space for hope-led mentoring and support and receiving hope led feedback from their teachers.
- **Learning Hopeful Narratives:** This is to be achieved by young people learning the narratives of the school's hopeful heroes; learning the stories of past pupils as they return to the school and learning the hopeful stories of others through trips and visits.
- **Creation of Empathetic Space and Relationships:** This is to be achieved by young people experiencing relationships that are emotionally intelligent; asset strengthening; strengths based and regulated.

A Hopeful Curriculum for Young People - How will we know we are making a difference?

- Hopeful School Evaluation Schedule to show that the school is outstanding.
- OFSTED inspection report to be outstanding.
- Challenge Partners Evaluation Report to be Leading.
- The school fabric and estate will reflect our ability to deliver the Hope Curriculum. The school will relate to partners who can help deliver the Hope Curriculum.
- Individual Hope scores of young people will show a positive trajectory over time.
- Attainment of pupils in a broad academic curriculum will show a positive trajectory over time.
- Pupils secure post 16 destinations will be strong.

b. A Hopeful Culture for Staff

- **Hopeful Leadership:** This is to be achieved by those who are acting as leaders in the school relating to people in ways which promote hope. This means they help people frame their futures in the possible rather than the certain or impossible. Leaders help people find different pathways to reach those goals, overcome obstacles and help them find the will power to keep going.
- **Mastery experiences:** This is to be achieved by building processes and procedures within the school that will purposely create mastering experiences for all staff. These include performance management processes, coaching, and lesson study.
- **Creation of Empathetic Space and Relationships:** This is to be achieved by people experiencing relationships that are emotionally intelligent; asset strengthening; strengths based and regulated.
- **Building Capacity:** This is to be achieved by increasing the school's ability to meet uncertainty and introduce change.

A Hopeful Culture for Staff- how will we know we are making a difference?

- Performance Management arrangements to be amended so that they are hopeful in nature .
- A coaching culture created in school.
- Lesson study is a routine way of working for teaching staff.



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- Leaders in school create conditions for psychological safety.
- Numbers of staff successfully completing Performance Management Arrangements.
- Numbers of staff participating in coaching and training and coaching conversations.

c. An Increased Capacity for Hope for the Future

- This is to be achieved by enabling the Hope Curriculum principles to be implemented in other schools through a series of school improvement keys and self-evaluation schedule. This can be acknowledged through an award system.
- This is to be achieved by Creating a networked space of schools and other organizations that will promote Hope in schools.

An increased capacity for Hope for the Future – how will we know we are making a difference?

- Networking with knowledge and thought-leaders to define best practice.
- Creating a therapeutic hub which pupils from across the network can access.
- Creating a framework for organisations to work together to promote community hope.

8. Governance Key Performance Indicators 1-5

Ensuring the best 'Hope' filled education is provided for every student through robust accountability.

- KPI 1 Every FGB meeting will use the mission statement to set its agenda.
- KPI 2 The FGB will regularly hold to account the school leadership team to ensure the Vision and Mission of the school is maintained.
- KPI 3 The FGB will work tirelessly to ensure the Local Authority provides the budget required to meet these targets.
- KPI 4 The FGB will set and track the use of the school budget throughout the school year to ensure good stewardship of funds meets the needs of the mission statement.
- KPI 5 The FGB will evaluate and question aspiration and achievement targets to ensure students receive the best life chances possible.

9. Summary: By 2030 The Pilgrim School will build Hope:

in individuals through:

- Providing a Hope led curriculum that mirrors and aligns itself with the National Curriculum.
- Providing a specific personal development curriculum / intervention.
- Providing an immersive curriculum that systematically and systemically promotes Hope. This curriculum model will provide a benchmark for other settings to use.
- Providing access to a therapeutic hub that they would otherwise not be able to access.
- Providing an excellent reputation in reintegrating pupils back to mainstream school or onto their next phase of learning.

in families through:

- Having a therapeutic hub of art, drama, and music therapy / counselling that families at the Pilgrim School and other mainstream schools can access.
- A set of resources and information sessions for parents that help build up hope. These can range from web-based resources to face to face or virtual sessions led by Pilgrim training officer. These sessions should be evidence based.
- Partnership working (e.g. with Home Start Lincolnshire) there will be at least one running project that families can access that will strengthen family resilience. These interventions should be evidence based as well.

in other schools through:

Being a fully networked school.

- The capacity of the Pilgrim School is limited by the fact it is a standalone school. We recognise that our ability to influence the wider system more fully will be greatly enhanced by being fully networked. This could be achieved in a number of ways, eg Creating or joining a multi-academy trust; Creating an LA sponsored federation; Creating a looser network of schools that build Hope within their schools.

Defining a standard for what Hope looks like in a school and packaging this as an award.

- The award could be set in 3 phases – associate, member, and leader. This could be managed by the school. It will have to be self-funding. Constructing a Hope-led personal development course that can be delivered in schools, face to face, distance learning or online. Mainstream schools can purchase places in this.

Having a therapeutic hub

- This would consist of art, drama and music therapy / counselling that pupils at the Pilgrim School and other mainstream schools can access. In addition, this will provide a supervisory role for therapeutic services in school.

Running and developing regionally recognised highly effective CPD programmes.

- This would be for ITT, early career support and support staff – that specifically focus on behaviour, attachment, mental health, personal development and pastoral work. This could be achieved: - Through a MAT / federation; Through an existing teaching school; Through a collaboration of Hope led schools; Through a collaboration of hospital schools in the East Midlands.

in communities through:

- The aspirational vision is to construct a framework of positive outcomes for pupils and their families – inspired by the 'Every Child Matters' agenda but framed in a more positive light.
- The aspirational aim is to establish clusters of schools linked by locality that can use the framework to benchmark the level of Hope in their community. Through the creation of a social impact bond, they can commission and have oversight of a series of projects that can impact those framework outcomes in their community and thus increase Hope.