



To create a safe and inclusive learning environment for young people to enjoy, achieve and move forward with their lives.

Lead	Comm.	Three Year Development Aims [Assumptions]	Overall Aims: Long term	Specific aims	Objectives: what we need to do first: [milestones]	Terms 18-19		
						1	2	3
						RAG rating of progress		
Head & SLT	L&T FGB	Maintain and develop continually the <b>Quality</b> of education <i>a) That the school's vision remains 'as is', or is a development of the current one]</i> <i>b) The school's vision is considered in the context of the developing OFSTED framework</i>	Maintain OFSTED 'Outstanding' at the next inspection, through our continued focus on what each child needs  '... to help [learners] progress as confident, independent young people when they move on.'  'To provide a safe and inclusive environment for young people to achieve and enjoy learning at a difficult time in their lives.'	In departments: to assess performance against the current and developing <a href="#">OFSTED</a> focus areas:	<b>Review current practice against OFSTED Outstanding criteria</b> <i>[Spring initial RAG rating against the draft criteria]</i> <i>[Development of departmental evidence files for inspection and as a reflective review tool]</i> <i>[Set objectives and actions in development areas]</i>	Green	Yellow	Green
				<b>Quality of Education</b>	<b>Review strengths and areas for development in:</b> Quality of Education: Intent -Curriculum design, coverage and appropriateness Implementation - Curriculum delivery; Teaching (pedagogy); Assessment (formative and summative) Impact - Attainment and progress (including national tests and assessments); Reading; Destinations			
				<b>Behaviour and Attitudes</b>  <b>Personal Development</b>	Behaviour and Attitudes: High Expectations (consistent and fair implementation); Attitudes to learning; Behaviour; Exclusions; Attendance and Bullying  Personal development: Spiritual, moral, social and cultural development; Character; Fundamental British values; Careers guidance; Healthy living; Citizenship; Equality and diversity; Preparation for the next stage			
Head & SLT	FGB	<b>Growth</b> <i>[That the NAHE gathers the sector to itself and that greater consistency develops between provisions]</i>	Raise the profile of the school; share and receive good practice models	NAHE becomes the acknowledged 'voice', for Hospital Education at national and staff professional development levels  Greater linkage between provisions and common standards  Development of common Hospital Education benchmarking	Remain on steering group for the new National Association for Hospital Education (NAHE): inaugural conference October 2018, Leicester.  Organise an expanded National Conference for 40 delegates for 20-21 <sup>st</sup> June 2019  Invite an education minister to attend  Benchmarking model developing with Emily Nunn of the DfE Funding Team	Green	Yellow	Green
Head & SLT Head	FGB RC	<i>[That the hospital continues to develop new and expanding provisions in line with the NHS 'New Models of Care']</i>	Respond to educational opportunities within the context of the school's vision statement (above) <i>[That timely information shared with the school by the Trust]</i>	Balance any growth with the maintenance of quality education in the existing school whilst welcoming the chance to broaden the skills area of the school and offer greater teacher development opportunities	LD/ASD expansion in Trust on hold  Discussions with DfE, Southwark, Lambeth and Kings re school supporting the Kings College Hospital teachers with potential for expanding the service			
		<i>[That the hospital continues to consult the school on the Trusts growth overseas, e.g. Maudsley Abu Dhabi]</i>	Respond to educational opportunities within the context of the school's vision statement (above) <i>[That the hospital continues to seek our advice]</i>	Consider each new request in relation to the needs of our pupils, the needs of the school and the needs of children potentially using the new service.	Listen and respond to hospital requests following internal consultation.  Take opportunities to promote the school in the region: Maarten's upcoming lecture in Oman			
		<b>Funding</b> developed and maintained for the school and the sector in relationship to need. [Political pressure does not result in the DfE adopting an unsuitable model: that the DfE can accept a compromise model that acknowledges 'Fairer Funding' principles	Secure appropriate and sufficient funding for the school	Influence the DfE against using inaccurate and inappropriate data for setting HE funding models  To persuade the DfE to minimise the formula funding element of the new model to minimise unacceptable turbulence in the sector To promote the Place Change process, as a viable alternative to unrealistic formula	Attend NAHE Funding group meetings at the DfE; lobby for a coherent formula to the Hospital Education Fairer Funding formula due to start in April 2019  Cooperated with DfE-led visit to Trust's 'Business Intelligence Unit', with Southwark LA representative to review DfE bed-focused formula Advised GOSH and Manchester on the nature of the visits and the data required			