

**The Bethlem & Maudsley Hospitals' School – School Development Plan 2021 - 2022**  
**To create a safe and inclusive learning environment for young people to enjoy, achieve and move forward with their lives.**

L e a d	Co m m. .	Internal, Strategic and Funding	Specific aims (Intent)	Objectives: what we are doing (Implementation) Evidence on progress [impact] will be contained in the SLT's termly report to the governors	Terms 21-22		
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EH, HoS & DH	L&T FGB	Maintain OFSTED 'Outstanding' at the next inspection, through our continued focus on what each child needs	For the SLT to, in departments: assess and improve performance against the current <a href="#">OFSTED</a> focus areas:	<p><b>Review and act on current practice against OFSTED Outstanding criteria</b>  <i>(Development of departmental evidence as a reflective review tool)</i>  <i>(Case studies generated to capture and share best practice across the school)</i>  <i>(Keep EYFS provision under review in case of a potential admission, in the context of a reopening hospital children's ward)</i>  <i>[Termly scrutiny by the Learning and Teaching Committee including response and challenge][Broaden and monitor the curriculum offer through staff development and training]</i></p>			
EH, HoS & DH	FGB L&T	'... to help [learners] progress as confident, independent young people when they move on.'	<p><b>Quality of Education Curriculum design, coverage and appropriateness- Intent</b></p> <ul style="list-style-type: none"> <li>Ensure a broad and balanced curriculum that's appropriate for the pupils</li> <li>Ensuring pupils' curricula are planned and sequenced so that new knowledge and skills build on what has been taught before</li> </ul>	<p><b>Implementation - Curriculum delivery; Teaching (pedagogy); Assessment (formative and summative) -</b></p> <ul style="list-style-type: none"> <li>Analysis of number/diversity of subjects delivered in academic year (January 2022). [increased diversity in subjects for appropriate pupils — not those studying for specific exams]</li> <li>Key teacher audit of curriculum design, coverage and appropriateness using existing systems: database LOs, IEPs, curriculum maps, timetables (May 2022) [audit reflects the diverse needs of our pupils are met]</li> <li>'increasing opportunities for pupils to have access to exams', [assessments materials and assessor skills updated]</li> <li>Learning Objectives based on initial assessments and build on entry points</li> <li>Prisum, Progression Lines used to sequence subject teaching based on initial assessments</li> </ul> <p><b>Impact - Attainment and progress (including national tests and assessments); Reading; Destinations –</b></p> <ul style="list-style-type: none"> <li>Improvement in Maths and English attainment (with an especial focus on reading) whilst the range of subjects offered increases; pupils leave to education/training/employment wherever possible [evidenced in the Progress Report and in departmental analyses on pupils' destinations]</li> <li>Learning Objectives demonstrate clear development and sequencing</li> <li>Progress demonstrated through comparison of baseline to follow-up assessments</li> </ul>			
EH, HoS & DH	FGB L&T	'To provide a safe and inclusive environment for young people to achieve and enjoy learning at a difficult time in their lives.'	<p><b>Behaviour and Attitudes - Intent</b></p> <ul style="list-style-type: none"> <li>To maintain high expectations, promote attitudes to learning; promote exceptional behaviour and minimise exclusions and bullying</li> <li>Maximise attendance during a time of disruption</li> </ul>	<p><b>Implementation –</b></p> <ul style="list-style-type: none"> <li>Review classroom expectations in the context of remote teaching – what needs to change? [Low remote incidents]</li> <li>Ensure local classroom, including virtual classroom, expectations are available and accessible to all staff and pupils [Evidence of sharing]</li> </ul> <p><b>Impact –</b></p> <ul style="list-style-type: none"> <li>Low number of incidents and exclusions</li> </ul> <p><b>Attendance and Bullying,</b></p> <p><b>Implementation –</b></p> <ul style="list-style-type: none"> <li>Use of a broad variety of delivery modes in education; update staff training on bullying</li> </ul> <p><b>Impact –</b></p> <ul style="list-style-type: none"> <li>Attendance improved through diverse modes of delivery: live/ synchronous/asynchronous. Exceptionally low levels of bullying reported by pupils or</li> </ul>			

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DSL/ DDSLs	FGB Safe'g	<ul style="list-style-type: none"> <li>Keep pupils safe online</li> </ul>	<p>recorded by staff</p> <p><b>Maintaining online safety</b></p> <p><b>Intent – To keep pupils safe online, at school and beyond</b></p> <p><b>Implementation –</b></p> <ul style="list-style-type: none"> <li>Training tailored to pupils' needs and mode of learning (in person, remote) and the "staying safe online" pupil audits; to update staff in line with Appendix D of KCSIE, <a href="#">Online Safety</a></li> </ul> <p><b>Impact –</b></p> <ul style="list-style-type: none"> <li>Monitoring of and responding to, online and in school incidents; compare against time-matched ward data</li> </ul>	
		<p><b>Personal Development + -</b></p> <p><b>Intent</b></p> <ul style="list-style-type: none"> <li>Explore how best to deliver these online, in person, and personalised</li> <li>Review each pupil's RSE needs</li> <li>Individual careers guidance maintained – even if remotely</li> <li>Maintain health wherever the pupil is located</li> <li>Welcome diverse pupil self-identification</li> </ul>	<p>Personal development, Spiritual, moral, social and cultural development, relationships, sex and health education, careers information, education, advice and guidance</p> <p><b>Implementation -</b> Deliver these areas in relation to the pupils' individual needs</p> <p><b>Impact -</b> LOs and case studies reflect the effective personalised delivery</p> <p><b>Implementation -</b></p> <p>Use the guidance on KS expectations for <a href="#">Primary</a> and <a href="#">Secondary</a> KSs, against individual need</p> <p><b>Careers guidance and Preparation for the next stage</b></p> <p><b>Implementation – In-house</b> staff to deliver guidance with advice from an independent advisor</p> <p><b>Impact –</b> Careers advice reflects the diverse aspirations of our pupils</p> <p><b>Healthy living;</b></p> <p><b>Implementation –</b> Review how group sessions might be delivered remotely or in constrained circumstances</p> <p><b>Impact -</b> Review physical changes related to the intervention</p> <p><b>Equality and diversity; supporting pupils' chosen identities</b></p> <p><b>Implementation –</b> Reflect diversity of identification in the resources and recognition of the individual</p> <p><b>Impact -</b> High level of pupil satisfaction on exit surveys</p>	
		<p><b>Safeguarding - Intent</b></p> <p>Maximise consistency and confidentiality</p>	<p><b>Safeguarding practice, in concert with the safeguarding committee</b></p> <p><b>Implementation –</b> Improved speed and distribution of safeguarding information within and beyond the school. Maximise use of electronic record keeping and sharing using CPOMS and Egress. Ensure CPOM categories are current and accurately used.</p> <p><b>Impact -</b> School-wide confidential information sharing is demonstrably effective</p>	

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EH	FGB	<p><b>Growth and Hospital Education sector development</b></p> <p>Raise the profile of the school, nationally and internationally; share and receive good practice models</p>	<p>NAHE becomes the acknowledged 'voice', for Hospital Education at national and staff professional development levels</p> <p>Find opportunities to raise the school's profile</p>	<p><i>Work on the steering group as director for the National Association for Hospital Education and promote the sector</i></p> <p><i>With the NAHE, build on the recent Covid-period, recognition of 'Hospital Schools' to work towards statutory recognition</i></p> <p><i>Work with the Hospital Trust in planning and finalising the new Children and Young People's Centre</i></p>
EH & HoS	FGB RC	<p>Respond effectively to the hospital trust's changing responses to the Covid pandemic: including the changes made to who is treated, where and when; to consider this in the context of the hospital's changing physical provision, i.e. the CYP building</p>	<p>Maintain the continuity and adaptability in teaching pupils in all departments through the imaginative use of distance learning tools and direct work within the changing staffing resources available to the school.</p>	<p>Demonstration of flexibility and continuity in the delivery of teaching throughout the school</p> <p><i>Show continued evidence of the school's impact on the design and fitting out of the school sections of the building</i></p>
EH & HoS	FGB	<p><i>Ensure the effective development of the school's SLT</i></p>	<p>Develop the EH, HoS and DH roles in relation to the needs of the school and to their professional development</p>	<p>Ensure the changes to the SLT are working well and evidenced in daily work with staff and pupils, the governing body and with the hospital.</p>
EH & HoS	FGB RC	<p><b>Funding</b> developed and maintained for the school and the sector.</p> <p><i>[Political pressure does not result in the DfE adopting an unsuitable model]</i></p> <p>Secure appropriate and sufficient funding for the school</p>	<p>Influence the DfE against using inaccurate and inappropriate data for setting HE funding models; to accommodate increased DfE academisation</p> <p>To persuade the DfE to minimise the formula funding element of the new model to minimise unacceptable turbulence in the sector</p> <p>To promote the Place Change process, as a viable alternative</p>	<p>Work on NAHE Funding group meetings at the DfE; lobby for a coherent formula to the Hospital Education Fairer Funding formula - Impact will be shown through stability of funding models</p>

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