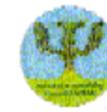




To create a safe and inclusive learning environment for young people to enjoy, achieve and move forward with their lives.

Lead	Comm.	Three Year Development Aims [Assumptions]	Overall Aims: long term, internal, strategic and funding	Specific aims	Objectives: what we need to do first: [milestones] Evidence on progress towards these milestones will be contained in the of the SLT's termly [timescales] report to the governors	Terms 19-20		
						1	2	3
						RAG rating of progress*		
Head & SLT	L&T FGB	Maintain and develop continually the Quality 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 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.'	For the SLT to, in departments: assess and improve performance against the current <u>OFSTED</u> focus areas:	Review and act on current practice against OFSTED Outstanding criteria <i>[Development of departmental evidence files for inspection and as a reflective review tool]</i> <i>[Case studies generated exemplify best practice across the school]</i> <i>[Termly scrutiny by the Learning and Teaching Committee including response and challenge]</i> <i>[Keep EYFS provision under review in case of a potential admission]</i> <i>[Broaden the curriculum offer through staff development and training]</i> Evidence termly to governing body on progress towards all the above	Green	Green	Green
					Quality of Education: Intent -Curriculum design, coverage and appropriateness <ul style="list-style-type: none"> Review IEP structure to best meet needs of curriculum intent Implementation - Curriculum delivery; Teaching (pedagogy); Assessment (formative and summative) <ul style="list-style-type: none"> Termly monitoring of teacher pedagogical development in Head's Report to Governors (Dec 2019). Evidenced through analysis of number/diversity of subjects covered in academic year Further embedding AFL practice through traffic light system on learner record Impact - Attainment and progress (including national tests and assessments); Reading; Destinations <ul style="list-style-type: none"> Introduce TOWRE assessment on word reading efficiency across school (April 2020) WRAT Reading Comprehension assessment in use by all departments (July 2020)	Red	Green	Green
			'To provide a safe and inclusive environment for young people to achieve and enjoy learning at a difficult time in their lives.'	Behaviour and Attitudes	High Expectations (consistent and fair implementation); Attitudes to learning; Behaviour; Exclusions; <ul style="list-style-type: none"> Pilot classroom expectations in one part of school. Review and modify as appropriate (December 2019) Attendance, <ul style="list-style-type: none"> Encourage attendance of pupils who are able to come to school by ensuring curriculum meets their needs (December 2019). Evidenced through case studies and further reduction of IM attendance code % Bullying Maintaining online safety	Green	Green	Green

• The RAG rating is made against the evidence in the SLT's termly report to governors containing quantitative and qualitative progress towards the SDP milestones



					<p>Develop departmental “staying safe online” pupil audits in line with latest “Teaching Online Safety Guidance” (December 2019)</p>			
				<p><i>Personal Development</i></p>	<p><i>Spiritual, moral, social and cultural development; Character; Fundamental British values; Citizenship</i></p> <ul style="list-style-type: none"> Focus pupils on needs of others through £30 half-termly charity workshop. Create whole school record (October 2019), report on school website (December 2019), aim for each pupil to create a 3-slide presentation to promote their charity (April 2020) <p><i>Careers guidance</i></p> <ul style="list-style-type: none"> Develop targeting of careers advice and guidance to move from generic to personalised model (April 2020) <p><i>Healthy living;</i></p> <ul style="list-style-type: none"> Promote healthy eating through cooking sessions (December 2019) Collate anthology of recipes cooked across the school (April 2020) <p><i>Equality and diversity; supporting pupils’ chosen identities</i></p> <ul style="list-style-type: none"> Audit school environment in relation to better reflecting pupils’ diversity and identity (April 2020) <p><i>Preparation for the next stage</i></p>			
				<p><i>Safeguarding</i></p>	<p><i>Safeguarding practice, in concert with the governing body through the newly formed safeguarding committee</i></p> <ul style="list-style-type: none"> Create a unified way of reporting daily risk assessments (May 2020) Inform the work of the safeguarding committee by compiling: sample handover forms, analysis of incidents in school, safeguarding policy revision, Southwark safeguarding audit (December 2019) 			
Head & SLT	FGB	<p>Growth and Hospital Education sector development [That the NAHE gathers the sector to itself and that greater consistency develops between provisions]</p>	<p>Raise the profile of the school; 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>Greater linkage between provisions and common standards</p> <p>Development of common Hospital Education benchmarking</p>	<p>Remain on steering group for the new National Association for Hospital Education and promote the sector</p> <p>Benchmarking model development with Emily Nunn of the DfE Funding Team</p> <p>Work with the Hospital Trust in planning and finalising the new Children and Young People’s Centre</p>			
Head & SLT Head	FGB RC	<p>[That the hospital continues to develop new and expanding provisions in line with the NHS ‘New Models of Care’]</p>	<p>Respond to educational opportunities within the context of the school’s vision statement (above) [That timely information shared with the school by the Trust]</p>	<p>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</p>	<p>Follow up discussions with DfE, Southwark, Lambeth and Kings re school supporting the Kings College Hospital teachers with potential for expanding the service</p> <p>Monitor and respond to any continued support requests made by Evelina Hospital school</p>			NA
Head & Deputy	FGB	<p>[That the hospital continues to consult the school on the Trusts growth and development]</p>	<p>Respond to educational opportunities within the context of the school’s vision statement (above) [That the hospital continues to seek our advice]</p>	<p>Consider each new development in relation to the needs of our pupils, the needs of the school and the needs of children potentially using the new service.</p>	<p>Take opportunities to promote the school: Deputy Head’s upcoming lecture in Oman; supporting the hospital in sourcing funding for the CYP centre</p>			
Head & Deputy	FGB RC	<p>Funding developed and maintained for the school and the sector. [Political pressure does not result in the DfE adopting an unsuitable model]</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</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 to unrealistic formula</p>	<p>Work on NAHE Funding group meetings at the DfE; lobby for a coherent formula to the Hospital Education Fairer Funding formula</p>			

- The RAG rating is made against the evidence in the SLT’s termly report to governors containing quantitative and qualitative progress towards the SDP milestones