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| **Full New LogoPriorities**  **School Development Plan 2022-2025** | | | | | |
| Children and young people first  Ensure children and young people, along with their families, receive a high-quality experience whilst in our care and beyond | High expectations for every child  We set high and challenging expectations for every child and young person and ensure any vulnerable groups are identified and responded to with support | Outcomes  Empower all staff to support challenging outcomes with clear strategies of how they are to be achieved | | Independence  Promote independence throughout whilst providing appropriate scaffolding which supports achievement | Responsive to need  Ensure we are continually responsive to changing needs, be they within pupil cohorts or the wider educational landscape |
| **Quality of Education** | | | | | |
| To ensure a fit for purpose, personalised curriculum offer is in place for all learners  To ensure outstanding teaching and learning is evident throughout school  To develop effective personalised intervention and provision for all learners  Continue to develop the effectiveness of our assessment system | | | To develop and embed a total communication approach across school including effective AAC  Provide a centre of excellence outreach development provision  To develop the outdoor space to ensure maximum outcomes for learners  Develop and embed our employability and skills for life offer | | |
| **Behaviour and Attitudes**  To ensure a whole school focus on Wellbeing and Mental Health for staff and children  To support parental involvement with their child’s learning  To further develop positive support for behaviour | | | **Personal Development**  To promote effective physical and mental development for learners  Develop impact and influence of student voice across school  Further develop links between the school and the local community  To develop learner independence  Ensure an effective and meaningful transition process is in place for 2023/24 | | |
| **Leadership and Management** | | | | | |
| To review the roles and responsibilities of the leadership structure  Continue to develop the staff team  To review the structure of the school day to ensure maximum learning time and ensuring efficient wellbeing for students  To ensure effective and robust safeguarding processes are in place across school | | | To ensure an effective staffing structure is in place to meet an increasing pupil numbers and complexity of need  Embedding the ethos and values of Ravenshall across all school sites  To review and update the school website  Ensure robust and impactful school governance | | |
| **Financial and Administrative Sustainability**  To further develop an effective business plan to secure a strong and stable financial future (to include income generation and fundraising strategies)  To review the effectiveness, roles and responsibilities of the admin team | | | | | |

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| **Quality of Education – Context**  Our curriculum incorporates a broad, rich and meaningful approach with highly personalised holistic teaching and learning. Work with staff, governors and parents has enabled us to identify clear aspirations for our children. Work began in Jan 2022 on developing a new curriculum to ensure we were responding to the changing demographic with school. Priorities were identified by curriculum working parties (Spring 2022), piloted by classes (Summer and Autumn 2022) and implemented in January 2023. Transition frameworks were developed and embedded in Spring and Summer 2023, complemented by progression frameworks.  The outcome of this work is that leaders have constructed an ambitious and broad curriculum which maximises individual potential. Pupils gain in depth and functional knowledge and skills set to succeed in the next phase of life learning. The bespoke assessment system ensures that data gathering informs leaders that pupils make good and outstanding academic and holistic progress. Evidence from a range of quality assurance processes confirms that the quality of education in all Key Stages is of a very high standard. The functional approach to learning has a clear sequence of development through each Key Stage which is reflected in successful pupil outcomes with external accreditation. Recently developed schemes of work allow teachers to further ensure learning is effectively sequenced to enhance learning. | | | | |
| **Quality of Education - Strengths**   * High levels of engagement and outcomes across the curriculum * Outstanding teaching and learning linked to an effective performance management system and staff CPD program * High levels of teacher peer support * Holistic target progress outstanding * Range of outstanding qualifications achieved by children | | | | |
| **1. Quality of Education**  To ensure a fit for purpose, personalised curriculum offer is in place for all learners  To ensure outstanding teaching and learning is evident throughout school  To develop effective personalised intervention and provision for all learners  Continue to develop the effectiveness of our assessment system | | To develop and embed a total communication approach across school including effective AAC  Provide a centre of excellence outreach development provision  To develop the outdoor space to ensure maximum outcomes for learners  Develop and embed our employability and skills for life offer | | |
| **Core strategies and actions** | **Governor link**  **Megan McGuire** | | **Key Staff** | **Progress and evaluation** |
| 1.1 To ensure a fit for purpose, personalised curriculum is in place for all learners | | | | |
| To devise and implement a purposeful and inspiring specialist curriculum which meets the needs of all our learners, promotes individual interests, independence and enrichment, incorporating an integrated and functional approach to meeting needs in the curriculum based on individual need and aspirational objectives in each child’s EHCP  To ensure clarity on the school's curriculum intent, including implementation of appropriate schemes of work  Review subject co-ordination to ensure fit for purpose curriculum management across school  Ensure the wider curriculum is appropriately sequenced and planned to maximum outcomes towards holistic targets  Reviewing curriculum offer to consider different learning pathways for learners according to need.  Review the effectiveness of Wonderful Wednesdays, Reading for All and Thrive Time sessions  Develop Semi Formal curriculum offer  Staff performance management reflects the objective to enhance personalised opportunities that are appropriately differentiated to meet individual needs  Develop a whole school literacy action plan to align with the DfE’s reading strategy  Develop the depth and range of extracurricular opportunities available to learners  Develop the ICT infrastructure across the school to ensure maximum outcomes for children  Audit, review and evaluate the holistic target assessment system to ensure it is still fit for purpose, particularly in the Trailblasers pathway  Ensure development and growth of the careers curriculum across school, including the consideration of Skills Builder strategy  Develop the creative arts offer across school and teacher subject knowledge and skill sets  Review the 14-19 curriculum to ensure that skills are embedded at KS4 to build on at KS5 | | | SLT,  GOw  GOw  Sco  SCo  SCo  SCo  MCa  RRo  ATo  MCa  RRo  GOw,  MCa  MCa  SWi  SCo  BEr  SCo | New theme-based curriculum developed across primary and secondary departments. Subject progression frameworks re written in all areas to link directly to the overall curriculum intent and to show progression and sequential learning.  New theme based curriculum and delivery of subject intent monitored and evaluated by subject leaders and SLT through a series of learning walks, planning monitoring and formal lesson observations  Roles and responsibilities of subject leaders clarified and shared through staff collaboration. Subject leader interviews held by SLT  Subject leader interviews continued by SLT and plans made for 2023-24 subject leader development programme. June ’23 (SCo) – curriculum area leads roles  and responsibilities written and shared, TLRs appointed key curriculum development areas, MScale/UPR curriculum area leads designated to all teachers (in the process of being updated for 24-25, curriculum lead CPD planned for SDMS throughout 23-25.  Subject leads working on curriculum areas. Progression frameworks in place. Sep 23  New assessment and planning structure in place. Change from Key Stage to Phases began Sep 2023. Classrooms provide space for therapeutic interventions and life skills. 3 teachers appointed to enable smaller focused teaching groups  OT and Sullivan room access to meet sensory needs and adapt teaching approaches  Wonderful Wednesday activities develop a range of life skills/ hobbies and interests. Specific lunchtime clubs deepen and introduce new interest opportunities. Curricular visits continue to expand and develop as a core part of the curriculum. Family Support Officer appointed and leading on the re introduction of after school clubs. Thrive time audited and reviewed Sep 24. Wonderful Wednesdays assessment processes in place.  Personalised curriculum in place. Team supported through regular development meetings Sep 24.  Comprehensive system in place for all staff, linked to SDP From Sep 22  Reading for all implemented. Phonis through school until KS4.  Lunchtime and after school clubs now available for students to access April 24  Funding now available to develop ICT infrastructure – Sep 24  Action plan written and underway Sep 24  Wonderful Wedensdays has developed to encompass great performing art opportunities for children. CHa working alongside staff to develop teacher skillsets. Sep 24 |

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| 1.2 To ensure outstanding teaching and learning is evident throughout school | | |
| Develop whole school teaching, learning and monitoring strategies through ongoing department monitoring, lesson observations, professional partners – informal peer lesson observations, discussing, identifying and disseminating good practice  Develop the same offer for ETAs and Cover supervisors. Embed a system of monitoring the quality of support staff in lessons, including ETAs and Cover supervisors to ensure development and growth of teaching and learning skills, focusing on questioning techniques and developing independence.  Adress any weaknesses in subject-specific pedagogies, particularly with ECTs and non subject specific teachers.  Identify professional development pathways for staff based on monitoring activity and whole school priorities  Implement whole school and cross phase collaboration to ensure learning opportunities are highly engaging and inclusive for all learners  Review and develop planning formats through school to ensure learning opportunities are personalised, differentiated, engaging and build upon learners’ knowledge and interests. Ensure planning identifies what teachers should teach and point them to the right resources and subject-specific pedagogies. | SCo  SCo  SLT  RRo  SLT  Gow, SCo | June ’23. Teaching and Learning Framework written in collaboration with teaching team, draft format used throughout this year to establish a shared language around what outstanding T&L looks like at Ravenshall. Planned focus on teaching and learning in SDMs (drawn from observation findings and school priorities e.g. phonics), addressed through delivery of high quality in-house collaborative CPD. Two rounds of T&L evaluation throughout 23-23 (learning walks in November and formal observations in April). High teaching quality sustained throughout the year, in some cases improved. Early Career Framework fully embedded and successfully supporting ECTs. Ongoing Sep 24  TDM focus on ensuring teachers’ choices of activities and methodologies help pupils to learn and internalise content – Autumn 2023  Whole school phonics training  Free SKTM (Specialist Knowledge for Teaching Mathematics) courses for selected teachers  Weekly maths meeting during PPA to discuss subject knowledge and planning  Half termly standardisation/moderation TDMs feature bitesize subject knowledge CPD  Subject knowledge discussed during lesson observation feedback, coaching/mentoring sessions  Identified through performance management processes.  Through subject leadership and shared PPA Sep 23  New planning formats reviewed in Summer 2023 through collaboration with staff to work in line with the new subject progression frameowrks. Further developments to be made in Autumn 23 to refine effectiveness and connection with appropriate assessment systems e.g. ABC or Holistic targets. Implemented Sep 24 |

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| 1.3 To develop effective personalised intervention and provision for all learners | | |
| Review use of all interventions spaces to promote learner progress and engagement for curriculum delivery  Ensure a robust and rigorous approach to monitoring and evaluating the effectiveness of interventions  Develop strategies and tools to meet the needs of children with Autism, including the introduction of TEACCH approaches and a TEACCH learning room and sensory circuits | CMA  GOw  CMa, MCa, | Interventions monitored through whole school overview  Sullivan room used for sensory circuits and OT programmes  Primary library now a reading focus area  ‘TEACCH room’ implemented Sep 24. Training for JSt. Awareness training on INSET day delivered to all staff |

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| 1.4 Continue to develop the effectiveness of our assessment system | | |
| Holistic learner progress is captured, measured, recorded, reported and celebrated with parents/carers in accessible ways with learners and their families  Ensure an effective system of quality assurance is in place to track pupil progress  Introduce video-based evidence to complement the school’s robust assessment system | GOw  GOw,  GOw | All holistic progress captured using evidence me app. Data analysis system used to track and ensure good progress. Gow to begin parent share pilot in September 23.  Class dojo ‘School Story’ used weekly from Summer 24.  Annual reports shared in video form Sep July 24 |

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| 1.5 To develop and embed a total communication approach across school including effective AAC | | |
| Ensure communication opportunities are embedded in all lessons across all aspects of the school day. Appointment an Advanced ETA for communication to lead on developing further communication strategies across school  Ensure School staff (in all roles) are well-equipped to support the communication needs of all learners through appropriate training, including refresher opportunities for staff in new roles/ other areas of school  Ensuring Parents/carers are able to access training and support to communicate effectively with their learners at home  Develop the use of Augmentative and Alternative Communication (AAC) systems for all appropriate learners and ensure staff are fully trained in the use of them  Audit current provision to assess accessibility of learning for individual learners with significant VI/HI | MCa  MCa  KHo  KHo  CMa  CMa | Great in certain classes. Appointed AAc lead to improve consistency Oct 24  Whole School Performance Management target 24-25  Monthly MHST parent/carer workshops and drop-in sessions facilitated by PCW from Northorpe Hall advertised on Class Dojo, class letters, wellbeing newsletters have been very well attended. Positive feedback has been received with parents/carers reporting the information, leaflets, and suggested strategies have been valuable in supporting their child at home with positive communication and attachment, behaviour as communication, self-esteem, self harm and supporting sleep. The BSW at PFA delivering 1-1 SEMH interventions has shared communication fans relating to emotions and self-regulation with parents/carers. This has had a positive impact with a consistent home/school approach. |

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| 1.6 Provide a centre of excellence outreach development provision | | |
| Devise a suitable offer which outlines the school’s networking and collaborative pathway to other provisions  Identify and train staff who will lead this offer, being accountable for its delivery and success  Establish a programme of peer support for identified staff in specific mainstream settings  Provide in-house training programmes which improves mainstream staff knowledge of SEND  Develop and embed Satellite provisions to meet local need | MCa  MCa  MCa  SCo  MCa | One SLE continues to do supportive work at other schools on behaviour management. Lots of informal visits and support from local schools to give advice and ideas with setting up internal provisions for groups of pupils/ individuals  Satellite provision teacher provides advice and modelling within the mainstream junior school  Primary satellite provision running well Sep 22 |

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| 1.7 To develop the outdoor space to ensure maximum outcomes for learners | | |
| Ensure the school is effectively resourced to meet all outdoor provision needs  Outdoor provision is developed to provide a safe, fully inclusive space where pupils feel valued and safe to explore their surroundings and develop their physical skills  Appropriate grants and fundraising identified to consolidate on going opportunities for developing and maintaining the outdoor space | CGr  CGr  CGr | Forest School developed and added to curriculum Sep 23  Sensory Garden completed Sep April 24  Outdoor Gym equipment completed Jan 24  School farm project beginning Sep 24  Mile track work to begin 2025 |

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| 1.8 Develop and embed our employability and skills for life offer | | |
| Explore and offer a variety of workplace placements for some KS4 students using local contacts and businesses – long term and short term  Devise appropriate apprenticeship schemes for pupils who have potential  Explore all opportunities within the local community to provide a work-related curriculum offer for some pupils  Plan and deliver a whole school approach to ‘Hobbies and Interests for Life’ which spans all key stages and is age/ability/aptitude focused  Ensure the school environment reflect this key ambition i.e., Pond area, horticulture, animals, workshops, retail, café etc  Website to reflect work related learning opportunities provided and tracked through Ravenshall alumni | MCa,  BEr  BEr  SWi  BEr  GOw | Programme of internal placements week Spring term successful for Y11s and Y12s  Careers week involved a wide variety of supportive group visits eg STEM Magna, IKEA, OXFAM.  Ongoing careers visits eg mechanics, catering, horticulture  Internal placements set up  Careers lessons taught in Pathways  Work is ongoing, several lines of funding have been secured. Pond area to be redesigned during the summer break 2023.  To develop page of annual successes and further develop by TLR holder next year |

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| **Behaviour and Attitudes – Context**  Pupil and staff relationships are excellent. Pupils attendance is high, and attitudes are positive and respectful. Supportive engagement for learning strategies and high expectations are firmly embedded and therefore pupil engagement is exceptional. The highly skilled inclusion team provide a graduated system of behaviour support and maintain successful collaborative partnerships with families and other agencies. The focus on development of emotional wellbeing and resilience is seen throughout the personalised curriculum and wide range of interventions. Pupils are encouraged to play an integral part in the development of a positive school culture. | | | |
| **Behaviour and Attitudes – Strengths**   * Staff create a safe, calm, orderly and positive environment around school and in classrooms * Clear routines and high expectations for the behaviour of pupils is embedded throughout the whole school * Attendance of pupils is high, * Relationships between staff and pupils is excellent with positive and respectful attitudes demonstrated. * Positive Behaviour Support is embedded through Behaviour for Learning (BFL) strategies and pupil engagement is excellent, evidenced via MQTAL. * Responsive actions through the implementation of the FOCUS (nurture) group in KS3/4 to support individual students has ensured suspensions and exclusions have remained low. The use of reduced timetables for limited periods (6 weeks) for 4 pupils with time gradually increasing has allowed pupils to re-engage in their learning full time with a significant reduction in CPOMS. * The implementation and effective use of Regulation Support Plans (RSP) and Sensory Passports as well as the Sullivan and Sensory room, Lily the therapy dog have had a positive impact with pupils being able to self-regulate, less pupils reaching crisis and minimal use of PHPI recorded on CPOMS. | | | |
| **2. Behaviour and Attitudes**  To ensure a whole school focus on Wellbeing and Mental Health for staff and children  To support parental involvement with their child’s learning  To further develop positive support for behaviour | | | |
| **Core strategies and actions** | **Governor link**  **Sarah Lee and Isaac Eloi** | **Key Staff** | **Progress and evaluation** |
| 2.1 To ensure a whole school focus on Wellbeing and Mental Health for staff and children | | | |
| To develop the work of the happiness team within school  Audit teacher workload and staff wellbeing  School embeds an ethos that encourages all stakeholders to develop their understanding of mental health and wellbeing issues.  Resources which promote good mental health, including the role of ELSA trained staff, are reviewed and updated.  Staff are developed and supported to manage their own mental health and wellbeing.  All learners’ needs are addressed to the highest standard throughout the day, to facilitate improved well-being, health and readiness to learn.  Areas are created in school for learners to reflect and practice mindfulness relaxation techniques.  Development of outdoor spaces to enable learners to take time out, have learning breaks and exercise in open spaces.  Develop provision to ensure mental health needs are met, e.g., yoga for special needs.  Embed My Happy Mind materials in Thrive Time | | KHo  Kho  Kho  Kho  Kho  SLT  Kho  Kho  Kho  KHo  Thrive Lead | Happiness school continue to arrange events and initiatives based on feedback from staff surveys. E.g. quiz events, raffles, competitions  Audited by RR Spring 2022. Measures taken – Directed hours confirmed. Staff meeting time reduced. Unnecessary paperwork reduced. Paperwork streamlined to avoid duplication of work. Whole school diary of events and CPD in place to ensure effective planning time for staff.  Half termly wellbeing newsletters and information on class Dojo for parents/carers signposting local support and services via Thriving Kirklees, local offer and Northorpe Hall have been well received. Parent/carer MHST workshops and drop-in sessions focusing on children and YP mental health, how to maintain positive emotional wellbeing, positive communication and attachment, self-esteem, supporting sleep, the impact of digital age on wellbeing, teenage brain, supporting anxiety, behaivour as communication, loss and grief, self-ham, self-care, have been well attended. Themed Assemblies, DDD such as Hello Yellow (Young Minds) Dress to express (Place to Be) has raised awareness. Topics covered in the PSHCE curriculum have raised pupil awareness of signs to look our for related to MH, ways to look after own wellbeing and how to seek help in and out of school. Posters displayed around school signpost local support agencies for pupils and staff. The stigma attached to discussing Mental Health issues has been reduced.  During this academic year our 3 ELSA’s have successfully completed CPD supervision sessions with the EP and retained ELSA status. New strategies used to support pupils referred for ELSA are embedded in tailored small group or 1-1 sessions. The impact of this can be seen with pupils able to express their emotions better using various communication methods evidenced via Holistic targets. The PSHCE curriculum is constantly reviewed with the most up to date resources from the PSHE Association and be happy hub used upportt delivery of MH and wellbeing lessons. Half termly newsletters promote good mental health tips e.g., sleep, healthy eating, mindfulness, self-care.  CPD undertaken by all staff to develop skills and expertise to deliver yoga as well as embed this practice in their own lives as a tool to support their own wellbeing. Half termly newsletters with top tips to support mental health and wellbeing as well as signposting local support services. All staff have had Growth mindset training. Staff have access to Care First package and can self-refer. The weekly breakfast provided by SLT is well attended as are happiness, wellbeing e.g., Zumba and social events e.g., quizzes, Christmas and summer party. Members of SLT have access to professional coaching sessions.  Daily Thrive time sessions with activities such as mindfulness, Yoga, Lego therapy, sensory play has had a positive impact with pupils calm and ready to learn for the afternoon sessions evidenced in lesson observations and a reduction in afternoon CPOM’s. RSP’s have been effective with a more consistent approach to support pupils to reach reach calm when dysregulated resulting in a reduction of pupils reaching crisis. Structured ELSA sessions have had a positive impact with pupils interacting more successfully with others, demonstrating appropriate behaviours to access learning, showing greater self-awareness and having increased self-esteem evidenced by pupils achieving SEMH holistic targets. Breakfast club to be trialled in June 2023 based on research and evidence that this has positive effects on cognitive function regarding attention, memory and reaction time with pupils settled, more engaged in learning, more positive and happy mood.  Classrooms have calm safe spaces where pupils can retreat should they require time out for self-regulation. During Thrive time staff use areas in their classrooms, dining hall or gym for Yoga. The allotment has become a popular outside space where pupils are encouraged to use their senses to practice mindfulness.  Reading cabin Sep 24  All staff received training to deliver Yoga. Effective practice has been evidenced during lesson observations in ‘Thrive Time’ with pupils engaging well in yoga sessions. Refresher training and new staff induction on the referral process for ELSA, Draw and talk interventions has seen staff making referrals as appropriate for pupils. CPOM monitoring has identified pupils requiring external support with referrals made to EP, OT, Early Help, CAMHS. Parent carer workshops facilitated by MHST PCW have ensured a consistent approach with strategies in school/at home. |

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| 2.2 To support parental involvement with their child’s learning | | |
| Develop family/school partnerships  Further enhance the use of technology to enable parents to send information into school; as well as receiving information.  School staff continuing to liaise with multi-disciplinary teams to ensure that families receive the appropriate resources to support their child at home  Development of parent/carer in-school workshops – to include invitations to spend time working with learners in class on specific areas of need  Develop action plans for ‘hard to reach’ parents  Undertake ‘Leading Parent Partnership’ self-audit and develop action plan based on findings in preparation for re-accreditation.  Consider the need for a family liaison role in school to meet growing demand for school-home support | MCa  Gow  MCa  Kho  MCa  KHo  RRo | FWO appointed- survey completed. Referral form in place  Hard to reach families focused on  MHST workshops monthly- good feedback  No further enhancements made on current Class Dojo communication system but Class Dojo contunes to work effectively. School story now shared weekly by all teachers  SALT, PHYSIO, OT, CAMHS, MHST  Monthly parent/carer workshops facilitated by MHST PCW (Northorpe Hall) have been well attended by parents/carers.  Families identified and most contacted. Action plans being created and implemented  Funding allocated I the 2023/24 budget. Appointed Summer 2023 |

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| 2.3 To further develop positive support for behaviour (Whole School Performance management Target 2023-24) | | |
| Develop and implement effective behaviour for learning approaches.  Roles and responsibilities of BSWs to be clarified with all staff.  Consider need for increase in number of BSW roles in school.  Pupil voice to review the existing rewards system to be age appropriate and encourage older pupils to buy in  Embed the work of the Sensory Occupational Therapist to ensure sensory passports are up to date and being followed  Build on recent Emotion Coaching training to ensure an appropriate response to dysregulation, including the appointment of emotion coaching champions | Kho  KHo  SLT  CMa  KHo | New policy in place following work with staff and families over developing schools’ approach to relationships and engagement.  Weekly CPOM monitoring and tracking has enabled pupils to be identified as needing specific internal and external interventions to support positive behaviour. Regulation Support Plans (RSP) as live documents (regularly updated with new strategies from EP, OT, etc) have ensured a consistent approach with less pupils reaching crisis and being able to self-regulate. Whole school staff twilight training ‘Talking Strategies’ Positive Behaviour Support culture training has provided staff with up-to-date strategies to support the changing needs of pupil’s behaviour. This has had a positive impact with staff being more confident to trial new approaches evident through MQTAL.  SDM and Key Stage meetings have ensured a collaborative approach in identifying the key ingredient needed for a positive behaviour support culture.  Boxall profiling has been used for pupils in NEST and FOCUS group with strategies to support SEMH needs. These have proven successful with pupils having positive interactions with others, reduction in anxieties, more engagement in learning, less incidents recorded on CPOMS and pupils achieving Holistic Targets.  Inclusion Team roles shared with staff in September 2022. A flyer to be distributed outlining the Teams specific roles so staff can seek specialist advice e.g., Safeguarding, Bereavement, Nurture, SEMH, Boxall (This will be included into the refined whole school behaviour policy September 2023)  2 BSW’s appointed and commenced their roles in January 2023. One based at PFA (no previous BSW at PFA) and one at main school. The skills brought by these two new members of staff delivering specific 1-1 SEMH interventions have had a positive impact with key pupils at PFA now using different communicate methods to express their emotions demonstrating higher pupils’ engagement in lessons and a significant reduction in CPOMS.  Completed summer 2023  Completed for 50% of learners |

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| **Personal Development – Context**  Pupils have a range of opportunities to develop their talents and interests through an inventive and imaginative Wonderful Wednesdays and Pathways curriculum. This is further developed through an extensive extracurricular offer. Pupil Premium, CLA and children from disadvantaged families are prioritised and take up most places for daily extracurricular clubs. Fundamental British values are a focus of whole school and curricular learning, preparing pupils to be resilient, confident and independent citizens. All stakeholders know and understand the school’s philosophy of ‘All Equal, All Different, All Important’. | | | |
| **Personal Development – Strengths**   * Community access – learning within the community – opportunities for children to develop functional skills through the life skills curriculum * Dedicated day for personal development through Wonderful Wednesdays * Personised curriculum incorporating pupil aspiration through holistic targets * Substantial and impactful work related learning offer | | | |
| **3. Personal Development**  To promote effective physical and mental development for learners  Develop impact and influence of student voice across school  Further develop links between the school and the local community  To develop learner independence  Ensure an effective and meaningful transition process is in place for 2023/24 | | | |
| **Core strategies and actions** | **Governor link**  **Kirsty Dickinson** | **Key Staff** | **Progress and evaluation** |
| 3.1 To promote effective physical and mental development for learners | | | |
| Physical development opportunities are embedded in lessons and across all aspects of the school day for all learners as part of new curriculum developments  Ensuring Staff are well trained to support the physical development of all learners, including those with significant needs  Maintain collaborative working with physiotherapists and occupational therapists which positively impacts on the physical development outcomes of learners.  Training sessions/further information provided for parents/carers to enable them to support the physical and mental development of their child at home.  Further develop Nurture based opportunities and other resources to meet SEMH needs and promote EfL successes.  Increase staff knowledge, understanding and use of Boxall. | | GOw  SLT  MCa  KHo  Kho  KHo | Thrive time, Wonderful Wednesday, KS4 pathways  Physio support in place and developing OT support.  MHST workshops successful for MHWB/ positive health support  Monthly Parent/carer workshops and drop-in sessions facilitated by MHST PCW focusing on children and YP mental health, how to maintain positive emotional wellbeing, positive communication and attachment, self-esteem, supporting sleep, the impact of digital age on wellbeing, teenage brain, supporting anxiety, behaivour as communication, loss and grief, self-ham, self-care have been well attended. Half termly wellbeing newsletters and information on class Dojo signposting local support and agencies have been accessed by parents.  Nest (Primary) and Focus group (Secondary) are small nurture groups focusing on individuals SEMH needs, with targets set and clear strategies based on Boxall profiles. Both nurture groups have had positive impact for pupils evidenced by pupils working towards and some achieving SEMH Holistic targets on Evidence Me as well as reduction in incidents logged on CPOMS. 1-1 SEMH interventions at PFA have also shown a positive impact.  More members of the Inclusion Team are using Boxall profiling for strategies to support pupils SEMH needs. BFL successes are recognised via Dopo messages home, positive phone calls, certificates in assemblies. |

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| 3.2 Develop impact and influence of student voice across school | | |
| Develop the effectiveness of the school ambassadors  Consider accreditation to celebrate achievements of school ambassadors  Students offered choice when considering curriculum options  Students consulted on school developments  Work towards gaining UNESCO Rights Respecting the Child Award | SGa  SGa  KS Lead  Kho  PSn | Bespoke ambassadors lessons in Pathways  Most student voice contribution through power point/ visual.  Representatives of each class regularly attend school council meetings with ideas for school improvement. School Ambassadors have attended SLT meetings to present ideas and get feedback. Inclusion Team questionnaires May 2023 for pupils regarding ideas for a new rewards system. Results of the questionnaires to be taken on board and implemented in September 2023. Ambassadors to be involved in presenting this to peers in Key Stage Assemblies and feeding back to SLT  Begun Sep 2024 |

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| 3.3 Further develop links between the school and the local community | | |
| Develop and build on links with local schools to ensure collaborative learning between students  Develop confidence and expertise among staff to provide outreach support for schools  Develop local community groups awareness of the school and begin to develop sustainable links  Develop the work of Friends of Ravenshall | MCa  KHo/  RRo  BEr  CMa | Ongoing links with Headfield |

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| 3.4 To develop learner independence | | |
| Staff training to broaden knowledge, understanding and strategies to develop independence  Whole school focus for ETAs  Develop questioning techniques as scaffolding to independent learning  Encourage students to be reflective  Consider the implementation of a ‘Ravenshall Passport’ or similar strategy to ensure all children have access to all opportunities during their school career. | SCo  SCo  SCo  SCo |  |

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| 3.5 Ensure and effective and meaningful transition process is in place for | | |
| Provide greater opportunities for class teacher and ETA collaboration and handover of key information  Provide families and governors with relevant information about rationale and changes  Refine the transition from Explorers to Trailblzers pathways, developing student voice and options choices for Pathway groups | SLT  GOw  Gow  JSw | SDM and ETA briefing time allocated across the year for information sharing between teachers and ETAs including sharing transitional information.  All information regarding phase changes and curriculum/timetable models shared with families and governors |

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| **Leadership and Management - Context**  The school’s vision and priorities for improvement are clearly articulated by all leaders and Governors. Leaders ensure that all stakeholders are involved in a clear and ambitious vision for school improvement. The school’s senior leadership have high expectations of both children and adults, holding staff to account for the quality of their teaching and the progress of their pupils. There is a clear and defined culture of growth mindset, with limitless opportunities for career and professional development. Professional development is deeply embedded within the culture of the school and is evident within a rigorous Performance Management system. Statutory safeguarding requirements are met to the highest standard and pupils and their families are supported by key staff and extensive multi agency networks. | | | |
| **Leadership and Management – Strengths**   * High expectations of children and adults * Strong governance, taking active interest and school policy and practice * Strong culture of safeguarding * Professional development systems and development opportunities for staff | | | |
| **4. Leadership and Management**  To review the roles and responsibilities of the leadership structure  Continue to develop the staff team  To review the structure of the school day to ensure maximum learning time and ensuring efficient wellbeing for students  To ensure effective and robust safeguarding processes are in place across school  To ensure effective and robust health and safety procedures are in place across school  To ensure an effective staffing structure is in place to meet an increasing pupil numbers and complexity of need  Embedding the ethos and values of Ravenshall across all school sites  To review and update the school website  Ensure robust and impactful school governance | | | |
| **Core strategies and actions** | **Governor link**  **Sarah Hoffman** | **Key Staff** | **Progress and evaluation** |
| 4.1 To review the roles and responsibilities of the leadership structure | | | |
| Clear lines of accountability for leadership and wider leadership team are in place  Roles and responsibilities are reviewed and a more efficient, structure is implemented providing improved value for money, build capacity and succession plan  Ongoing leadership CPD opportunities to be available for middle leaders to develop skills and management strategies  Subject coordinators clearly understand roles and responsibilities | | RRo  RRo  SLT  SCo | Line management system and weekly meetings with line mangers initiated Summer 2022 and reviewed Summer 24  Roles and responsibilites reviewed and clearly defined Spring 2023  Assistant heads appointmed to ensure school adapts to growing numbers of children and staff, whilst keeping outstanding leaders at Ravenshall  Large number of staff complted or completing NPQs  High number of staff on NPQs  Curriculum area leads roles and responsibilities written and shared, TLRs appointed key curriculum development areas, MScale/UPR curriculum area leads designated to all teachers (in the process of being updated for 23-24). Early days in terms of how effectively teachers understand and carry out their roles. Focus for 23-24. |

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| 4.2 Continue to develop the staff team | | |
| To further develop effective professional development structures for all staff  Explore feasibility of ‘fundraiser’ role  Further development of apprenticeships & other school staff  Provide opportunities for staff training including NPQs  Ensure staff development meetings are meaningful, impactful and effective  Engage in reflective practice through research driven school improvements in partnership with our school alliances  Ensure staff are fully trained to meet changing need of children  Review the efficiency and effectiveness of the Health Care team in response to growing need  Develop a coaching culture across all school sites and for all staff | RRo  RRo  RRo  RRo  RRo  RRo  RRo  RRo  RRo | SDM calender embedded, complemented by performance management system  Appointed and began post Jan 2023  Ongoing – rolling program of apprentices successfully appointed and completing courses  Large take up – development of middle leaders significant  Overseen by SCo. Clear concise, impactful meetings now in place  June ’23 – continued to strengthen relationship with Maths Hub/NCETM (locally and nationally) and lead collaborative work groups with a focus on improvement in maths teaching within specialist settings. Funding secured to continue this next year. Insight gained into effective model to role out to other subjects – could pursue next year? Also built a relationship with Bradford Research School, using evidence based practice to improve outcomes for pupils. Maintain this relationship and contacts next year. Regular sharing of short online articles. Professional library plans.  Comprehensive training program in place through performance management and identification through whole school priorities |

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| 4.3 To review the structure of the school day to ensure maximum learning time and ensuring efficient wellbeing for students | | |
| Ensure school timetable structure reflects and adapts to changing curriculum | SLT | New timetable introduced September 2022 to ensure emphasis on reading, wellbeing and exploring hobbies and interests. |

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| 4.4 To ensure effective and robust safeguarding processes are in place across school | | |
| Safeguarding procedures at all school sites effective and consistent  Safeguarding and wellbeing a key focus throughout the curriculum  Health needs team adapt systems according to changing needs of pupils, under supervision  Online Safety policies and procedures implemented effectively  Ensure attendance monitoring is effective and maintains a high profile in school  Embed and review E-Learning Modules as essential part of competencies-based staff requirement to include PREVENT/Radicalisation, Child Sexual Exploitation and basic modules 1 and 2 for Safeguarding Children  Implement and deliver Safeguarding workshops to parents/carers to include E safety, PREVENT, Domestic Violence, CSE, and Substance Abuse | MCa  KHo  Kho  MCa  MCa  MCa  MCa | Satellite procedures developed and working successfully  Weekly mtg ensures all phases of school communicate well and share expertise  Staff planning highlights the ways safeguarding and wellbeing is embedded across the whole school curriculum. Thrive time sessions enable pupils to develop strategies to look after their personal wellbeing through the practice of mindfulness, yoga etc. Topics covered in PSHE focus on personal hygiene, MH, wellbeing, safety including online and ensure pupils know how to report incidents and where to seek help in school and out of school. ICT focuses on privacy, not sharing personal information. The PE curriculum encourages pupils to look after their physical wellbeing through various exercise. Food Tech encourages pupils to make healthy food choices.  Review and evaluate procedures in line with pupil needs and national guidance  Training eg epilepsy, VNS, Buccal.  FWO has greater capacity to follow up.  Online filtering and attendance and medical needs- latest updates |

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| 4.5 To ensure an effective staffing structure is in place to meet an increasing pupil numbers and complexity of need | | |
| To review the need for a home school liaison position in school  Review class staffing structures to ensure effective working  Review school cover arrangements to ensure consistency of staffing and cost effectiveness | MCa  Gow  SCo | Appointed  Phases introduced Sep 23 |

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| 4.6 Embedding the ethos and values of Ravenshall across all school sites | | |
| Ensure that all school sites provide the same Outstanding practices as main school in all practices including safeguarding, transition, Q of T&L and monitoring and evaluations of the whole provision | RRo | Regular meetings with satellite leaders ensures effective communication. School leaders at all sites share the same vision. |

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| 4.7 To review and update the school website | | |
| New website design that better reflects the vision and ethos of the school  Ensure the school is compliant with statutory guidance  Develop school videos to celebrate success and share with stakeholders  Develop social media and marketing aspects of the website | RRo  RRo  CGr  CGr | Completed April 2024  Regular audits to ensure this  April 24  Facebook page set up and links to news articles updated automatically on website |

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| 4.8 Ensure robust and impactful school governance | | |
| Strengthen the strategic leadership capacity of the governing body  Strengthen the monitoring capacity of the governing body  Ensure that the Governing Body has the skills and resources to both carry out its statutory functions and support the school leaders in achieving the key priorities for the school  Increase Governor understanding of what makes an effective special school curriculum  Increase Governor participation in discussion of and interrogation of reports produced by HT/SLT, Subject Leads and external advisors in order to ensure Governors are effectively evaluating impact and holding School to account for progress and outcomes | RRo  RRo  RRo  Rro  RRo | New governors appointed. Skills audits carried out, training undertaked. Regular governor development meetings and governor visits to school help strgthen understanding  Roles and responsibilites clearly defiend, ensuring visits to school are focussed and impactful  Ongoing training caried out by all governors  Ongoing through Governor development meetings  Skills audit undertaken annually. TLR holders feedback to Governors at Governor Development Meetyings |

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| **Financial and Administrative Sustainability – Context**  The school’s budget is managed well by the school business manager. A constantly changing demographic means that funding allocations change rapidly, in line with changing need and the change in funding bands that follow. Recent staff pay increases have put pressure on the school budget due to our high staff ratios. Staff recruitment is tightly monitored to ensure no overspend. Governors scrutinise spending at the finance and resource committee meetings and again at full governors meetings. The link Governor meets with he school business manager regularly to hold the school to account for spending. | | | |
| **Financial and Administrative Sustainability – Strengths**   * Clear lines of discussion prior to decision making * Regular monitoring of budget and review of income * Transparency of school budget situation with Governors * Fundraising and income generation | | | |
| **5. Financial and Administrative Sustainability**  To further develop an effective business plan to secure a strong and stable financial future  To review the effectiveness, roles and responsibilities of the admin team | | | |
| **Core strategies and actions** | **Governor link**  **Liam Crowther** | **Key Staff** | **Progress and evaluation** |
| 5.1 To further develop an effective business plan to secure a strong and stable financial future (to include income generation and fundraising strategies) | | | |
| Develop an agreed pricing/marketing structure and identify the key staff to deliver outreach work  To ensure the school is effectively resourced to meet all needs  Evaluate the need for a fundraising role in school  Ensure school premises remain fit for purpose across all school sites (inc. PfA) | | RRo  MCa,  RRo  RRo | Careful budgeting ensures value for money on purchases. Resources for learning are discussed with DHTs and with CMa/Virtual School funding.  Opportunities exist to access funding. It is agreed that creating a fundraising post would ensure the time is available to concentrate on bid writing and joining the subsequent meetings to plan and implement successful projects.  Appointed January 2023  Discussions with the Local Authority ongoing |

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| 5.2 To review the effectiveness, roles and responsibilities of the admin team | | |
| Ensure capacity and sustainability of school administration  Ensure clarity of administrative roles for all staff  Ensure contingencies in place in the event of admin staff absence  Research the effectiveness of Arbor as a school data management system and consider implementation  Identify a ‘Sustainablity Lead’ in line with DofE guidance | RTh  RTh  RTh  RTh | BST working together to share expertise, with the Roles and Responsibilities of each team member in mind. Office Managers have an oversight of each person’s role and can redistribute tasks if necessary.    BST have worked together to produce a document detailing roles and responsibilities. This was shared with all school staff.  The above actions have meant that it is easier for staff to fill in where there is an absence, so reducing the impact on the rest of the school.  Long term absence insurance is in place should it be required. |