



Ravenshall

all different | all equal | all important

The School Development Plan

Sept 2017 – July 2019

“In a Nutshell”

The Leadership Team are pleased to share with you a condensed version of their plans for school improvement and development for the next two years. We have put together a concise ‘In a Nutshell’ version which highlights the key priorities which will be addressed during the coming year and beyond.

We have consulted with staff, parents, pupils and Governors to ensure that everyone has had the opportunity to contribute to the plan. By doing this we know what the school is doing well, and equally, areas where we want to improve our provision even further.

The plan is focussed on the four priority areas which Ofsted consider to be the core aspects of a school’s performance, namely:

Leadership and Management

Teaching, Learning and Assessment

Personal Development, Behaviour and Welfare

Outcomes for Pupils

If you wish to see the full ‘working document’ a copy can be seen in school. However, we will endeavour to give you regular updates via the school website where you can see how the plan unfolds over the next two years and the impact it has had.

As always, we appreciate your feedback.

Yours faithfully

J Tate

Headteacher

S Caines

Head of School

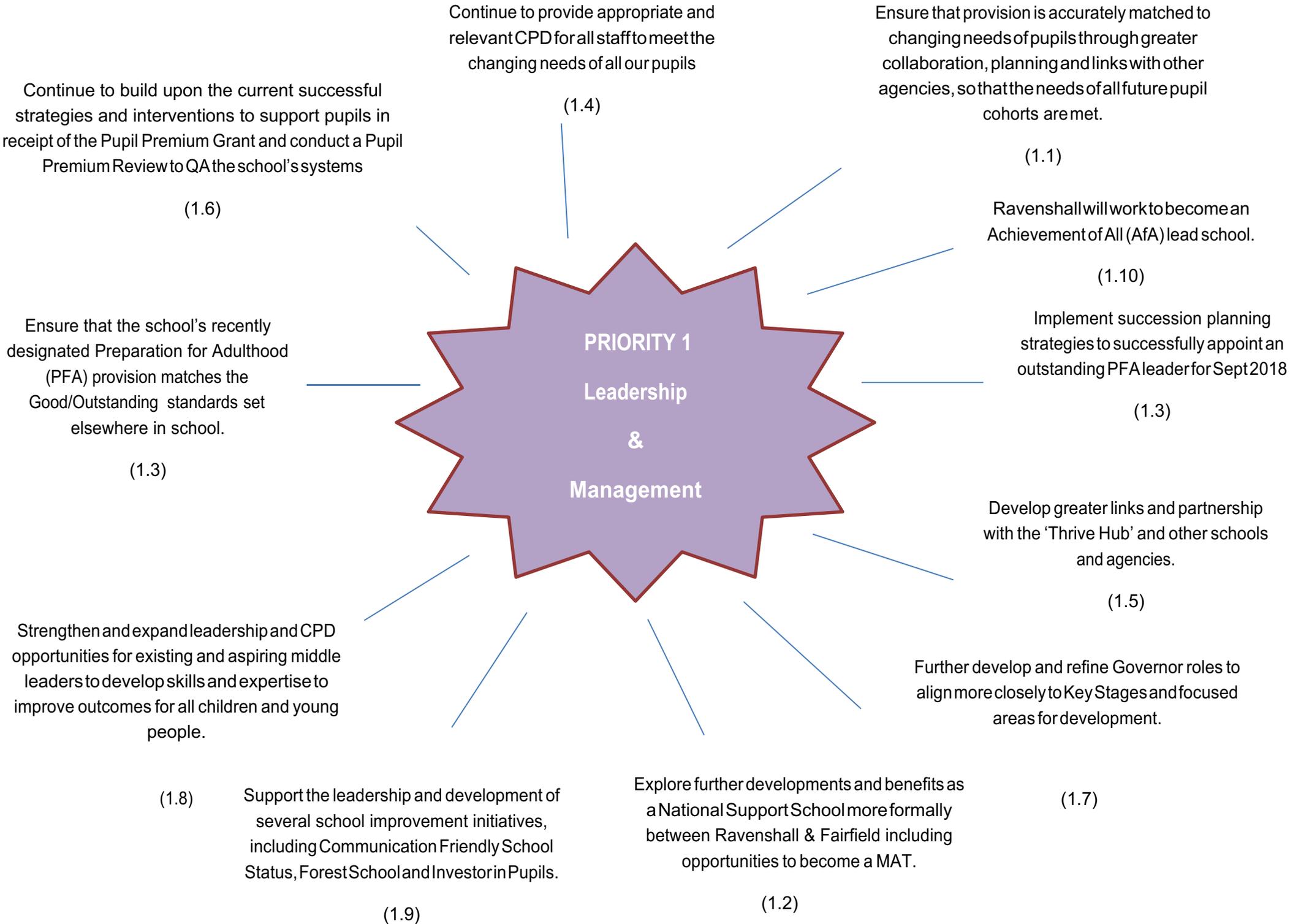
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Develop curriculum, subject and leadership expertise through the appointment of specialist roles linked to school development ie Autism, FASD, SL&C.

(2.2)

Promote, develop and sustain high quality teaching and learning of mathematics throughout the whole school community in order to improve progress and outcomes for all students, including developing the subject specific pedagogy of teachers and ETA's.

(2.5)

Raise the profile of 'reading for pleasure' throughout all key stages and improve reading skills across the school.

(2.7)

Continue to develop and improve skills and accuracy in assessment and moderation practices through close collaboration with the Thornhill 'Thrive Hub' partnership schools.

(2.3)



PRIORITY 2
**Quality of Teaching,
Learning and
Assessment**

Re-align the school's data tracking and analysis system to reflect the recommendations from the Rochford Review.

(2.1)

Build on the successful Intervention programme through additional training for lead ETAs including Read, Write Inc & Project X.

(2.6)

Further develop communication and social interaction skills through the introduction of a learning programme which covers areas of the DDD enrichment and RPE curriculum, as a daily 'CSI Ravenshall' session.

(2.4)

Develop and improve Language and Communication skills across the school through the appointment of lead Communication Practitioner.

(3.6)

Plan Drop Down Day with safeguarding as a key focus. Include practise of 'Lockdown' for all students.

(3.9)

Ensure that current outstanding practice in safeguarding all pupils/learners is maintained.

QA via peer review.

(3.1)

Appoint an Associate Nurse to support growing number of students with specific medical conditions.

(3.3)

Ravenshall becomes a Charter School for PSHCE and has Outstanding practices and pupil success/outcomes. This will be shared across Kirklees and beyond.

(3.5)

Strengthen support for pupil's attendance monitoring. Implement new 'First Day contact' procedures.

(3.8)

PRIORTITY 3
Personal development, behaviour & welfare

Improve the experiences of pupils during morning and lunch breaks.

(3.10)

Renew Investors in Pupils accreditation.

(3.11)

Undertake review of roles and workload of Behaviour & Inclusion team to ensure staff skills and expertise is directed to meet changing cohorts of student.

(3.2)

Continue to develop skills, knowledge and practices in addressing SEMH needs of the school's most vulnerable pupils (PM target 2016).

(3.4)

used to support students.

(3.7)

Address individual pupil needs more accurately through the implementation of the Boxall profile. Appoint and train staff to implement Boxall profile and monitor interventions

Review the provision for semi-formal learners and embed the good practice that has been developed in line with the new Rochford Recommendations.

(4.4)

Provide the opportunity for pupils in KS3 to achieve Unit Awards (AQA) through enrichment and other subjects.

(4.7)

Continue to develop more accurate assessment across classes, year groups and Key Stages – ensuring consistency in assessing IPERFORM standards.

(4.2)

Raise the profile of Reading for Pleasure across the school.

(4.12)

To further improve 'pen portraits' to include more detailed references from EHC plans and reviews.

(4.13)

Ensure that the performance of boys is more in line with girls in KS3

Continue to ensure that pupils achieve appropriately challenging qualifications eg early qualifications in year 10, assessment for GCSE potential.

(4.6)



Priority 4

Outcomes for Pupils

Create a centralised database for all pupil target setting in English & Maths to replace IPERFORM booklets. Improve IPERFORM for English & Maths to give greater coverage.

(4.1)

Focus on independence, resilience and confidence in preparation for life beyond school.

(4.5)

Extend the school's Work Experience Provision through greater preparation

for placement and potential qualifications. Explore potential of longer term work placements.

(4.8)

Focus on writing development for all pupils to ensure that progress improves across the Key Stages.

(4.10)

Continue to develop Forest Schools providing evidence of impact and individual academic and non-academic progress.

Maths.

(4.11)

to track and
measure
progress in life
skills and less
academic skills
for pupils of a
higher need.

(4.3)