



# One Year Development Plan Dream, Achieve, Believe

Ravenswood School 2020

# Quality of Education

## Dream, Achieve, Believe



Ravenswood School 1 year plan				
<b>Curriculum</b> <b>Teaching and Learning</b> <b>Assessment</b>				
Intent	Current	Implementation within in one year	Progress	Impact
<b>Quality Of Education</b>	<b>Curriculum design, cover and appropriateness</b>	<b>Curriculum design, cover and appropriateness</b>		<b>Curriculum design, cover and appropriateness</b>
<b>Early Years</b>  <b>Pupils will leave Early Years with:</b>  A preferred functional communication style.T6  Improved attention and listening skills T4  Ability to play alongside peers. T4  To begin to communicate their likes and dislikes T3	<b>Early Years</b> EYs curriculum is followed for the pupils Curriculum designed around pupil's interests SLT agree that Scheme of work and curriculum is appropriate for the current needs of this cohort. As a result of good to outstanding teaching, EYs pupils have made good to outstanding progress in all EYFS Specific and Prime areas.  Develop staff skills with Attention Autism at stages 1-4 and to support pupils to begin to work at stage 4 level.	<b>Early Years</b> <b>Covid recovery curriculum in place.</b>  Continue with Scheme of work continuing to build on pupil voice to inform topic based learning.  SLT / EY Lead to review curriculum in line with any Government updates.  Train staff in Intensive Interactions Ensure a set list of Objects/songs of reference are available for all primary classes to use.  Increase staff skills with Makaton to ensure all		<b>Early Years – End of Key Stage Goals</b> Pupils will have the skills and knowledge to enable them to begin to develop a preferred communication method.  Pupils will begin to learn about basic key vocabulary that will help keep them safe.  All staff will know pupil's preferred communication method leading to greater opportunities to engage in learning.  Develop pupil's basic Makaton vocabulary.

		<p>LSAs and teachers can use the correct Makaton signs to support the curriculum content/ vocabulary and to keep themselves safe.</p> <p>Continue to maintain good and outstanding progress in all seven areas.</p>		
<p><b>Primary Pupils will leave Primary department with</b> Developed social skills T4</p> <p>A preferred communication style. T4</p> <p>A preferred approach to learning.T3</p> <p>Know who to tell if they are worried. T6</p>	<p><b>Primary</b> Scheme of work in place following the National Curriculum at KS1 and lower KS2.</p> <p>Six weeks of planning for all topic areas are in place for teachers to follow which are on a two year cycle to ensure breadth and depth of study.</p> <p>Teaching and pupil progress is Good to outstanding in the majority of classes</p> <p>SLT agree that Scheme of</p>	<p><b>Primary Covid recovery curriculum in place.</b></p> <p><b>Embed new curriculum</b></p> <p>Ensure a set list of Objects/ songs of reference are available for all primary classes to use.</p> <p>Train staff in Intensive Interactions</p> <p>Increase staff skills with Makaton to ensure all LSAs and teachers can use the correct Makaton signs to support the curriculum</p>		<p><b>Primary End of Key Stage Goals</b> All pupils will use their preferred communication style to engage in conversation, social interactions and to develop their understanding of the curriculum.</p> <p>Pupils will keep safe by being able to identify a person(s) who they can speak to if they are worried.</p> <p>Pupils will be able to identify key people, places and parts of their bodies.</p> <p>Pupils will have developed key play and social skills which will enable to develop social skills in the future.</p>

	<p>work and curriculum is appropriate for the current needs of this cohort.</p> <p>Develop staff skills with Attention Autism at stages 1-4 and to support pupils to begin to work at stage 4 level.</p>	<p>content/ vocabulary and to keep themselves safe.</p> <p>Teaching to be Good in all classes</p> <p>All classes to continue to make good or outstanding progress in Reading, writing and Maths</p> <p>All classes to make at least good progress in foundation subjects.</p>		<p>Total communication in all classes which focuses on development of social communication skills.</p> <p>Develop pupil's Makaton vocabulary linked to the curriculum and to identify key people and key parts of their body.</p>
<p><b>Secondary KS3</b> <b>Pupils will leave KS3 knowing...</b></p> <p>Improved Independence / life skills.T4</p> <p>How to keep safe online. <b>T5</b></p> <p>Improved awareness of how to keep themselves clean and healthy T5</p> <p>Know how to report concerns. <b>T2</b></p>	<p><b>Secondary KS3</b> Scheme of work in place following the National Curriculum at KS2.</p> <p>Six weeks of planning for all topic areas are in place for teachers to follow which are on a two year cycle to ensure breadth and depth of study.</p> <p>Teaching and pupil progress is Good to outstanding in the majority of classes</p>	<p><b>Secondary KS3</b></p> <p><b>Covid recovery curriculum in place.</b></p> <p><b>Embed new curriculum</b></p> <p>To incorporate healthy living skills into the curriculum and how to apply them in life.</p> <p>Embed our outdoor learning curriculum so that most teachers are confident to apply skills</p>		<p><b>KS 3 End of Key Stage Goals</b> Pupils will develop independent skills through a broad and balanced curriculum. Pupils will have greater opportunities to experience the local and wider community.</p> <p>Pupils will be more engaged in their learning.</p> <p>Pupils will be aware of the danger of the internet and who to report any concerns to</p> <p>Pupils will identify at least one key person at home or school who they</p>

Develop key hobbies or interests. T3	<p>SLT agree that Scheme of work and curriculum is appropriate for the current needs of this cohort.</p> <p>Development of Outdoor learning Curriculum to provide opportunities for pupils to apply learning, social skills and communication in different environments.</p> <p>To ensure that Sept 2019 SRE is fully incorporated into the schemes of work to ensure that pupils know how to keep themselves safe, recognise signs of abuse and what to do about it.</p> <p>To incorporate safer internet skills into the curriculum and how to apply them in life.</p>	<p>outside of the classroom environment</p> <p>Teaching to be Good in all classes</p> <p>NQT teachers to be well supported to ensure they are able to deliver the school schemes of work</p> <p>Pupils to continue to make good or outstanding progress in Reading, writing and maths</p> <p>Pupils to make good progress in foundation subjects</p>		will tell if they are worried or concerned.
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<p><b>Secondary KS4</b> <b>Pupils will leave KS4 knowing</b></p> <p>They are qualified for their next step.T6</p> <p>Developed independence/ healthy living/ life skills. T4</p> <p>Have experience of the world of work.T5</p> <p>Have clear understanding of the options available to them for the future at the end of year 11. T2</p> <p>Know how to keep safe online, within relationships and in the wider community and who to report concerns to. T2</p> <p>To engage in at least one leisure activity they enjoy. T3</p>	<p><b>Secondary KS4</b> Teaching is good across the key stage and progress is Satisfactory against school assessment systems.</p> <p>Pupils make good or better progress from their starting points towards recognised qualifications.</p> <p>The curriculum is developing and provides pupils with accreditation for their work.</p> <p>Curriculum enables pupils to work towards National recognised qualifications in English and Maths where appropriate</p> <p>Year 11s engage in work placement visits and a further education setting weekly. Pupils attend Weston College.</p> <p>Pupils have limited choices around options they wish to study/ find out more about.</p>	<p><b>Secondary KS4</b> <b>Covid recovery curriculum in place.</b></p> <p>Embed new curriculum across the key stage that builds of previous knowledge.</p> <p>To embed healthy living, independence and life skills into the KS4 curriculum.</p> <p>Ensure all teaching is at least good.</p> <p>Pupils to have an understanding of healthy or unhealthy relationships and how to keep themselves safe online and in the community</p> <p>Ensure pupils and parents are aware of pupils' courses and expected outcomes.</p> <p>Ensure that all pupils in KS4 work towards recognised qualifications.</p>		<p><b>Secondary KS4</b> <b>KS4 End of Key stage goals</b> Pupils will be ready and prepared for their next step for P16 options e.g. education, employment or training.</p> <p>Pupils would have experienced a variety of work placements and have identified an area that they might be interested in pursuing.</p> <p>Pupils will confidently communicate their needs, interest/ hobbies and dreams for the future.</p> <p>Pupils will know how to keep safe online, with others and in the community.</p> <p>All pupils to engage in learning based around their hobbies/ interests and develop their skills within these.</p> <p>To ensure all pupils have a good understanding of P16 options e.g. college, work, apprenticeships.</p> <p>Pupils to have an understanding of healthy or unhealthy relationships and how to keep themselves safe online and in the community.</p>
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	<p>Develop AQA scheme of work to ensure that there is more scope for differentiation to be planned.</p> <p>Increase the number of chosen options available to pupils to develop an area of interest.</p> <p>Careers lessons to be introduced for Year 10 and Yeo Class.</p> <p>Embed new Science curriculum across the key stage that builds of previous knowledge.</p> <p>To ensure that Sept 2019 SRE is fully incorporated into the schemes of work.</p> <p>Ensure the two new teachers to the school are well supported to deliver our school curriculum and teaching strategies.</p>	<p>Pupils will leave with recognised qualification at end of KS4.</p> <p>Pupils to continue to make at least good progress in Reading, writing and maths</p>		<p>Ensure pupils begin to identify future pathways and school support them to make at least 1 step towards achieving this.</p>
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<p><b>Post 16 Pupils will leave Post 16 knowing</b></p> <p>The options available to them for the future post 18. T2</p> <p>How to keep safe in all aspects of life and who to report concerns to. T2</p> <p>Are confident communicators in a range of settings. T5</p> <p>To engage in at least two to three leisure activity they enjoy. T5</p>	<p><b>Post 16</b></p> <p>Curriculum supports pupils to gain nationally recognised qualifications in Functional Skills Maths and English, ASDAN Employability, PSD and Personal Progress.</p> <p>AQA unit awards planned for computing, PSHCE and Sports leadership skills.</p> <p>FE Tutor delivers high quality social communication interventions to all P16 pupils.</p> <p>Teaching is good which results in good to outstanding progress.</p> <p>Pupils attend Weston College one day a week to experience a different educational setting, and access a range of college courses.</p> <p>All pupils complete two weeks work experience in Year 12 and 13. Some pupils</p>	<p><b>Post 16</b></p> <p>Pupils will develop the key skills needed for employment and or pursuing leisure interests.</p> <p>Pupils to develop a range of life and independence skills that will enable to live as independently as possible.</p> <p>Ensure pupils and parents are aware of courses studies and predicted grades.</p> <p>Ensure all teaching is at least good.</p> <p>Ensure that all pupils in P16 work towards recognised qualifications in English and Maths</p> <p>Pupils will leave with recognised qualification at end of P16</p> <p>Pupils to continue to make good and outstanding progress in Reading, writing and maths</p>		<p><b>Post 16 End of Key Stage Goals</b></p> <p>Pupils will learn the key life skills needed for the future.</p> <p>Develop travel training skills so that pupils are confident when out walking and know and understand how to access public transport.</p> <p>Pupils will engage in high quality work experience which will prepare them to gain employment.</p> <p>The school will be a active member in the local community supporting a variety of projects.</p> <p>Pupils will develop the key skills needed for employment and or pursuing leisure interests.</p> <p>Pupils to develop a range of life and independence skills that will enable to live as independently as possible.</p> <p>Pupils will have wider opportunities to gain valuable social skills.</p> <p>Pupils will be aware of how to remain safe crossing the road and how to use public transport safely .</p>
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	<p>complete long term work experience placements.</p> <p>Review PSD, Employability and Personal Progress units to ensure that pupils are given a breadth and depth of study in these areas and begin to apply the skills to real life settings.</p> <p>Ensure interim head of department is fully supported to deliver school improvement</p> <p>HoD to continue to work towards Post 16 development plan.</p>			<p>Pupils will know key life and healthy living skills so they are able to live as independently as possible.</p> <p>Pupils will be able to identify leisure opportunities that they enjoy and wish to continue enjoying in the future</p>
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<p><b>Whole School</b></p> <p>All pupils will be on track to meet their end of key stage expectations T5</p>	<p><b>Whole School</b></p> <p>Forest school area has been updated and has more learning potential.</p> <p>Go Kart track has been built and promotes good physical development and road safety skills.</p> <p>Develop the curriculum so these areas are incorporated and used.</p> <p>Progress in English Reading and writing and Maths is recorded three times a year, analysed and reported to Governors. Middle leaders and teachers action plan around this.</p> <p>Review lease agreement with Local authority to support development of use of school site for parties, car boot sales etc.</p> <p>Update computer room with new computers.</p> <p>Create an outdoor learning</p>	<p><b>Whole School</b></p> <p>Develop opportunities with the other special schools that will promote enterprise projects and community engagement.</p> <p>Develop recording systems to further show the successful progress of pupils.</p> <p>Ensure that foundation subjects in KS1-3 are being analysed effectively and Subject Leaders form action plans based on the data.</p> <p>Embed analysis and evaluation of foundation subjects and use this information to inform the teaching of those subjects</p> <p>Revamp the sensory room to promote better communication and sensory awareness.</p> <p>Subject Leaders take more</p>		<p>Pupils will be more active and fitness levels will improve.</p> <p>Increased external funding to enable more funding to develop school facilities.</p> <p>Pupils will have an engaging curriculum that support their learning and understanding .</p> <p>Pupils will have access to equipment that support their development of communication and sensory needs.</p> <p>Pupils will develop skills in dealing with the public and will learn the value of money and develop employability skills.</p> <p>Pupil's progress in non core subjects will be tracked and analysed regularly.</p>
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	<p>curriculum in KS3 and KS4.</p> <p>Develop role of Outdoor activity leader to ensure more pupils utilise school facilities</p> <p>Introduce Subject Leader Hubs to build specialist skills.</p> <p>Ensure that foundation subjects in KS1-3 are being analysed effectively and Subject Leaders form action plans based on the data.</p>	<p>ownership of their subjects and continue to develop them further.</p>		



# Behaviour and Attitudes to learning **Dream, Achieve, Believe**

<p><b>Behaviour and Attitudes to learning.</b></p> <p><b>To improve behaviour and learning within the classroom and wider community. T4</b></p> <p><b>To give pupils the strategies to self control their behaviour. T2</b></p> <p><b>To engage pupils in life- long learning. T6</b></p>	<p><b>Primary/ Secondary/ Post 16</b></p> <p>Behaviour improvements are Good across the school</p> <p>CHP's are in place for pupils who have displayed serious behaviours.</p> <p>Feeling charts are in place for those who exhibit a high level of serious behaviours.</p> <p>Traffic light system in place across the school.</p> <p>Targets cards in place for those who need additional support and incentives.</p> <p><b>Attitudes</b></p> <p>Most parents report pupils are happy to come to school.</p> <p>Pupils arrive happy for school.</p> <p>They respond well to resources.</p> <p>Pupils engage in lessons</p> <p>Staff are consistent with routines and</p>	<p><b>Primary /Secondary / Post 16</b></p> <p>Continue to develop personalised reward incentives that relate to curriculum for pupils displaying high levels of challenging behaviour.</p> <p>All staff within a class team can follow the CHP/RAs for the pupils in their class.</p> <p>2 informal parent opportunities to come in to school to view learning – opportunity to learn how to implement skills at home if wanted.</p> <p>Develop parental training on school approaches.</p> <p>Ensure the following are embedded within school systems.</p> <ul style="list-style-type: none"> <li>• Traffic lights systems</li> <li>• Use of target cards</li> <li>• Relaxations strategies</li> </ul>		<p>Pupils will improve their behaviour compared to their starting points.</p> <p>Behaviour across the school will be good with much outstanding.</p> <p>Better parental engagement with supporting their children's learning, behaviour and social skills across the settings.</p> <p>Pupils are proud of their work and can share this with parents and staff where appropriate.</p> <p>Pupils will identify effective strategies to reduce their anxieties and de-escalate earlier.</p> <p>Less RPI strategies will be required.</p>
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	<p>communication.</p> <p>Attendance on whole good – couple miss key learning consistently by being late</p> <p>Attitudes to learning and generally children want to be in school</p> <p>Exclusions are a last resort and very rare.</p> <p>Timetables for class team to review CHPs regularly are in place.</p> <p>Review CHPs/RA, behaviour incident forms and RPI forms following MAPA training Sept 2019.</p> <p>Therapeutic interventions are in place for those pupils who need it.</p> <p>Assistant SENCO in class support is both focussed given advice and feedback to teacher and teams.</p>	<p>Completion of incident forms</p> <p>Continue to reduce the use of RPI.</p>		
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<p><b>To ensure pupils feel safe in school. T2</b></p> <p><b>To ensure pupils are aware of what is right and wrong. T4</b></p> <p><b>To ensure pupils have a peer to support them. T2</b></p> <p><b>To ensure reporting systems continue to be robust. T2</b></p>	<p><b>Whole school</b></p> <p><b>Bullying</b> This is being reported by pupils, parents and staff. Increasing number of incidents of cyber bullying or incidents outside of school which affects pupils' attendance and performance at school.</p> <p>All incidents are investigated and dealt with appropriately All incidents are recorded and reported to Governors regularly</p> <p>Governor oversees bullying incidents.</p> <p>Pupil voice is listened to via students' council.</p> <p>Anti bullying week and e safety week provide suitable planned activities for our pupils to engage in.</p> <p>School Ambassador to meet weekly with the Headteacher to report any</p>	<p><b>Whole school</b></p> <p><b>Bullying</b></p> <p>School Ambassador to support pupils to report concerns to a suitable adult.</p> <p>All form as are logged onto SIMS</p>	<p><b>Whole School</b></p>	<p><b>Whole school</b></p> <p><b>Bullying</b> Pupils feel safe within school</p> <p>Pupils feel comfortable to report concerns</p> <p>School Ambassadors acts as a support link for pupils.</p> <p>Parents are confident that bullying incidents are dealt with swiftly and effectively.</p>
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	<p>concerns on behalf of the pupils.</p> <p>Form to be amended to ensure that who has informed parents and follow up is recorded</p>			
<p><b>To continue to ensure RPI is only used as a last resort. T1</b></p> <p><b>To continue to train staff with a range of preventative strategies. T1</b></p> <p><b>TO support pupils to self regulate behaviour. T4</b></p>	<p><b>RPI</b></p> <p>All RPI and dynamic RAs are logged and reviewed with staff, pupils and parents.</p> <p>RPI has reduced significantly over the past 5 years.</p> <p>The school no longer plans for seclusion.</p> <p>All physical interventions are scan and saved electronically</p> <p>All behaviour forms are logged securely on sims alongside paper copies.</p> <p>Middle leaders continue to be more responsible for interventions</p>	<p><b>RPI</b></p> <p>.</p> <p>CHP/RAs are reviewed at least once a year to ensure that the preventative and de-escalation strategies are appropriate.</p> <p>RPI continues to reduce</p> <p>Data continues to be tracked and reported.</p>	<p>T1 All key staff have been trained in Pivotal Mapa.</p> <p>T1 The school has been asked to support MAPA by writing about our school's journey in reducing MAPA</p> <p>T4 The school will train two staff to become MAPA instructors</p>	<p><b>RPI</b></p> <p>RPI will continue to reduce</p> <p>Staff will confidently apply a range of preventative and de-escalation strategies without the need to use RPI.</p>

<p><b>To ensure all support/resources have been exasperated before Exclusion is thought of as an option. T6</b></p>	<p><b>Exclusions</b> Permanent exclusions very rare 1 PEX in the last 15 years</p> <p>Fixed term exclusion are rare and for short periods of time.</p> <p>The school does internal exclusions within the school. All pupils are supported by one member of staff during these exclusions.</p>	<p><b>Exclusions</b> School to ensure it works with parents and outside agencies to provide the correct support for the pupils early before they become at risk of fixed term or permanent exclusion.</p> <p>School and parents to work together on pastoral support plans if at risk of exclusion.</p> <p>Internal exclusions are used for restorative conversations to help improve behaviour</p>		<p><b>Exclusions</b> Exclusions continue to be very rare.</p>
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# **Attendance**



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<p><b>To improve attendance so it is better than National average for those pupils with EHCP' T6</b></p>	<p><b>Attendance</b> All persistent absentees are known; plans working with social care have been drawn up and are in place.</p> <p>All pupils' parents are called if they do not show on the day of absence.</p> <p>The school is consistent with recording of attendance.</p> <p>The school attendance is better than national average for pupils with EHCPs.</p> <p>Sometimes the bus escorts informs the school not the parents.</p> <p>Parents have improved picking up and returning arrangements when pupils need to attend appointments.</p>	<p><b>Attendance</b> <b>To ensure that home work is set for pupils who are not going to be in school for more than 2 weeks.</b></p> <p>Governors review holiday policy to ensure it is in line with school expectations.</p> <p>Parents continue to book appointments around school times, or collect/ return before and after appointments.</p> <p>All class teams who are informed of any appointments or absences to pass these to the main school office. All pupils who have more than two weeks absence to have a planned transition plan back into school led by a member of SLT.</p>	<p><b>Attendance</b></p>	<p><b>Attendance</b> Pupil attendance improves across the school and continues to be better than the National Average for pupils with EHCPs.</p> <p>Pupils who are out of school for an extended period are able to return to school successfully.</p> <p>Pupils who are out of school for an extended period will be able to keep up with missed learning.</p> <p>Persistent absentees will reduce.</p>
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# Personal Development

## **Dream, Achieve,**

## **Believe**

<p><b>Personal Development</b></p> <p><b>To ensure pupils develop and awareness of British Values. T3</b></p> <p><b>For pupils to experience different cultures and the wider community. T3</b></p> <p><b>To break down barriers for pupils and the local community so they are more aware of disabilities. T4</b></p> <p><b>To support pupils individual needs so their independence is prompted T4</b></p>	<p><b>SMSC / Equality and diversity</b></p> <p>School values reflect Fundamental British values</p> <p>PSD assessments – informs intervention groups</p> <p>Secondary and Primary sites offer a range of lunchtime and after school clubs</p> <p>Experiences from Christian groups e.g. members of local church performing Bible stories and three times yearly church visits.</p> <p>Parents are asked about any cultural expectations/ differences when pupils start at the school.</p> <p>SLT visit new starters (EYs on Pre school link programme) at their new school or home setting to support with transitions.</p> <p>School policies/governors meetings show commitment to equality duties</p>	<p><b>SMSC / Equality and diversity</b></p> <p>Pupils from different cultures and backgrounds within the school are recognised and celebrated.</p> <p>Ensure pupils experience a range of different religious experiences through trips or the schemes of work.</p>	<p><b>SMSC / Equality and diversity</b></p>	<p><b>SMSC / Equality and diversity</b></p> <p>School vision underpins all of the work done in the school.</p> <p>Pupils leave school with a good understanding of SMSC and British Values.</p> <p>Pupils have a greater understanding of our multi-cultural local and wider community.</p>
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	<p>SMSC incorporated into PSHCE schemes of work.</p> <p>Staff sitting in hall to promote using cutlery and sitting properly.</p> <p>SMSC feedback reported to teachers following lesson observations</p>			
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# Careers/ Employability



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<p><b>To achieve all areas of the Gatsby Benchmark. T6</b></p> <p><b>To ensure all pupils are aware of their options for the future.T5</b></p> <p><b>To provide high quality work experience.T5</b></p> <p><b>To develop the school curriculum so pupils make good progress towards employability skills T4</b></p>	<p><b>Careers/ Employability</b>  Careers guidance for year 11+  Opportunities to experience college one day a week</p> <p>Year 11s engage in work placement visits and a further education setting weekly.</p> <p>Pupils attend Weston College one day a week from year 11+ to experience a different educational setting, and access a range of college courses.</p> <p>All pupils complete two weeks work experience in Year 12 and 13. Some pupils complete long term work experience placements.</p> <p>All About Me 3 x a year to seek pupil choice on hopes and dreams and how others can help</p>	<p><b>Careers/ Employability</b>  Embed careers education across the school.</p> <p>National citizenship service to be introduced for P16</p> <p>More personalised learning pathways towards pupil's future career paths/ interests.</p> <p>Work with Enterprise co-ordinator and Tarantino and Leonard Cheshire to ensure school meets the Gatsby Benchmarks</p> <p>Ensure all Secondary and Post 16 pupils have at least one employer encounter each academic year.</p> <p>Work with the two other special schools to discuss shared opportunities to develop enterprise skills.</p> <p>Set up a long term</p>	<p><b>Careers/ Employability</b></p>	<p><b>Careers/ Employability</b>  All pupils will be informed of their options- educations, training and employment.</p> <p>Parents will be fully informed of the options available to students at P16 and P18.</p> <p>Pupils will be able to make informed decisions about their future.</p> <p>Pupils will know what interests/ hobbies they like to help them decide on future options.</p> <p>Pupils will learn key skills required for employment.</p>

	<p>CIAG lead completes personalised plan for each pupil from year 11 to help them to explore their options.</p> <p>Pupils experience a formal job interview in year 11 and P16.</p> <p>Job applications taught in year 11 (see curriculum KS4 &amp; 5)</p> <p>CIAG lead knows and understands college application process.</p> <p>Other establishments are encouraged to attend parents evening.</p> <p>Review KS4 and KS5 curriculum to ensure that careers advice, information and guidance is effective for our pupils to understand more about their options at P16 and P18.</p> <p>Increase the number of</p>	<p>enterprise project e.g. school shop with other specials schools.</p> <p>Increase the number of extended WEX/ Voluntary placements</p> <p>P Farrell to complete level 6 training.</p> <p>To ensure all pupils and parents have a good understanding of P16 and P18 options e.g. college, work, apprenticeships.</p>		
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	<p>chosen options available to pupils to develop an area of interest.</p> <p>Careers lessons to be introduced for Year 10 and Yeo Class and ensure pupils begin to identify future pathways</p> <p>Work with the two other special schools to discuss shared opportunities to develop enterprise skills.</p> <p>Train staff on how to deliver effective enterprise in school</p> <p>Work with Enterprise co-ordinator and Tarantino and Leonard Cheshire to ensure school meets the Gatsby Benchmarks</p> <p>School support year 10 and Yeo class at least 1 step towards achieving this.</p> <p>School based targets to be shared with Weston College for the pupils to work on</p>			
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	these skills there too.			
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# Healthy Living

# Dream, Achieve,

# Believe



<p><b>To promote a health lifestyle for now and the future.</b></p> <p><b>Pupils know and understand how to access the community for leisure and enjoyment .</b></p>	<p><b>Healthy living</b>  Healthy living is built into the PE and PSHCE curriculum. Units on Healthy Living as part of accredited course.</p> <p>Regular PSHCE lessons each week have good coverage</p> <p>The school hold the Healthy Schools award and Gold Sports Award.</p> <p>School dinners and snack times follow the healthy schools guidance and pupils are rewarded for healthy choices.</p> <p>PE lessons at KS3 encourage showering.</p> <p>Family Support Advisor support really helpful for staff and families.</p> <p>School Governor oversees medication procedures and accident forms.</p> <p>All staff are trained annually in epilepsy management, asthma, anaphylaxis, and managing medications</p>	<p><b>Healthy Living</b></p> <p>Develop Healthy living skills across the school to promote self care.</p> <p>Embed outdoor PE curriculum</p> <p>To embed healthy living, independence and life skills across the curriculum</p> <p>Increase the range of extracurricular activities on offer at lunchtime and after school clubs.</p> <p>Healthy eating days – tasting different fruit/veg, help preparing etc.</p> <p>Increased links with the local community to develop healthy living skills.</p>	<p><b>Healthy Living</b></p>	<p><b>Healthy Living</b>  Pupils know how to keep themselves clean and healthy</p> <p>Pupils can access local community activities to help keep them safe.</p> <p>Pupils will have more opportunities to develop a healthy lifestyle.</p>
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	<p>Ensure PSHCE curriculum in line with latest DfE SRE guidance on mental and physical well being</p> <p>Improve PE curriculum to include more outdoor experiences.</p> <p>Increase range of options from year 10 upwards to promote healthy living</p> <p>Ensure that healthy living. Independence and life skills are added into the KS4 and KS5 curriculum.</p> <p>Daily Go Karts club at break and lunchtimes to promote healthy exercise.</p>			
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# Leadership and Management Dream, Achieve, Believe

<p><b>Leadership and Management</b></p> <p><b>To raise the profile of Ravenswood School</b></p> <p><b>To support CPD of mainstream schools</b></p> <p><b>To support parents understand the school approaches to learning.</b></p> <p><b>To develop the leaderships skills and knowledge</b></p>	<p><b>Senior Leadership Team</b> New SLT team Sept 2018 who share the same vision, values and ethos.</p> <p>All SLT have experience of the school and have worked there for 9 years.</p> <p>All SLT have experienced being a class teacher within our school</p> <p>SLT all have key roles and responsibilities- shared with all staff.</p> <p>SLT are approachable and have open door policy.</p> <p>SLT deliver In house training regularly to staff and beginning outreach to other schools</p> <p>SLT ensure that PPA time is protected.</p> <p>SLT have collaborated with the whole school to ensure that all staff have contributed to the 3-5 year plan.</p>	<p><b>Senior Leadership Team</b></p> <p>Provide outreach training sessions on at least two different specialisms e.g. behaviour management and task analysis.</p> <p>Further develop SLT 's leadership skills e.g. NPQH and SENCO qualifications</p> <p>Embed any changes as a result of new Ofsted Framework</p>	<p><b>Senior Leadership Team</b></p>	<p><b>Impact</b></p> <p>Strong Leadership Team who work together to achieve the vision for the school.</p> <p>Senior Leadership Team will have a secure understanding of the whole school its strengths and weaknesses.</p> <p>Ofsted report will reflect the good work.</p> <p>Other professionals will see Ravenswood as a hub of specialism and support.</p>
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	<p>SLT to work with rest of school to develop new shared vision (July 2019)</p> <p>Ensure that SLT are fully aware of the new Ofsted framework and update practise in line with this</p> <p>Provide training to parents to support them to understand how best to support their son/ daughter.</p> <p>DHT and AHT to attend Senior Leader training with other Special schools</p>			
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<p><b>To develop the skills of middle leaders.</b></p> <p><b>To develop the subject leader role.</b></p> <p><b>To ensure robust monitoring continues.</b></p> <p><b>To develop lead teacher role of special education.</b></p>	<p><b>Middle Leaders</b> Head of Department Middle Leaders in post for Primary, Secondary and Post 16.</p> <p>Middle Leaders overseen by DHT.</p> <p>UPS teachers allocated as Subject Leaders MPS teachers subject monitors.</p> <p>Subject Leaders monitor if the curriculum is being taught.</p> <p>Subject Leaders are beginning to review their subject and assessment criteria</p> <p>DHT to continue to monitor and support the roles of the HoD to develop their leadership skills</p> <p>Support Middle Leaders to support NQTs and UQT on teacher training</p> <p>Induct New HoD for Post 16 while BJ on secondment</p>	<p><b>Middle Leaders</b> Subject Leaders take more ownership of their subjects and continue to develop them further.</p> <p>Subject Leaders to know what is taught in their subject across the school.</p> <p>Support Middle Leaders to develop their skills at training the other school staff or to become Lead Teachers with teaching schools.</p> <p>HoD to be more accountable for their department's data, progress and quality of teaching</p> <p>Subject Monitors to collate evidence three times a year to evidence pupil's learning in their subject area and to check curriculum content is being delivered.</p>	<p><b>Middle Leaders</b></p>	<p><b>Middle Leaders- (HoDs)</b> Middle Leaders will be effective at monitoring and bringing about change for the better in their departments.</p> <p>Middle Leaders (HoDs) will develop their leadership skills to enable them to take on more senior roles or different responsibilities</p> <p>Greater range of staff about to provide in house and outreach training.</p> <p><b>Subject Leaders</b></p> <p>Subject Leaders will be effective at monitoring and bringing about change for the better in their departments.</p> <p>Subject Leaders will develop their leadership skills to enable them to take on more senior roles or different responsibilities</p> <p>Greater range of staff about to provide in house and outreach training.</p>
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# Safeguarding Dream, Achieve, Believe



<p><b>To ensure that safe guarding remains robust and effective</b></p>	<p><b>Safeguarding</b> Safeguarding is effective. HT is Safeguarding lead, Family Support Advisor is Deputy.</p> <p>Safeguarding concerns reported using Cpoms.</p> <p>Governor oversees SCR and safeguarding.</p> <p>Improve the school curriculum at all Key stages to ensure that pupils know who they can talk to.</p> <p>Embed CPOMs and ensure all staff are familiar with the process to report concerns</p>	<p><b>Safeguarding</b></p> <p>Improve the school curriculum at all Key stages to ensure that pupils know who they can talk to</p> <p>Ensure key safeguarding is taught as part of the school curriculum so pupils know the signs of abuse, who to report to and what they can do to keep themselves safe</p> <p>Ensure safeguarding remains effective and staff are trained to report any incidents and in any key areas e.g. FGM, CSE etc as they arise.</p>	<p><b>Safeguarding</b></p>	<p><b>Safeguarding</b> Pupils at Ravenswood will continue feel safe</p> <p>Vulnerable children will be reported and kept safe from harm and neglect.</p> <p>Staff will all know the school safeguarding procedures</p> <p>Single Central Record will be up to date and relevant.</p>
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# Governors

# Dream, Achieve,

# Believe



<p><b>Ensure that the Governors remains fully informed and are able to give the appropriate challenge to the school.</b></p>	<p><b>Governors</b></p> <p>School Governors are effective and offer a range of support and challenge to the school.</p> <p>Governors play an active role in the school and regularly attend school events and monitoring the school.</p>	<p><b>Governors</b></p> <p>Support new governors to develop in their roles</p> <p>Support all governors to continue to give appropriate challenge.</p>	<p><b>Governors</b></p> <p>.</p>	<p><b>Governors</b></p> <p>Governors will provide the correct level of support and challenge to ensure the school continues to move forward.</p>
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# Staff workload and wellbeing

## **Dream, Achieve, Believe**

<p><b>Staff Workload and Wellbeing</b></p> <p>Ensure staff team are healthy and fit for work so they are able to give their best when supporting the students. T3</p> <p>To review staff work load and practices to see if improvements can be made. T4</p>	<p><b>Workload</b></p> <p>School offers wellbeing package to staff including counselling, physio etc.</p> <p>School refers staff to Occupational Health as needed.</p> <p>Accredited courses and assessment system creates a high work load at times</p> <p>Things not working properly – printer, computers, etc.</p> <p>Some deadlines all at the same time e.g. Reports and assessment data.</p> <p>AP to change role to return to network management only.</p> <p>LSAs' to access to their teacher's planning on computer.</p> <p>Implement wellbeing days for staff with high attendance</p>	<p><b>Workload</b></p> <p>Review marking policy and assessment linked to workload.</p> <p>Continuing support and open door ethos to discuss any workload issues</p> <p>Provide more staff bonding/ team building sessions.</p> <p>Admin paperwork to be reduced.</p> <p>Improve school ICT systems in classes</p> <p>Review impact of staff wellbeing days</p>	<p><b>Workload</b></p>	<p><b>Workload</b></p> <p>Strong teaching , better lives for pupils and staff</p> <p>More productive staff team</p> <p>Healthier work life balance</p>
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	<p>Payment plan for Xmas do</p> <p>Review teacher's PPA time to ensure staff get a block of time to work constructively.</p> <p><b>Wellbeing</b></p> <p>Approachable senior team – very supportive, approachable, flexible and caring.</p> <p>SLT offer personalised support.</p> <p>Staff ethos – sharing Support.</p> <p>Staff report they feel involved in decisions, feel respected and valued and praised.</p> <p>Staff always acknowledged /greeted as an individual People feel genuinely cared about.</p> <p>Strong staff teams are supportive.</p> <p>SLT need to be more aware of continual absences and more praise for staff that</p>	<p>Embed Wellbeing Committee</p> <p>Continue to provide SAS</p> <p>Review Staff wellbeing during Covid 19.</p>		<p>Strong teaching, better lives for pupils and staff.</p> <p>More productive staff team.</p> <p>Healthier work life balance for all staff.</p> <p>Higher attendance rates for staff.</p>
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