

One To Five Year Development Plan Dream, Achieve, Believe



Quality of Education

Dream, Achieve,

Believe

Ravenswood School 1- 5 year Plan Audit

Achieved [Blue](#)

2019-2022	Current	Within in one year	Three – Five Years	Impact
Quality Of Education	Curriculum design, cover and appropriateness	Curriculum design, cover and appropriateness	Curriculum design, cover and appropriateness	
	<p>Early Years 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.</p>	<p>Early Years Continue with Scheme of work continuing to build on pupil voice to inform topic based learning. 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 LSAs and teachers can use the correct Makaton signs to support the curriculum content/ vocabulary and to keep themselves safe. Develop staff skills with Attention Autism at stages 1-4 and to support pupils to begin to work at stage 4 level. SLT / EY Lead to review</p>	<p>Early Years Total communication in all classes which focuses on development of functional communication. All staff to have a sound knowledge of the Intensive interaction approach and to be embedded within the class. All staff to have a sound knowledge of PECs and to be embedded within the class. All staff to communicate effectively with Makaton users and can develop pupil's Makaton vocabulary. Objects and songs of reference used where appropriate and a consistent approach embedded across the department.</p>	<p>Early Years The school workforce will be skilled staff who are able to deliver a variety of communication methods that support the needs of the students to enable the, to make progress in all areas of the curriculum. 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. Pupils will leave Early Years with: <ul style="list-style-type: none"> A preferred functional communication style </p>

		curriculum in line with any Government updates.	All staff have a sound knowledge of Attention Autism and stages 1-4 are embedded according to pupil's ability.	<ul style="list-style-type: none"> • Improved attention and listening skills • Ability to play alongside peers. • To begin to communicate their likes and dislikes.
	<p>Primary 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 work and curriculum is appropriate for the current needs of this cohort.</p>	<p>Primary Train staff in Intensive Interactions Ensure a set list of Objects/songs of reference are available for all primary classes to use.</p> <p>Increase staff skills with Makaton to ensure all LSAs and teachers can use the correct Makaton signs to support the curriculum content/ vocabulary and to keep themselves safe.</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>Teaching to be Good in all classes</p>	<p>Primary Review Schemes of work to ensure they meet the needs of the current cohort.</p> <p>Total communication in all classes which focuses on development of social communication skills.</p> <p>All staff to have a sound knowledge of the Intensive interaction approach and to be embedded within the class.</p> <p>All staff to have a sound knowledge of PECs and to be embedded within the class.</p> <p>All staff to communicate effectively with Makaton users and can develop pupil's Makaton vocabulary linked to the curriculum and to identify key people and key parts of their body.</p>	<p>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>Pupils will leave Primary department with</p> <ul style="list-style-type: none"> • Developed social skills • A preferred communication style. • A preferred approach to learning. • Know who to tell if they are worried.

			Objects and songs of reference used where appropriate and a consistent approach embedded across the department.	
	<p>Secondary KS3 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>SLT agree that Scheme of work and curriculum is appropriate for the current needs of this cohort.</p>	<p>Secondary KS3 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 healthy living skills and safer internet skills into the curriculum and how to apply them in life.</p>	<p>Secondary KS3 Review the Schemes of work to ensure that it takes into account our changing school population.</p> <p>Embed our outdoor learning curriculum so that most teachers are confident to apply skills outside of the classroom environment.</p> <p>To embed healthy living, independence and life skills into the KS3 curriculum.</p>	<p>Pupils will have the opportunity to 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 and will show improvements in their behaviour and social skills. 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 will tell if they are worried or concerned.</p> <p>Pupils will leave KS 3 knowing</p> <ul style="list-style-type: none"> • Improved Independence / life skills. • How to keep safe online. • Improved awareness of

				<p>how to keep themselves clean and healthy</p> <ul style="list-style-type: none"> • Know how to report concerns. • Develop key hobbies or interests.
	<p>Secondary KS4 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>Secondary KS4 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 and ensure pupils begin to identify future pathways and school support them to make at least 1 step towards achieving this.</p> <p>Embed new Science curriculum across the key stage that builds of previous knowledge.</p> <p>Ensure that all pupils in KS4</p>	<p>Secondary KS 4 Monitor and review curriculum to ensure that is appropriate for the changing cohort.</p> <p>All pupils to engage in learning based around their hobbies/ interests and develop their skills within these.</p> <p>To embed healthy living, independence and life skills into the KS4 curriculum.</p> <p>More personalised learning pathways towards their future career paths/ interests.</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</p>	<p>Pupils will leave with recognised qualification at end of KS4.</p> <p>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>Pupils will leave KS4 knowing</p> <ul style="list-style-type: none"> • They are qualified for their next step.

	<p>Pupils have limited choices around options they wish to study/ find out more about.</p>	<p>work towards recognised qualifications.</p> <p>To ensure that Sept 2019 SRE is fully incorporated into the schemes of work.</p>	<p>relationships and how to keep themselves safe online and in the community.</p>	<ul style="list-style-type: none"> • Developed independence/ healthy living/ life skills. • Are confident communicators in a range of settings. • Have experience of the world of work. • Have clear understanding of the options available to them for the future. • Know how to keep safe online, within relationships and in the wider community and who to report concerns to. • To identify at least one leisure activity they enjoy.
	<p>Post 16 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>Post 16 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>Develop travel training skills so that pupils are confident when out walking and know and understand how to access public transport.</p>	<p>Post 16 Pupils will experience more practical hands on learning where they apply the skills learnt in school to a range of settings.</p> <p>Pupils will have more opportunities to engage in community activities and work placements.</p> <p>Pupils will develop the key skills needed for employment and or pursuing leisure interests.</p>	<p>Pupils will learn the key life skills needed for the future.</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 have wider opportunities to gain valuable social skills.</p> <p>Pupils will be aware of how to</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 complete long term work experience placements.</p>		<p>Pupils to develop a range of life and independence skills that will enable to live as independently as possible.</p>	<p>remain safe crossing the road and how to use public transport safely .</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> <p>Pupils will leave Post 16 knowing</p> <ul style="list-style-type: none"> • Pathways for the future • How to keep safe in all aspects of life and who to report concerns to. • How to communicate. • How to enjoy life.
	<p>Whole School</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>Whole School</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>Develop role of Outdoor activity leader to ensure more pupils utilise school facilities and create an outdoor</p>	<p>Whole school</p> <p>Update ICT in classrooms.</p> <p>Revamp the sensory room to promote better communication and sensory awareness.</p> <p>Fundraise and build new sports hall.</p> <p>Create a creative Arts Room / Department</p> <p>Set up a long term enterprise project e.g. school shop with</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</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>learning curriculum.</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>other specials schools.</p> <p>Subject Leaders take more ownership of their subjects and continue to develop them further.</p> <p>Subject Leaders train staff on any key approaches required to deliver their subjects.</p> <p>Embed analysis and evaluation of foundation subjects and use this information to inform the teaching of those subjects.</p>	<p>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>
<p>Behaviour and Attitudes to learning</p>	<p>Primary/ Secondary/ Post 16</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>Primary /Secondary / Post 16</p> <p>Timetables for class team to review CHPs regularly are in place.</p> <p>All staff within a class team can follow the CHP/RAs for the pupils in their class.</p> <p>Continue to reduce the use of RPI.</p>	<p>Primary /Secondary/Post 16</p> <p>CHPs in place and are followed consistently by all staff across the department.</p> <p>All incidents are reported swiftly.</p> <p>Review the effectiveness of reporting systems for behaviour incidents.</p>	<p>Pupils will improve their behaviour compared to their starting points. 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</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>Attitudes Most parents report pupils are happy to come to school. Pupils arrive happy for school.</p> <p>They respond well to resources. Pupils engage in lessons Staff are consistent with routines and 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>Assistant SENCO in class support is both focussed given advice and feedback to teacher and teams.</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>Therapeutic interventions are in place for those pupils who need it.</p> <p>Review CHPs/RA, behaviour incident forms and RPI forms following MAPA training Sept 2019.</p> <p>Continue to develop personalised reward incentives for pupils displaying high levels of challenging behaviour.</p> <p>Ensure the following are embedded within school systems.</p>	<p>Pupils develop self regulations strategies.</p> <p>School strategies are used consistently and effectively.</p> <ul style="list-style-type: none"> • Traffic lights • Target cards • Relaxation strategies • TACPAC • Sensory breaks. <p>Broaden offer of parental training.</p> <p>Review interventions offered by the school to support pupils with their behaviour, anger and social skills.</p> <p>Attitudes Rewards and incentives are used consistency and across the school.</p> <p>Teaching is good, interactive and engaging resulting in pupils responding well.</p> <p>Review lunchtime arrangements to improve the learning/ life skills opportunity.</p>	<p>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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		<ul style="list-style-type: none">• Traffic lights systems• Use of target cards• Relaxations strategies• Completion of incident forms	Review rewards and sanctions used across the school.	

	<p>Whole school</p> <p>Bullying 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</p> <p>All incidents are recorded and reported to Governors regularly</p> <p>Governor oversees bullying incidents.</p> <p>Pupil voice is listened to via student's council.</p> <p>Anti bullying week and e safety week provide suitable planned activities for our pupils to engage in.</p>	<p>Whole school</p> <p>Bullying Form to be amended to ensure that who has informed parents and follow up is recorded.</p> <p><i>School Ambassador to meet weekly with the Headteacher to report any concerns on behalf of the pupils.</i></p> <p><i>School Ambassador to support pupils to report concerns to a suitable adult and to report concerns.</i></p> <p>All form as are logged onto SIMS</p>	<p>Whole School</p> <p>Bullying Parents continue to be fully informed of any incidents involving their child as an alleged victim or bully.</p> <p>Parents are supported to address any issues e.g. online safety.</p> <p>Collaborative working continues with all agencies to address any issues.</p> <p>Bullying form on SIMS link bully and victim.</p>	<p>Whole school</p> <p>Bullying 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>Attendance 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>Attendance <i>All class teams who are informed of any appointments or absences to pass these to the main school office.</i></p> <p><i>All pupils who have more than two weeks absence to have a planned transition plan back into school led by a member of SLT.</i></p> <p><i>To ensure that home work is set for pupils who are not going to be in school for more than 2 weeks.</i></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>Attendance All parents inform the school and bus escorts when their son/ daughter are absent.</p> <p>To ensure that home work is set for pupils who are not going to be in school for more than 2 weeks.</p> <p>Pupils who are out of school for any reason for an extended period of time have a personalised transition plan</p> <p>Pupils who are persistent absentees have a personalised transition/ absence plan.</p>	<p>Attendance 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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	<p>RPI 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 All behaviour forms are logged securely on sims alongside paper copies.</p> <p>Exclusions 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>RPI RPI continues to reduce</p> <p>Data continues to be tracked and reported.</p> <p>Middle leaders continue to be more responsible for interventions.</p> <p>CHP once a year to ensure that the preventative and de-escalation strategies are appropriate. /RAs are reviewed at least</p> <p>Exclusions 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>RPI RPI is very rarely used</p> <p>Staff are confident to apply effective de-escalation strategies that do not involve RPI.</p> <p>CHP/RA are reviewed regularly after any RPI to ensure that strategies are effective to prevent and de-escalate swiftly.</p> <p>Exclusions Permanent exclusion continues to be very rare.</p> <p>Fixed term exclusions continue to be rare.</p> <p>Internal exclusions are used for restorative conversations and to plan ways forward to support the pupil.</p>	<p>RPI 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>Exclusions Exclusions continue to be very rare</p>
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Personal Development	<p>SMSC / Equality and diversity 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>SMSC / Equality and diversity Review school vision moving forward</p> <p>SMSC feedback reported to teachers following lesson observations</p> <p>SMSC incorporated into PSHCE schemes of work.</p> <p>Staff sitting in hall to promote using cutlery and sitting properly</p> <p>Ensure pupils experience a range of different religious experiences through trips or the schemes of work.</p> <p>Pupils from different cultures and backgrounds within the school are recognised and celebrated.</p>	<p>SMSC / Equality and diversity New school vision embedded and underpins all school work</p> <p>Regular reports to governors on how we have embedded British values and SMSC</p> <p>SMSC embedded into class teaching</p> <p>Review lunchtime arrangements to ensure that pupils’ eating and drinking skills are further developed.</p> <p>Pupils to experience a range of visits from a range of backgrounds and religious groups.</p>	<p>SMSC / Equality and diversity 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>Careers/ Employability 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>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>Careers/ Employability Work with Enterprise co-ordinator and Tarantino and Leonard Cheshire to ensure school meets the Gatsby Benchmarks</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>Ensure all Secondary and Post 16 pupils have at least one employer encounter each academic year.</p> <p>Train staff on how to deliver effective enterprise in school.</p> <p>Work with the two other special schools to discuss shared opportunities to develop enterprise skills.</p> <p>Increase the number of chosen options available to pupils to develop an area of interest.</p>	<p>Careers/ Employability Embed careers education across the school.</p> <p>Ensure school continues to meet Gatsby Benchmarks.</p> <p>More personalised learning pathways towards pupil's future career paths/ interests.</p> <p>To ensure all pupils and parents have a good understanding of P16 and P18 options e.g. college, work, apprenticeships.</p> <p>Set up a long term enterprise project e.g. school shop with other specials schools.</p> <p>School and college work closely together to ensure pupils are developing skills across the two settings.</p> <p>Careers fayre – visitors to come in from those jobs- open to parents/carers and students</p> <p>Increase the number of extended WEX/ Voluntary placements</p>	<p>Careers/ Employability 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>
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	<p>Job applications taught in year 11 (see curriculum KS4 & 5)</p> <p>CIAG lead knows and understands college application process.</p> <p>Other establishments are encouraged to attend parents evening.</p>	<p>Careers lessons to be introduced for Year 10 and Yeo Class and ensure pupils begin to identify future pathways and school support them to make at least 1 step towards achieving this.</p> <p>National citizenship service to be introduced for P16</p> <p>School based targets to be shared with Weston College for the pupils to work on these skills there too</p>	<p>School to access to a level 6 careers advisor.</p>	
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	<p>Healthy living 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>Healthy Living Ensure PSHCE curriculum in line with latest DfE SRE guidance on mental and physical well being</p> <p><i>Improve PE curriculum to include more outdoor experiences.</i></p> <p>Develop Healthy living skills across the school to promote self care.</p> <p><i>Increase range of options from year 10 upwards to promote healthy living</i></p> <p><i>Daily Go Karts club at break and lunchtimes to promote healthy exercise.</i></p> <p><i>Ensure that healthy living. Independence and life skills are added into the KS4 and KS5 curriculum.</i></p>	<p>Healthy Living To embed healthy living, independence and life skills across the curriculum</p> <p>Embed outdoor PE curriculum</p> <p>Embed personal hygiene e.g. showering and brushing hair as part of the school day.</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>School to produce social stories for parents to support with hospital visits etc as needed.</p> <p>Platinum sports award</p>	<p>Healthy Living 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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Leadership and Management	<p>Senior Leadership Team 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>Senior Leadership Team SLT to work with rest of school to develop new shared vision (July 2018)</p> <p>Ensure that SLT are fully aware of the new Ofsted framework and update practise in line with this.</p> <p>Provide outreach training sessions on at least two different specialisms e.g. behaviour management and task analysis.</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>	<p>Senior Leadership Team New vision embedded</p> <p>Further develop SLT 's leadership skills e.g. NPQH and SENCO qualifications</p> <p>Provide a range of outreach services to other schools, parents and professionals.</p> <p>Embed any changes as a result of new Ofsted Framework</p>	<p>Impact 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>Middle Leaders 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>Middle Leaders Induct New HoD for Post 16 while BJ on secondment</p> <p>DHT to continue to monitor and support the roles of the HoD to develop their leadership skills</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>Subject Leaders to know what is taught in their subject across the school.</p> <p>Support Middle Leaders to support NQTs and UQT on teacher training</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>Middle Leaders HoD to be more accountable for their department's data, progress and quality of teaching</p> <p>Subject Leaders take more ownership of their subjects and continue to develop them further.</p> <p>Subject Leaders train staff on any key approaches required to deliver their subjects.</p>	<p>Middle Leaders Middle Leaders will be effective at monitoring and bringing about change for the better in their departments.</p> <p>Middle 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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Staff Workload and Wellbeing	<p>Workload</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>Wellbeing</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</p>	<p>Workload</p> <p>AP to change role to return to just providing ICT support</p> <p>LSA's to access to their teacher's planning on computer</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>Implement wellbeing days for staff with high attendance</p> <p>Provide more staff bonding/ team building sessions.</p> <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>Workload</p> <p>Admin paperwork to be reduced.</p> <p>Improve school ICT systems in classes</p> <p>Embed any changes as a result of the marking policy review.</p> <p>Review impact of staff wellbeing days</p> <p>Car parking space increased</p> <p>Review staffroom arrangements</p> <p>Review most effective way to improve PPA time for staff.</p>	<p>Workload</p> <p>Strong teaching , better lives for pupils and staff</p> <p>More productive staff team</p> <p>Healthier work life balance</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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	<p>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 continue to come in when poorly</p>			
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