

School improvement Plan 2018 – 2019



Priority 1: Secure outstanding leadership by:

Objective	Actions	By whom	By when	Monitoring by Senior Leaders/ Governors	Reporting to Governors
Ensure consistently good teaching, with much that is outstanding, continues to be secure across the school.	Provide high quality induction support for colleagues new to school – see Priority 2 for details.				
	Ensure teachers know and understand the feedback following lesson observations and learning walks, and show commitment to improve rapidly. Provide support for teachers to make the improvements. Monitor the improvements and report to Senior Leaders. Identify if/when teaching is not improving and report to DHT; including the support provided and monitoring evidence.	HODs	Term 2 Term 4 Term 6	HoD reports to Senior Leaders Lesson observations Tracking of response to identified areas to improve teaching.	Report to Pupil Committee
	Provide training to ensure adults are well directed to provide well targeted support and intervention in all lessons, matched closely to pupils' needs.	HT		Lesson observations	Report to Pupil Committee
	Outcomes for pupils: Teaching, assessment and behaviour management strategies are consistently applied in each department, so pupils will know what to expect and their success in and outside lessons is accelerated.				
Further improve Middle Leadership to be of consistently high quality across the school. Ensuring HoDs continue to provide robust monitoring, support and challenge around the school's expectations of how to teach, assess progress and manage behaviour. (Ofsted Action)	Support teachers in responding to feedback following lesson observations and learning walks - as above.				
	Establish an agreed development plan for each Middle Leader to: <ul style="list-style-type: none"> Know and understand all agreed teaching and behaviour management strategies used across the department. Be able to explain and model each of the agreed teaching and behaviour management strategies. To understand and use data provided to drive improvements and make swift interventions as required 	DHT HODs	Term 2 Term 1	Track progress through each development plan	Report to Pupil Committee
	HODs to use knowledge and understanding of QA through analysis of data, scrutiny of work, use of pupil voice.	DHT	Term 1	Track progress through each development plan	Report to Pupil Committee
	Be able to effectively QA the implementation of the agreed teaching and behaviour management strategies.	HODs	Term 1	HoD reports to Senior Leaders	

Objective	Actions	By whom	By when	Monitoring by Senior Leaders/ Governors	Reporting to Governors
	Report back actions and progress to Pupils committee at the end of each long term.	HODs	Term 2,4 and 6	DT to monitor	Report to Pupil Committee
	Self evaluation of each department will be robust and used to inform improvement planning.				
Extend our Support Offer for colleagues in other establishments to improve outcomes of their children and young people with SEN.	Design and advertise menu of training and expertise that Ravenswood has ready to share with other organisations.	HT	Term 2	Schedule of training offer.	Report to FGB
	Start delivery of programme of twilight training sessions for colleagues in other establishments.	HT	Term4	Feedback from other organisations	
	Work with LA/Training Schools to establish Ravenswood as a provider of CPD for specialist training in SEN.		Term 4		
	Join, attend and feedback information from Learning Centred Leadership network	HT	Term 1		
	Further develop links with colleagues in other special schools to collaborate on moving forwards in assessment and benchmarking of pupil outcomes.	HT	Ongoing	Report to SLT	Report to FGB
	Develop provisions for students to access learning opportunities at Nailsea School	DHT	Term 2 onwards	Report to SLT	Report to FGB
	Outcomes for pupils Staff in other organisations will draw upon expertise of Ravenswood staff to review and develop their procedures; leading to improved outcomes for pupils in the local community.				
School is well-prepared for GDPR	Ensure key staff are skilled up in understanding the new GDPR.	HT	Term 1	Health & Safety Committee minutes.	Report to FGB
	Share school systems to improve storage and retrieval systems of sensitive paperwork with staff.		Term 2		
	Train key staff in implementing new school systems relating to data protection and sharing information.		Term 2		
	Provide awareness training for all staff in implementing new school systems relating to data protection and sharing information.		Term 2		
	Appoint a DPO to complete an Audit of the school		Term 2		
	Outcomes for pupils Improve efficiency of sharing pupil information with relevant agencies				

Priority 2. Secure outstanding teaching, learning and assessment by:

Objective	Actions	By whom	By when	Monitoring by Senior Leaders/ Governors	Reporting to Governors
Support new teachers to swiftly know and implement school teaching, learning and assessment procedures.	Provide support for new teachers, including giving time to see other teach and make ensure staff are confident with assessment systems across the school.	DHT	Term 2	Report at SLT meetings.	Report to FGB
	Provide induction training in developing knowledge and understanding of key strategies. <ul style="list-style-type: none"> • Planning • WALTs and WILFs • Review, Teach, Practice and Apply • Phonics • Guided Reading • Calculations Strategy • Communication strategies • Behaviour Management – Traffic light system • Marking and assessment • Report writing 	DHT	Term 2 onwards	Report at SLT meetings.	Report to FGB
	Provide clear feedback on strengths in teaching and areas to improve.	HT/DHT	Nov Feb May	Lesson observations Learning Walks Scrutiny of work.	Report to FGB
	Provide coaching model to support and challenge teachers to make improvements needed. Agree deadlines and QA arrangements for improvements to be made.	DHT	Nov Feb May		
	Outcomes for pupils: Effective teaching of pupils by teachers new to the school.				
Further develop consistency of all pupils knowing and understanding their learning targets and progress in each lesson	Ensure all lessons have one clear WALT and have WILFs which are either: <ul style="list-style-type: none"> • Ingredients for pupils to include in their task, or • A breakdown of the methods to be used in completing the task 	HODs	Term 1	Learning Walks Scrutiny of work Checking planning Pupil voice	Report to FGB
	Ensure all adults support focuses on supporting pupils to know and understand the WILFs and to use these as guides throughout the learning.	HODs	Term 1	Lesson observations	
	Ensure all pupils are supported to set their own challenges, based on the WILFs, and have tasks re-shaped for them to succeed at the highest possible challenge.	HODs	Term 2		

Objective	Actions	By whom	By when	Monitoring by Senior Leaders/ Governors	Reporting to Governors
	Outcomes for pupils: Pupils will know and understand their learning targets and use the WILFs for self-assessment and to set their own challenges.				
Ensure all pupils have well planned opportunities to succeed in applying their learning.	Establish with teachers an extensive range of ways pupils can apply (showcase) their learning. Ensure all teaching includes application/showcase at end of each module.	HODs	Term	Twilight Training programme	Report to FGB
		HODs	Term	Report to SLT	
		HODs	Term	HoD 3 weekly reports	
	Establish with staff an extensive range of places for Educational Visits within the locality. Staff to pre book days trips in advance which will ensure that all pupils participate in an Educational Visit at least 4 times over the year.	DHT	Term	Report to SLT	Report to FGB
		HODs	Term	HoD 3 weekly reports	
Outcomes for pupils: Pupils apply their learning in different contexts					
Improve teaching of numeracy across the curriculum	Embed number strategies children in each class are learning to use.	HT	Term 2	Report to SLT	Report to Pupil Committee
	Embed training and guidance to all staff on using this summary information.	HT	Term 3	Report to SLT	
	QA the summary numeracy strategies are being used across the curriculum	HODs	Term 4	HoD 3 weekly reports	
	Outcomes for pupils: Pupils will know and understand the best strategies to use when applying numeracy skills, leading to raised progress in Maths.				
Develop assessment framework	Embed school assessment framework for topic subject KS 1-3 with robust monitoring from subject leaders	Subject leaders	Term 2,4,6	Report to Senior Leaders	Report to Pupil Committee

Objective	Actions	By whom	By when	Monitoring by Senior Leaders/ Governors	Reporting to Governors
	Outcomes for pupils: A single assessment framework, linking robustly with accreditation courses will improve success rate of pupils.				
Ensure end of KS2 assessment judgements for most-able pupils accurately compare to judgements made in other schools (Ofsted)	Use in school moderation activities to ensure all teachers have a shared understanding of assessment levels.	DHT	Term 2	Report to Senior Leaders	Report to Pupil Committee
	Track most able year 6 pupils to ensure they are GCSE ready	DHT	Dec Mar May	Review by Senior Leaders	Report to Pupil Committee
	Ensure we have external moderation of our most able KS2 pupils.	DHT	May	Report to Senior Leaders	Report to Pupil Committee
	Ensure teachers in KS3 plan teaching based on prior learning of pupils.	DHT	Sept	Report to Senior Leaders	Report to FGB.
	Outcomes for pupils: Most able KS2 pupils make expected or better progress and access appropriate qualifications in KS4.				

Priority 3 **Secure outstanding behaviour, personal development and safety for all pupils by:**

Objective	Actions	By whom	By when	Monitoring by Senior Leaders/ Governors	Reporting to Governors
Continue to review and develop behaviour management, meeting the increasing complexity of needs of pupils.	Continue to review recording of serious and minor incidents.	SLT	Term 1	Report to CoG	Report to pupil committee
	Embed Behaviour Management Policy	SLT	Term 1	SLT meetings	
	Establish weekly tracking reports share these with ML	SLT	Term 1	Report to CoG	
	Use weekly behaviour data to plan support and interventions for relevant classes/pupils the following week.	SLT	Term 2	Feedback to SLT	
		SLT	Term 2	SLT meetings	
	QA the planned support and interventions happen in designated week.				
	Review impact of the support and interventions following fortnight. Adjust the intervention as appropriate.	SLT	Term 2	Report to SLT	
		SLT	Term 2	SLT meetings	
	Embed a range of Relaxation Strategies to be the agreed ones for Ravenswood school	HT	Term 2	SLT meeting	Report to FGB
	Behaviour Support team to model Pivotal MAPA	HT	Term 2 Dec onwards	Feedback on training Report to SLT	
	Review impact of above actions through analysis of behaviour incidents each term. Identify clearly any barriers to the implementation of the above actions.		Term 3 onwards	Report to SLT meeting	Report to Pupil Committee
	Use this information to adjust plans as appropriate.	SLT		SLT meeting	
	Outcomes for pupils: Effective behaviour management will be evident for all cohorts of pupils, leading to most pupils sustaining impeccable behaviour or making outstanding improvements in their behaviour.				
Ensure pupils who have very challenging behaviour are effectively supported to safely manage their own behaviour	Embed use of debriefs of adults and pupils to inform senior leaders / Middle leaders knowledge and understanding of use of RPI across the school.	HT	Term 1	SLT meeting	Report to FGB
	Use information to improve feedback to staff on any identified inappropriate use of holding.	DHT	Term 1	SLT meeting Feedback from staff Report to CoG	
	Embed recording and tracking of appropriate and safe use of RPI, to provide weekly information which can be used for planning interventions swiftly.	HT	Term 1	Feedback from training	
		HT	Term 2		Report to FGB

Objective	Actions	By whom	By when	Monitoring by Senior Leaders/ Governors	Reporting to Governors
	<p>Ensure staff self and peer assess their performance against the Pivotal MAPA guidance on the Integrated Experience and De-escalation Techniques.</p> <p>Ensure staff understand use of holding can be planned intervention but use of seclusion cannot.</p> <p>Ensure the recording of any measures (apart from holding) which are used in an exceptional circumstance to safely manage very challenging behaviour.</p>	<p>HT</p> <p>HT</p>	<p>Term 2</p> <p>Term 2</p>	<p>Monitoring of RPI reports/Use of Thinking Room</p> <p>Monitoring of RPI reports/Use of Thinking Room</p>	
	<p>Ensure that all pupils who have very challenging behaviour have means to communicate their feelings.</p> <p>Provide training for pupils who have very challenging behaviours to understand why holding may be needed.</p> <p>Provide visual guidance for all pupils who have very challenging behaviours to monitor their own feelings and behaviours throughout the day.</p> <p>Review with each pupil at the end of each term their performance in managing their own behaviour.</p>	DH	<p>Dec</p> <p>Dec</p> <p>Dec</p> <p>Dec.</p>	<p>Report to SLT</p> <p>Report to SLT</p> <p>Report to SLT</p> <p>Report to H&S Committee</p>	Report to FGB
	<p>Outcomes for pupils: Pupils with very challenging behaviours are confident that they can learn to control their own behaviours without the need for them to be held.</p>				

Priority 4 Secure good and outstanding outcomes in Reading, Writing and Maths for all cohorts of pupils;

Objective	Actions	By whom	By when	Monitoring by Senior Leaders/ Governors	Reporting to Governors
Improve outcomes of KS3 pupils in Writing and Maths	Deploy adults to support pupils using the calculation policy Ensure all staff are aware of writing policy, create new incentives for pupils to learn to love writing. Provide training on talk for writing approach.	DHT HoDs DHT	Term 1 Term 2 Term 2	SLT meeting Feedback on training	Report to Pupil Committee
	Outcomes for pupils: Effective teaching of maths and writing will raise standards across all areas of the curriculum				
	See action identified in priority 2.				
Further improve Middle Leadership so they are monitoring, supporting and challenging staff teams around assessment outcomes.	Provide training and support for Middle leaders so they are confident to lead departments through robust monitoring and can provide the support required to staff so all pupils outcomes are successful	HT / DHT	Term 3	Feedback on training	Report to Pupil Committee
Reduce the variability of pupils' outcomes in Maths, so they are in line with outcomes in Reading and Writing.	Further secure teaching of numeracy across the curriculum – as set out in priority 2.				

Objective	Actions	By whom	By when	Monitoring by Senior Leaders/ Governors	Reporting to Governors
Reduce the variability of outcomes for pupils with PLAA pupils, so they are in line with their peers.	Ensure teachers and ML know main SEN of pupils they teach.	HT	Term 2	Teacher meeting	Report to Pupil Committee
	Identify PLAA pupils who underachieved and ensure teachers are planning challenge and well-matched support for these learners in every lesson.	HODs	Term 2	HoD and SLT meeting	
	Progress Review meetings used to check progress of pupils in core areas and they are on track to be good and better.	HoDs	Dec Mar June	Report to SLT	Report to Pupil Committee
	Plan with teachers interventions to ensure individual and cohorts of pupils can catch up as required.	HoDs	Dec Mar June	Report to SLT	
	Outcomes for pupils: PLAA pupils in all key stages make good and better progress in all 3 core areas, Reading, Writing and Maths.				

Priority 5 Secure high quality Early Years Provision:

Objective	Actions	By whom	By when	Monitoring by Senior Leaders/ Governors	Reporting to Governors
To improve functional communication skills for our youngest pupils	<p>Ensure all pupils have the correct communication systems in place eg. PECs books or communication books in line with Speech and Language advice</p> <p>Embed intensive interaction as a school approach to communication</p> <p>Embed Attention Autism strategies</p> <p>Train staff in songs of reference.</p> <p>Ensure SALT programmes are implemented in daily/weekly routines.</p>	<p>EY Lead</p> <p>DHT</p> <p>DHT</p> <p>DHT</p>	<p>Term 1</p>	<p>Report to AHT</p> <p>Report to Senior Leaders</p> <p>Feedback on training</p> <p>Report to Senior Leaders</p> <p>Report to AHT</p>	<p>Report to Pupil Committee</p>
To support the youngest pupils to develop strategies to begin to manage their own anxieties/behaviours	<p>Ensure that all pupils who have very challenging behaviour have means to communicate their feelings.</p> <p>Ensure all advice from multi agency professionals is included in every child's care plan.</p> <p>Monitor all provisions in Care Plans are implemented.</p>	<p>DHT</p> <p>TL</p> <p>DHT</p>	<p>Term 1</p> <p>July 19</p> <p>Term 3</p>	<p>Learning Walks</p> <p>Lesson Observations</p>	<p>Report to Pupil Committee</p>
Review and update Curriculum as required	To review new guidance and make adjustments to school curriculum as required	EY Lead	Term 3		Report to Pupil Committee
	<p>Outcomes for pupils: EY pupils make consistently good progress in their learning.</p>				

Priority 6 Secure high quality 16-19 study programmes:

Objective	Actions	By whom	By when	Monitoring by Senior Leaders/ Governors	Reporting to Governors
Improve teaching for a minority of students through the consistent implementation of teaching and assessment strategies	Ensure all lessons have one clear WALT and have WILFs which are either: <ul style="list-style-type: none"> Ingredients for pupils to include in their task, or A breakdown of the methods to be used in completing the task 	P16 HOD	Term 2	Learning Walks Scrutiny of work Checking planning Pupil voice Lesson observations	Report to FGB
	Ensure all adults support focuses on supporting pupils to know and understand the WILFs and to use these as guides throughout the learning.		Term 3		
	Ensure all pupils are supported to set their own challenges, based on the WILFs, and have tasks re-shaped for them to succeed at the highest possible challenge.		Term 5		
	Ensure all agreed teaching strategies are known, understood and implemented	P16 HOD			
	Ensure teachers know and understand the feedback following lesson observations and learning walks, and show commitment to improve rapidly.	P16 HOD	Term 2	HoD reports to Senior Leaders Lesson observations Tracking of response to identified areas to improve teaching.	Report to pupil committee
	Provide support for teachers to make the improvements.		Term 4		
	Monitor the improvements and report to Senior Leaders.		Term 6		
	Identify if/when teaching is not improving and report to DHT; including the support provided and monitoring evidence.				
Outcomes for students: Teaching, assessment and behaviour management strategies are consistently applied in p-16; students know what to expect and the progress of all cohorts in core areas of Reading, Writing and Maths is consistently good and better.					
Further develop clearer links between accreditation pathways and our assessment framework.	Using knowledge of AQA courses to further develop curriculum opportunities across Post16 department	DHT P16 HoD	Term 6	Feedback to SLT and p-16 colleagues	
Develop further Work Experience and Life Skills programs across KS5	Review current curriculum and look at more opportunities for students to be working and learning in the local and wider community.	HT/ Career s Lead	Term 4	Term review by HT	Report to Pupil committee

Objective	Actions	By whom	By when	Monitoring by Senior Leaders/ Governors	Reporting to Governors
	Outcomes for students: A single assessment framework, linking robustly with accreditation courses will improve success rate of students.				
Improve outcomes, with a particular emphasis on improving outcomes in Maths.	<p>Ensure all adults know and understand the school's calculations procedures.</p> <p>Ensure teaching is well-planned to build upon each pupils' prior achievements</p> <p>Ensure teacher know pupils SEN</p>	<p>HoD</p> <p>P16 HOD</p>	<p>Dec</p> <p>Dec</p> <p>Dec</p>	<p>Learning Walks</p> <p>Monitoring of Planning</p> <p>Scrutiny of Work</p>	Report to Pupil Committee
	Outcomes for students:				