

SDP 2024-5



Ravens Wood School 2024-25



Ravens Wood School Development Plan Priorities 2024-25

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OUR VISION VALUES AND ETHOS

Our school aspires to provide each and every student with an exemplary education. We achieve this goal by carefully crafting a student-centred approach where individual needs are matched with a broad, ambitious and exciting curriculum of awe and wonder. The school envisions that when our students graduate, with their personal educational achievements maximised, they are perfectly positioned to seize the opportunities that lie before them.

We strive to do this by following our 3Cs, Culture, Character and Currency:

RAVENS WOOD SCHOOL 	
Culture	To develop a culture which fosters a love of learning and intellectual curiosity within a strong and supportive community.
Character	To equip students with the tools to develop their individual character, in an environment which promotes dignity, integrity, self-discipline and self-esteem.
Currency	To deliver a rich and varied curriculum which leads to high academic performance and provides our students with the currency to open the doors to the future.

This is supported by our school values of Black and Green





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And supported by our school ethos of Learn, Lead, Excel:

Learn  To continually explore and discover new skills, ideas and knowledge

Lead  To lead by example and inspire those around you

Excel  To be the best you can be through effort and endeavour



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Quality of Education	Behaviour and Attitudes	Personal Development	Leadership & Management	Sixth Form
Quality First Teaching using adaptive techniques	What does it mean to be Black and Green? The Behaviour and Values curriculum	Continuing to develop cultural capital through inclusive enrichment	Committed to the Trust Staff Wellbeing Charter and Trust collaboration	Embedding the RWS community & enrichment vision for Sixth Form
Consistent implementation of the Curriculum	CPD for staff to support BFL and bespoke training to meet the needs of the individual	Effective and explicit CIAG for all years	Raising achievement with a focus on disadvantaged at all key stages	Effective recruitment, induction and retention into Sixth Form including
Opportunities for developing reading and writing consistently across the curriculum	Develop a rewards system linked to Black and Green values and Learn, Lead, Excel	Effective implementation of PSHE and RSE for all years – mental health?	Continuing to drive forward our EDI objectives	Increase student ambition to secure their best next steps opportunities
CPD for staff including Professional Growth and Pedagogy in Practice	Improve on good attendance and reduce the PP gap and improve punctuality Yr. 7-11	Improved visibility and impact of student leadership	Support for leaders new to post	Further develop independent study skills readiness to learn



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PLAN OVERVIEW

Development Area	Link Gov	Lead	Obj.	Outcome
1. QUALITY OF EDUCATION		CLP	1.1	All teachers collaboratively review, adapt and improve our planned curriculum of awe and wonder that is broad, powerful, inclusive and rooted in mutual respect.
		CLP	1.2	Curriculum Journeys are used to support students' understanding of what they are learning in lessons, why they are learning it and how this links to previous learning and subsequent topics.
		GH	1.3	Lessons provide students with opportunities for pinnacle learning with challenging and thought-provoking resources for all.
		GH / LRE	1.4	Reading and Writing opportunities are consistently, planned for and delivered across the curriculum in lessons and through independent learning and reading.
		GH	1.5	Students have multiple opportunities to learn through talk, developing their confidence and supporting their written work with regular practice of writing through 10 minutes of silent working. 'Writing floats on a sea of talk' (Britton 1970).
		GH	1.6	Teachers consistently ask powerful, targeted and planned questioning to assess knowledge and understanding for all students in the lesson.
		CLP	1.7	Quality First Teaching is delivered following the EEF model of 'Adaptative Teaching' to ensure all students can access the curriculum being taught.
		LRE	1.8	SEND students have appropriate access to targeted support which meets their needs and follows the 'Plan Do Review' cycle where applicable.
		MSN	1.9	All students, and specifically those who are disadvantaged, are prepared for school and ready to learn.
		SMD	1.10	Students receive formative and summative assessment through Review Plan Teach and the assessment calendar, which supports them in making progress in lessons.
2. BEHAVIOUR AND ATTITUDES		CLP	2.1	The behaviour curriculum is clearly articulated and understood through the Black and Green values, school rules, classroom expectations, assemblies and PSHE.
		MGL/CLP	2.2	The ethos of 'We are Black and Green' is embedded throughout the school community to create an aspirational culture and pride in our school.
		COA	2.3	Students are rewarded throughout the year for demonstrating the values of Black and Green and the ethos of Learn Lead Excel.
		CLP	2.4	The Behaviour CPD focuses on the current needs of the staff and student body, in consideration of the school's context.
		DMT	2.5	The student leadership team represents our diverse student body and is pro-active, having a positive impact on the school community.
		COA	2.6	The BFL strategies reduce disruption in lessons and the wider school, and enables students to reflect on and improve their own behaviour.



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	MJF	2.7	Attendance continues to be above the national percentage, with gaps for disadvantaged students improving and a decrease in persistent absence through the use of the new Studybugs provision.
	COA	2.8	Attendance to lessons is in line with whole school attendance as internal truancy is addressed and this is tracked through accurate and up to date registers completed by teachers.
3. PERSONAL DEVELOPMENT	NEF	3.1	All students develop their cultural capital by having access to, and engaging with, a varied and inclusive co-curricular enrichment offer.
	MJF	3.2	The personal development curriculum and wider school curriculum, supports students to build the knowledge and skills to look after their own mental health and wellbeing and safeguard themselves from external risks.
	MJF	3.3	Students are supported with their mental and physical health and wellbeing through internal and external provision.
	NMC	3.4	Careers information, advice and guidance is provided through a personalised programme rooted in, but not limited to, the eight Gatsby benchmark measures.
	MMC	3.5	Relationships and sex education is confidently delivered to all year groups with age-appropriate resources and planned discussions of all topics.
	MMC	3.6	Students' respect and celebrate differences in our community and in the world and its people.
	MMC	3.7	Discriminatory behaviour and attitudes are robustly challenged in line with the school values and ethos, and education delivered to those exhibiting these behaviours and attitudes.
4. LEADERSHIP & MANAGEMENT	CLP	4.1	RWS staff explicitly model and promote the Black and Green values and the ethos of Learn, Lead, Excel in all aspects of school life.
	MGL	4.2	The RWS community plays an active, collaborative role in the Trust and proactively seek opportunities to align policies and procedures, where beneficial.
	MJF	4.3	There is a strong culture of safeguarding throughout the school community.
	MGL	4.4	Leaders are committed to the principles of the Trust Well-Being Charter and actively seek opportunities to improve staff wellbeing.
	MMC	4.5	Leadership across the school continues to establish and embed the Equality, Diversity and Inclusion strategy which evaluates existing actions, identifies areas for development and ensures the delivery of our Equality objectives.
	MSN	4.6	Our provision for disadvantaged students includes, but goes beyond, those designated Pupil Premium or bursary, to ensure that no family is left behind.
	BES	4.7	The Professional Growth policy empowers teachers to develop a self-identified area of pedagogy, improving students' learning experiences.
	SMD/NJF	4.8	The RWS raising achievement strategy improves outcomes for groups of students in all key stages.
	GH	4.9	The Teaching and Learning team use research to model and support teachers in the continual development of their teaching skills, including those new to the profession.
	MGL/MSN	4.10	The MIS is successfully developed further to be utilised fully.



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	SJB	4.11	RWS will continue to develop our approach to sustainability and climate change, focussing on climate education, net zero, resilience and the environment and work towards the Trust sustainability plan.
	MGL/CLP	4.12	Middle and Senior leaders who are recently promoted or new to post receive support and training to help them with their new roles and responsibilities, with a particular focus on effective line management.
	MGL/MSN	4.13	Review the curriculum offer at Key Stage 4 and Key Stage 5 to ensure appropriate qualifications available to all students in light of changes to alternative academic qualifications at Key stage 5 and to ensure successful outcomes at Key Stage 4 whilst maintaining a broad offer.
5. SIXTH FORM	NMC	5.1	Supervised Study is an environment with high expectations for focused, independent work and reading; students are equipped with the skills and resources to study effectively.
	DRH	5.2	Sixth form attendance and punctuality is robustly challenged, with a focus on disadvantaged students in order to secure strong attendance at Sixth Form.
	NMC	5.3	The Sixth Form co-curricular enrichment provision, including Academies, Community and Scholars, is a rewarding and engaging experience beyond the taught curriculum, increasing students' cultural capital.
	NMC	5.4	Students model the Black and Green values and the ethos of Learn, Lead, Excel through their conduct, dress code and attitudes to learning.
	DRH	5.5	The personal development curriculum (including RSE) 'Keeping Safe in the Sixth Form', supports students to develop the knowledge and skills to look after their own mental health and wellbeing and safeguard themselves from external risks as young adults.
	NMC	5.6	Systems and resources are in place to ensure all students transition successfully into our Sixth Form through a robust induction, enrolment and retention programme, with a particular focus on developing the external students into well-rounded Ravens Wood students with a sense of belonging.
	NMC	5.7	Sixth Form students are supported with their decision making for next steps through a carefully planned programme of support which raises aspirations.



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LINK GOVERNOR ROLES

Matt Wiliamson

SEND

Matt Wiliamson

Behaviour

Shontay Angel

Safeguarding

Including attendance and medical

Andrew Wescott

Health &
Safety

Sam Safo-Kantanka

Sixth Form &
Careers

Samantha Dossetter

Curriculum

Rui Wang

Finance

Claire Murphy

Equality &
Diversity

Shazia Ahmed

Disadvantaged