



Ravenscote Junior School

SCHOOL DEVELOPMENT PLAN

2024-2025



Engage • Enrich • Excel



Key targets for Improvement

2024 - 2025

The key targets for this academic year are:

1. Maths

To enhance children's proficiency in mathematics, specifically through a times tables initiative. The aim is to improve mathematical fluency and problem-solving skills across all year groups. This target will be achieved through a strategic approach that involves implementing dedicated times tables practice sessions using interactive resources and games. Additionally, personalised feedback and support will be provided to all children to track their progress and address any learning gaps. Regular assessments will be conducted to measure the impact of the intervention and make necessary adjustments to ensure the target is met effectively. By prioritising times tables within the mathematics curriculum and engaging students in purposeful practice, we aim to significantly enhance their mathematical abilities and overall academic performance.

2. Writing

To deepen writing proficiency through an integrated approach focusing on spelling, handwriting, punctuation and oracy. To achieve this target, a systematic and holistic strategy will be implemented. Improving spelling skills through the Read, Write, Inc scheme will involve regular spelling practice, personalised feedback, and incorporating spelling activities across various subjects. Handwriting will be developed through staff training, structured lessons, handwriting lines in books, and individual support for children as needed. Punctuation will be improved through a focus on the structure of a sentence, demarcated by capital letters and full stops in particular. Oracy skills will be honed through group discussions, presentations, debates, and verbal reasoning tasks. By addressing these key areas, the school aims to foster a well-rounded approach to writing, equipping children with the necessary skills and confidence to excel academically. Children will be able to achieve the transcription skills of writing with automaticity, freeing up their working memory to develop skills and recall knowledge across the Connected Curriculum.

3. Outdoor learning

To strengthen the outdoor learning experience for our children through the effective utilisation of our grounds. This target aligns with our commitment to providing a well-rounded education that nurtures not only academic achievement but also personal and social development through engaging outdoor activities. To achieve this target, we will implement a series of initiatives aimed at maximising the potential of our outdoor space. This will include the introduction of structured outdoor learning sessions across all year groups and the continued development of outdoor learning zones. We will also establish partnerships with local environmental organisations to enrich the learning experience and promote environmental stewardship among our students. By focusing on enhancing our outdoor learning provision, we aim to enhance wellbeing, inspire curiosity, creativity and a love for the natural world in our children, enriching their path towards academic success and personal growth.

4. RWM Combined

To enhance the number of children achieving the combined expected standard in reading, writing, and maths, as well as increasing the number of children achieving greater depth combined at the end of Key Stage 2. This objective includes tracking the progress of children who are meeting these standards, utilising Venn diagrams to visualise overlaps and areas for improvement. The plan aims to make targeted adaptations within the classroom to accelerate progress, following pupil progress meetings to identify specific needs. In addition, intervention sessions will be tailored for children teetering on the border of the expected or greater depth standard in reading, writing, and maths.

1. Maths

Intent: To enhance children’s proficiency in mathematics, specifically through a times tables initiative.

The aim is to improve mathematical fluency and problem-solving skills across all year groups. This target will be achieved through a strategic approach that involves implementing dedicated times tables practice sessions using interactive resources and games. Additionally, personalised feedback and support will be provided to all children to track their progress and address any learning gaps. Regular assessments will be conducted to measure the impact of the intervention and make necessary adjustments to ensure the target is met effectively. By prioritising times tables within the mathematics curriculum and engaging students in purposeful practice, we aim to significantly enhance their mathematical abilities and overall academic performance.

Success Criteria – what will be the impact by the end of the action plan? – What will be better?

- The FAST multiplication approach is embedded (Fluent, Accurate and Speedy Times tables)
- All children will demonstrate greater **Fluency** in recalling times tables
- All children will demonstrate greater **Accuracy** in recalling times tables
- All children will demonstrate greater **Speed** in recalling **Times tables**
- All children will showcase enhanced accuracy in solving multiplication problems
- There will be a far greater focus on times tables in Years 3 and 4 ahead of the MTC
- Multiplication knowledge is progressed and embedded further in Years 5 and 6
- All children will exhibit greater confidence in applying multiplication facts to mathematical problems
- All children will have a positive attitude towards learning times tables
- Parents will have knowledge of how times tables are taught at Ravenscote (FAST) along with their child’s progress
- Overall outcomes in maths will increase as a result of a focus on multiplication facts

Actions (implementation)	Lead person	By When	Resources Time/£ and Source	Monitoring Who, How often, When and How
Higher expectation for TTRS at home- 21 minutes per week	Class teachers	All year leading up to x table check	Current iPads Google classroom	Share the poster at meet the team for all parents to get an idea of what to expect. Monitor the completion of homework weekly. Monitor the impact of the additional homework through increased times table knowledge.

More regular practice in maths sessions - book the iPads out to do as much practice as possible	Year 4 teachers Maths Leads check in	All year leading up to x table check	Current iPads 100 club 12 x 12 x table squares	Y4 YL to monitor the impact of the use of ipads to support practice. Feedback impact to HT/DHT and at pupil progress meetings.
Learn more times tables by rote, copying out the whole question to embed it visually	Year 4 teachers Maths leads to check in	All year leading up to x table check	Current iPads 100 club 12 x 12 x table squares	YL/ maths leads/ SLT Learning walks, book looks and pupil conferencing.
TTRS in the morning rather than Doodle Maths for those on the cusp of 20, especially in the Spring term.	Year 3 and 4 teachers	Spring term	Current iPads	Maths team to ensure the implementation and measure the impact through the year.
Identify a way to assess the children more accurately ahead of the MTC - an online program that replicates the MTC through the use of Emile Education.	Maths leads	All year leading up to x table check	timestables.co.uk and note down scores	Maths leads to identify and then monitor (half termly) the use of the online MTC replica programme.
Half termly practice tests for Year 3 and Year 4.	Year 3 and 4 teachers	Autumn, Spring and beg Summer	Current iPads	Monitor the effectiveness of assessing on the iPads in order to increase the speed and accuracy. This is to be monitored following each half-termly practice test.
The DHT and maths leads will meet half termly with the Year 3 AHT and the Year 4 YL to monitor the ongoing impact of the times table focus and the results from the practice tests.	DHT Maths leads	Half termly	2 hours per half term Maths leader release to be covered by HLTAs	Meetings take place half termly and will include targets being set and reviewed, which will continue to feed into the maths action plan. DHT, maths leads, Year 3 AHT, Year 4 YL

TTRS in the morning rather than Doodle Maths for those that did not score 22 on multiplication check in Year 4	Year 5 teachers Maths lead to check in		iPads 100 club 12 x 12 x table square	Year 5 teachers monitor the impact and how the gaps close during times tables tests.
All teachers to complete "Evidence-informed approach to improving times table fluency" training	DHT	Autumn term	1 hour 6 mins of twilight training Included in National College subscription	Mandy W will collect certificates to evidence training Key learning from the training will be evident in lessons; SLT and maths team will be able to monitor this during observations.

2. Writing

Intent: To deepen writing proficiency through an integrated approach focusing on spelling, handwriting, punctuation and oracy.

To achieve this target, a systematic and holistic strategy will be implemented. Improving spelling skills through the Read, Write, Inc scheme will involve regular spelling practice, personalised feedback, and incorporating spelling activities across various subjects. Handwriting will be developed through staff training, structured lessons, handwriting lines in books, and individual support for children as needed. Punctuation will be improved through a focus on the structure of a sentence, demarcated by capital letters and full stops in particular. Oracy skills will be honed through group discussions, presentations, debates, and verbal reasoning tasks. By addressing these key areas, the school aims to foster a well-rounded approach to writing, equipping children with the necessary skills and confidence to excel academically. Children will be able to achieve the transcription skills of writing with automaticity, freeing up their working memory to develop skills and recall knowledge across the Connected Curriculum.

Success Criteria – what will be the **impact by the end of the action plan? – What will be better?**

- Staff will be trained in the simple view of writing (transcription, executive functions and text generation) and this will underpin planning and progress across the school
- All children will demonstrate greater accuracy in spelling the words from the National Curriculum spelling lists for their year group
- All children will demonstrate their knowledge of the Common Exception Words within their independent writing
- All children will demonstrate greater accuracy in their punctuation use
- All children will demonstrate improved letter formation and legibility of handwriting, working towards cursive writing by the end of Year 6
- All children will demonstrate developed oracy skills, as demonstrated within class discussions and in everyday conversation
- Children’s writing is accurately assessed by their teacher regularly
- Writing moderations show that writing is accurately assessed
- RWI spelling is embedded across the school
- All children will demonstrate knowledge of sentences, including simple and more complex structures

Actions (implementation)	Lead person	By When	Resources Time/£ and Source	Monitoring Who, How often, When and How
A new writing assessment framework is produced which focuses on the end of KS2 expectations broken down across the year groups (WTS Year 6 as expected in Year 3/4).	DHT Writing Lead	Autumn half term	1 day writing lead subject release day covered internally by HLTA 1 day DHT joining writing subject release	DHT and writing lead to produce the framework and share with SLT for review. To be written over Autumn 1 so that teachers can be trained on it after half term and supported to use it for assessment at CP2.
Teachers are trained on the new writing assessment framework	DHT Writing lead	CP2 data drop	2x staff meetings	DHT and writing lead to lead a staff meeting 6.11.24 on the rationale for the framework and train on its use.

				DHT and writing lead to lead a staff meeting 20.11.24 to support year teams with their year team moderation for CP2.
Year teams complete termly internal moderation	AHTs and YLs	CP2, CP4 and CP6 data drops	3x staff meetings (1 as listed in the action above)	AHTs and YLs to lead on internal moderation, with support from DHT and writing lead. DHT to timetable DHT to monitor data on Scholar Pack at CP2, CP4 and CP6
Half termly writing data drops for Years 5 and 6 (continue with termly in Years 3 and 4 due to meetings focused on times tables)	Year 6 AHT Year 5 YL	Half termly (starting autumn 2)	6x year team meetings	Year 6 AHT and Year 5 YL to support their team to have data available for writing each half term Year 6 AHT and Year 5 YL to present this data to writing lead and DHT
Meetings between Year 5 and 6 leads and the writing lead and deputy headteacher (Assessment lead)	DHT Writing Lead	Half termly	2 hours per half term Writing leader release to be covered by HLTAs	Meetings take place half termly and will include targets being set and reviewed, which will continue to feed into the English action plan. DHT, writing lead, Year 5 YL, Year 6 AHT
All teachers have targets for writing set within their appraisal.	HT	September	Termly appraisal meetings	HT and appraisers during appraisal meetings
All year groups to assess, deliver and monitor specific precision teaching for spelling.	Year Leads	Ongoing	3x a week	All teachers and LSA's to deliver precision teaching 3x a week following the assess, deliver and review model.
To use colourful semantics as an intervention to support text generation.	Inclusion AHT	Ongoing	When needed	To be used by year groups when appropriate to meet children's individual targets.
English team staff meetings (including to explore the use of instructional coaching with peers)	Writing Lead, Reading Lead, Spelling Lead and SLT link	September	3x staff meeting slots	First staff meeting booked for 25th September. 2 further dates to be arranged with DHT.
To monitor the impact of staff training and teaching across the school.	Writing Lead	Ongoing	Termly subject release	Learning walks Meetings with writing planners to support with lesson content SLT monitoring and observations Book looks Look through lesson planning

				Pupil conferencing
To monitor the planning of spellings to ensure consistency across the school.	Spelling Lead	Ongoing	Termly subject release	Learning walks SLT monitoring and observations Book looks Look through lesson planning Pupil conferencing Termly Data drop monitoring
Increased use of widget and Clicker as adaptations within the classroom.	Writing Lead	Ongoing	Termly subject release Weekly planning during PPA	Learning walks SLT monitoring and observations Book looks Look through lesson planning Pupil conferencing Termly Data drop monitoring
Embed new spelling assessments (replacing spelling age tests with statutory spellings).	Spelling Lead	October	1x staff meeting slot Subject release	All teaching staff to deliver assessments termly. Spelling Lead to organise the format
Whole class delivery of systematic synthetic phonics in the first 2 weeks of Year 3 before delivering specific RWI intervention.	Writing Lead Reading Lead Y3 AHT	Start of September	Lesson time within timetable Meeting to review	LSA timetables to include allocated slots for RWI intervention LSAs to deliver intervention alongside specialist reading teachers Y3 lesson plans reviewed by reading lead.
To monitor the use of the new handwriting books and the impact they are having.	Writing Lead	Termly	Subject release Staff meetings Ongoing teacher assessment - daily	SLT to review progress during learning walks and book looks Writing Lead to conduct book looks Teachers continually monitor the progress of their own class and maintain high expectations. Review in staff meetings with shared book looks
Monitoring handwriting lessons	Writing Lead	Termly	Subject release Staff meetings	SLT to review progress during learning walks and book looks Writing Lead to conduct lesson observations Teachers continually monitor the progress of their own class and maintain high expectations.

				Review in staff meetings
Training new members of staff and LSA's with the new ISHA handwriting scheme.	Writing Lead	Autumn Term	1x staff meeting during the school day HLTA cover	Writing lead to organise a time within the school day for LSAs and new staff to attend training.
To promote the use of Spelling Shed as a home-learning tool.	Spelling Lead	Spring Term	1x staff meeting time	Spelling lead to meet with Y4 Leader to gain a better insight into the functions included within the website. Teachers to promote use of Spelling Shed within classes.

3. Outdoor learning

Intent: To strengthen the outdoor learning experience for our children through the effective utilisation of our grounds.

This target aligns with our commitment to providing a well-rounded education that nurtures not only academic achievement but also personal and social development through engaging outdoor activities. We will provide children with opportunities to connect in person and with nature at a time where we are aware that our children spend a significant amount of time on devices outside of school. To achieve this target, we will implement a series of initiatives aimed at maximising the potential of our outdoor space. This will include the introduction of structured outdoor learning sessions across all year groups and the continued development of outdoor learning zones. All teachers have been trained in delivering outdoor learning. We will also establish partnerships with local environmental organisations to enrich the learning experience and promote environmental stewardship among our students. By focusing on enhancing our outdoor learning provision, we aim to enhance wellbeing, inspire curiosity, creativity and a love for the natural world in our children, enriching their path towards academic success and personal growth.

Success Criteria – what will be the **impact by the end of the action plan? – What will be better?**

- Every subject area across the Connected Curriculum has fulfilled a target for Outdoor Learning
- All children have further opportunities for outdoor learning
- Everyone’s well-being increased further from opportunities to be outdoors
- Children have opportunities to explore and connect in person during a time where we know that many spend a majority of life outside of school on devices
- The Connected Curriculum Medium Term Plans identify opportunities for outdoor learning
- Ravenscote staff have opportunities to share ideas for outdoor learning
- Ravenscote staff confidence in delivering learning outside has increased
- All teachers receive support from Cross Curricular Orienteering on using orienteering to teach curriculum (all subjects) through a modelled lesson and staff inset training. Access to online portal for resources and lesson theme ideas.
- Children have rich and varied outdoor opportunities during lunchtime, within our Purple Play offer
- Our outdoor learning curriculum contributes to successful recertification of Wellbeing Award

Actions (implementation)	Lead person	By When	Resources Time/£ and Source	Monitoring Who, How often, When and How
All subject leaders include an outdoor learning target on their action plan	Subject leaders	Autumn half term	0.5x staff meeting for subject action planning	DHT to explain outdoor learning focus in staff meeting on 11.9.24 and teachers are given time to compile their subject actions plans Subject leaders RAG-rate action plans termly to monitor progress towards their

				outdoor learning target
An action plan and risk assessment is developed for Purple Play	DHT SBM	Autumn	Fortnightly progress meetings 0.5 hours, DHT & SBM	DHT and SBM to work together to form an action plan for Purple Play, and risk assess the activities that this will involve Action plan will be RAG-rated fortnightly
Purple Play is resourced and staffed effectively to provide rich and varied opportunities at lunchtime.	DHT SBM Midday manager	Autumn	Half termly progress meetings 1 hour DHT, SBM, midday manager Midday manager 1x hour overtime half termly Complete Coaching: £1170 - autumn 1, £990 autumn 2 Contributions from local community	DHT, SBM and midday manager will create a working group to plan, resource and evaluate Purple Play, with half termly meetings to track progress. DHT, SBM and midday manager will carry out ongoing observations of Purple Play to monitor impact. DHT will carry out pupil conferencing across the year to monitor impact of Purple Play on children's play skills DHT will seek feedback from teachers on impact of Purple Play on children's relationships and interactions on the playground.
The outdoor environment is used effectively to support children's wellbeing and this is used to support with recertification of the Wellbeing Award	DHT	Academic year	DHT time Wellbeing Award recertification £1150	Period for assessment is February - July, during which time DHT will gather evidence for relevant KPIs. DHT will carry out pupil conferencing across the year to monitor the impact of Purple Play on children's wellbeing. DHT will seek feedback from teachers on the impact of Purple Play on children's well being.

Subject planners ensure that lessons within the MTP include opportunities to learn outside.	Year group planners	Autumn term and ongoing	PPA time	YL/AHT when monitoring planning within the year group each half term.
Class teachers identify lessons within their timetable which can be taken outside and do so as much as possible.	Class teachers	Autumn term and ongoing	PPA time	Monitored in learning walks and within weekly year group team meetings to discuss opportunities to be outside.
Investigate how feasible it would be for children to bring in their own waterproof trousers and jackets along with wellies to be in their lockers all year to assist in learning outside in all weathers.	DHT/HT/SLT	Begin investigating options in Autumn term	Welly racks	DHT and HT to investigate and then bring to SLT with options of how this could work and where we could store children's weatherproof belongings.
Outdoor signage to include reminders for the 5 ways to wellbeing, identifying what the children can 'take notice' of when outside.	DHT/HT to investigate	Spring term	Cost of signage	Once implemented, monitor the use of the signage and how staff engage the children in the ways to wellbeing.

4. RWM Combined

Intent: To enhance the number of children achieving the combined expected standard in reading, writing, and maths, as well as increasing the number of children achieving greater depth combined at the end of Key Stage 2.

This objective includes tracking the progress of children who are meeting these standards, utilising Venn diagrams to visualise overlaps and areas for improvement. The plan aims to make targeted adaptations within the classroom to accelerate progress, following pupil progress meetings to identify specific needs. In addition, intervention sessions will be tailored for children teetering on the border of the expected or greater depth standard in reading, writing, and maths.

Success Criteria – what will be the **impact by the end of the action plan? – What will be better?**

- Teachers take ownership and initiative of the school's assessment systems in place and use these to maximise children's progress in their class.
- Venn diagrams identified target children for combined attainment, both for the expected standard and greater depth.
- Teachers know their children, including their knowledge and understanding which they can apply and their gaps in knowledge within the year group curriculum.
- Teachers have high expectations of all children and consistently challenge every child.
- Regular reporting enabled progress to be tracked regularly, inclusion reviews will form part of the pupil progress meetings
- Children on the inclusion register are tracked on Venn diagrams by being identified in different colours
- Standardised scores entered into ScholarPack are used to monitor estimated progress measures across the school, feeding into assessment summary reports and Venn diagrams to track combined.
- AHTs and YLs have ownership of the combined data knowledge for their year group and reported this back regularly to HT and DHT.

Actions (implementation)	Lead person	By When	Resources Time/£ and Source	Monitoring Who, How often, When and How
Year teams meet and analyse their data during allocated staff meeting time to create focus points for the next term	Heads of year	Termly	2 staff meetings	Using template created by DHT, year teams to use CP2 and CP4 data to analyse progress and set targets for next term Heads of year to present findings in SLT meeting
Teachers review data at baseline, CP2, CP4 and CP6 and plot a Venn diagram which shows which children are on track to achieve WRM combined.	CTs	RJS data deadlines	PPA time	HOYs to monitor year group at 4 data deadlines and report to HT and DHT. HOYs support CTs to create adaptations and interventions for the children in their class.

Year 6 children are exposed to SATs papers regularly throughout the year, including to form a baseline assessment.	Y6 CTs and Y6 AHT	Week one and then half termly	Copying costs	Y6 AHT, HT and DHT look at impact of use of SATs papers through look at progress data.
AHTs/YLs carry out a weekly learning walk in their year groups during AHT time. Feedback findings to SLT.	AHTs/YLs	Weekly	Allocated AHT time	HT to gather feedback in SLT meetings, weekly. Discuss findings and make plans for support.
Termly pupil progress meetings. All children are discussed and interventions put in place.	AHTs/YLs/Inclusion AHT	Termly	4x HLTA release at CP2 and CP4	At CP2 and CP4, teachers meet with HOY and Inclusion AHT to review progress being made (DHT to attend A class meetings), set targets and establish interventions. HOY to meet with DHT to discuss summary of meetings and year group achievements and targets. HT monitor impact. HT to attend all Y6 pupil progress meetings
Scholar Pack is completed regularly to evidence formative assessment in reading, writing and maths; it is also updated termly with summative data in these subjects. Teachers use this data to inform planning and interventions.	Class teachers	Formative - ongoing Summative - in line with end of term data deadlines	Scholar Pack assessment	CTs will assess children formatively as appropriate intervals during each term, such as at the end of a unit. CTs will input summative assessment termly (and year 3 teachers will input baseline data). SLT will ensure this data is input and DHT will analyse to share with governors.
Year 6 Focused interventions to close gaps between WTS and EXS and also between EXS and GDS.	Year 6 Teachers and NN	Ongoing until SATs	PPA and designated AHT time	Effectiveness will be monitored through ongoing assessments and as children progress, new children will be identified for interventions.

Long term Targets/ objectives/ projects

Projects completed 2022-2024

New low-level wooden fencing around the school paths
Fire doors replaced around the school (CIF bid)
Year 3 canopy repaired
Quite area resurfaced, drains cleared
Outdoor classroom – Raven Haven
Pathways replaced with tarmac around the school
Outdoor shelter for PE lessons to continue outside
All internal doors have been replaced
Air conditioning in years 5 and 6
Pond area has been revamped/improved

Long term projects 2024 onward

	Priority	Status of project
<ul style="list-style-type: none"> ● To carry out an air conditioning programme around the school between 2023-2025 	1	In progress (to complete over the next 2 years)
<ul style="list-style-type: none"> ● To change the bannisters on the staircase up to year 6, to match the wood of the new doors 	2	
<ul style="list-style-type: none"> ● To add an external door to the DSL/ Specialist teachers' office 	3	
<ul style="list-style-type: none"> ● To add a canopy outside the hall (by year 3) to extend the eating area for lunch time 	4	
<ul style="list-style-type: none"> ● To resource Purple Play including a storage system 	5	