



Ravenscote Junior School

School Development Plan 2025-2026



Engage • Enrich • Excel

Key targets for Improvement 2025-2026

1. Reading, writing and maths

To increase the number of children achieving the combined expected standard in reading, writing and maths (RWM) by the end of KS2 through robust embedding of existing initiatives.

We will focus on the robust embedding of existing initiatives. This includes enhancing pedagogical approaches, providing targeted interventions, and fostering a culture of high expectations. By engaging all staff, governors, parents and carers, we aim to ensure that every child reaches their full academic potential by the end of KS2.

2. Nurture and wellbeing

To enhance the wellbeing experience for our children through the effective utilisation of Nurture Principles and reverification of the Wellbeing Award for Schools. This target aligns with our commitment to providing exceptional wellbeing and a well-rounded education that nurtures not only academic achievement but also personal and social development. To achieve this target, we will embed the Six Principles of Nurture across the whole school and apply the assessment tool the Boxall Profile to identify children who would require further intervention to enrich and support the development of social, emotional and behavioural difficulties. We will continue to develop a nurturing environment that enhances learning, strengthens resilience, and helps pupils achieve their full potential, as well as attain the National Nurturing Schools Award. We will continue to prioritise our commitment to the emotional wellbeing and mental health of our whole school community and evaluate the effectiveness of our current provision, enhancing this in response to the views of our whole school community, leading to successful reverification of the Wellbeing Award for Schools.

3. Outdoor learning

To develop our trauma-informed practice to become trauma-invested through movement by increasing the frequency of outdoor learning experiences for all children. Our objective is to enhance the outdoor learning experience for our children by implementing the Purple Play lunchtime initiative. This programme aims to create a dynamic and engaging environment that fosters physical activity and social interaction. Additionally, we will embed our trauma-informed practices to become trauma-invested through movement-based activities, which are designed to support emotional well-being and resilience among our students. By synergising these approaches, we aspire to cultivate a holistic outdoor learning environment that promotes both academic and personal development for all children.

4. Digital Strategy

To implement the trust digital strategy into the school, enhancing educational outcomes and fostering a culture of digital innovation.

We will implement the trust's digital strategy within the school framework, thereby enhancing educational outcomes and fostering a culture of digital innovation. This initiative will involve the integration of cutting-edge technology into the curriculum, professional development for staff, and the creation of supportive digital resources for our children. By prioritising these areas, the school aims to equip learners with essential digital skills, preparing them for future challenges in an increasingly technology-driven world.

1. Reading, writing and maths

Intent: To increase the number of children achieving the combined expected standard in reading, writing and maths (RWM) by the end of KS2 through robust embedding of existing initiatives.

We will focus on the robust embedding of existing initiatives. This includes enhancing pedagogical approaches, providing targeted interventions, and fostering a culture of high expectations. By engaging all staff, governors, parents and carers, we aim to ensure that every child reaches their full academic potential by the end of KS2.

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

- Target Setting: Established individual pupil target progressions based on their baseline assessments, ensuring they are both challenging and achievable.
- Curricular Alignment: The curriculum is effectively aligned with national standards, incorporating evidence-based strategies that support learning across all three areas of RWM.
- Professional Development: Ongoing professional development for staff to ensure high-quality teaching practices are consistently applied.
- Monitoring and Evaluation: A robust system for ongoing monitoring of pupil progress in RWM, with regular evaluations to assess the impact of teaching initiatives on pupil outcomes.
- Parental Engagement: Strong parental involvement through workshops and resources, ensuring families are equipped to support their children's learning at home.
- Intervention Strategies: Targeted intervention strategies for children identified as at risk of underachieving, with regular reviews of their effectiveness.
- 80% of children achieve the expected attainment standard in reading, writing and maths combined. In 2022, RJS achieved 54%, in 2023 it was 65%, in 2024 it was 67% and in 2025 it remained at 67%. The aim for 2026 will be 80% combined RWM at the expected standard.
- 25% of children achieve the greater depth standard in reading, writing and maths combined. In 2023, RJS achieved 3%. In 2024 it was 9% and in 2025 it increased to 18%. This will continue to increase to 25%.

Actions (implementation)	Lead person	By When	Resources Time/£ and Source	Monitoring Who, How often, When and How
Introduce Grammarsaurus SpaG units Autumn 1 (whole school) and revisit twice per week for English starters.	GC and Year Group AHTs	Autumn 1	PPA	Lessons monitored by English team and AHTs on weekly walks.
Sharing NC spelling scores and TT rockstar heat maps with parents at parents' evening	CTs	Autumn 1	Preparing during PPA	Reported at parents' evening in the Autumn and Spring terms. HT/ DHT monitors conversations during the parent meetings.
Century platform for homework and interventions	AHTs	Autumn 1	PPA	Century platform usage monitored by Lisa Crouch and SLT informed half termly.

Year 5 - Summer term teachers incorporate one arithmetic lesson per a week using mathbot resource Summer term.	Becky	Summer 1	PPA	From Summer 1 every class teacher will teach a Wednesday lesson of Arithmetic focusing on questions identified from the Spring assessments to prepare them for Year 6, using mathbot online resources to create the questions. Progress will be monitored and tracked using end of year assessments.
Century Learning intervention once a week	Daisy	Autumn 1	PPA	Pupil progress meetings once a half term and within team meetings
Call backs timetabled into each week	Daisy	Autumn 1	PPA	Pupil progress meetings once a half term and within team meetings
Half termly venn diagrams from data checks within Year 6 to identify subject focuses for specific children	Daisy	Half termly	Prepare during PPA	Once a half term monitored by Y6 AHT, Inclusion AHT and HT
Maths groups in Year 6 to be split into 6 groups to allow smaller groups	Daisy	Autumn 1	AHT role	Pupil progress meetings once a half term and within team meetings to discuss whether any children need to move groups Weekly walks by Y6 AHT
Comprehension lessons twice a week in Year 6 to focus on specific reading skills and question types	Daisy	Autumn 1	PPA	Pupil progress meetings once a half term and within team meetings to discuss whether any children need to move groups
Year 4 - Children identified/reassessed for precision teaching intervention for both spellings and times tables each half term	Rob	Autumn 1	During AHT day	Weekly monitoring provides a picture of progress being made. Precision teaching is updated every half term to ensure children are being targeted appropriately. Half termly progress meetings with math teams.
Year 4 - RWI Fresh Start whole class sessions 3 to 4 times a week, led by a class teacher	Rob	Autumn 1 Week 2	Prepare during PPA	Pupil progress meetings once a half term, regular check ins with Mrs Galloway and Mrs Ledger to ensure fidelity to scheme and appropriate progress being made.
Set targets for each child on Arbor based on their baselines, including accelerated progress where appropriate	AHTs	Autumn 1	During AHT Day	Half termly pupil progress checks carried out by AHT with CTs to track progress towards these targets
Design new pupil progress cycle across the year to include MTC, writing windscreens, Venn diagrams, attainment over time and progress towards targets	Becki	Autumn 1	DHT role	Format and schedule to be agreed by HT and SLT DHT to meet with each AHT following pupil progress check point to consider strengths of new system and any areas for development

Lead pupil progress meetings across the year, holding teachers accountable for MTC, writing windscreens, Venn diagrams, attainment over time and progress towards targets	AHTs	Half termly	All: AHT time Autumn 2/Spring 2: HLTA release Aut 1, Spr 1, Summer: PPA	DHT to meet with each AHT following pupil progress check point for feedback regarding each year group's progress and next steps, as well as offer challenge as required
Investigate assessment tracking on Arbor to provide efficient and effective way of tracking attainment and progress data	Becki	Autumn 1	DHT role	AHTs to check summative data termly and approve this before it is submitted DHT to feedback all tracked data in SLT with AHTs sharing strengths and areas for development
Create assessment in Arbor help guides to support teachers with input and analysis of data	Becki	Autumn 1	DHT role	DHT will seek feedback from teachers over usability of help guides following their first use inputting Autumn data and adjust if/as required
Create new pupil progress documents using data from Arbor and inclusive of MTC data, writing windscreens, venn diagrams and spelling tests, as well as termly RWM data.	Becki	Autumn 1	DHT role	DHT will seek feedback from AHTs following completion of each stage of pupil progress for usability and adjust if/as required
Reading, writing, maths and assessment staff meetings for ongoing professional development	Becki	All year	1x maths staff meeting 1x reading staff meeting 1x writing staff meeting 1x curriculum staff meeting 2x assessment staff meeting 3x writing moderation staff meetings	Teachers will be able to demonstrate more confidence in assessing children and inputting data. AHTs will approve data that has been input so that they are able to identify if there are any areas of assessment that teachers need support with
Twilight inset schedule to include training to enhance pedagogical approaches	Kath	End of Oct half term	1x hour INSET training Use of National College subscription	English team and SLT learning walks will evidence these practice within the classroom
English team to ensure clear actions regarding spelling	Emma	Autumn 1	Subject release time 1x staff meeting	Staff meeting for expectations around spelling Flash cards (with dots and dashes) given to each class to display Planning monitoring

			English team learning walks	Monitoring marking, ensuring that spellings are being identified.
Grammarsaurus training for all staff - link to trust schools for training	Gaby	Summer 2	1x staff meeting	Connect with SC and the Cambridge to set up training with Grammarsaurus ready for 2026/2027
Consistent implementation of new writing assessment framework with clear expectation on contents of writing portfolios	Gaby	Autumn 2	Staff meetings - moderation Subject release time Team meetings	Staff meeting to set up files (one page profiles and windscreens) and expectations Monitoring during team meetings Moderation staff meetings Monitoring during subject release

2. Nurture and wellbeing

To enhance the wellbeing experience for our children through the effective utilisation of Nurture Principles and reverification of the Wellbeing Award for Schools. This target aligns with our commitment to providing exceptional wellbeing and a well-rounded education that nurtures not only academic achievement but also personal and social development. To achieve this target, we will embed the Six Principles of Nurture across the whole school and apply the assessment tool the Boxall Profile to identify children who would require further intervention to enrich and support the development of social, emotional and behavioural difficulties. We will continue to develop a nurturing environment that enhances learning, strengthens resilience, and helps pupils achieve their full potential, as well as attain the National Nurturing Schools Award. We will continue to prioritise our commitment to the emotional wellbeing and mental health of our whole school community and evaluate the effectiveness of our current provision, enhancing this in response to the views of our whole school community, leading to successful reverification of the Wellbeing Award for Schools (WAS).

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

- Integration of Nurture Principles: The school successfully incorporates Nurture Principles into daily practice, evidenced by observable implementation in classroom and outdoor settings.
- Staff and children Engagement: At least 75% of staff members report an improved understanding of wellbeing, while a corresponding survey shows that over 70% of children feel their emotional needs are being acknowledged and supported.
- Positive Impact on children’s behaviour: A measurable reduction in behavioural incidents (at least 20%) is recorded over a term, indicating a better learning environment influenced by Nurture Principles.
- Parent and Carer Involvement: Engagement from parents and carers is evident through increased participation in wellbeing-focused workshops and meetings.
- Successful Reverification of the Wellbeing Award for Schools: The school meets all requirements for the reverification of the Wellbeing Award within the designated time frame, demonstrating effective strategies and clear communication of health and wellbeing initiatives.
- Monitoring and Evaluation Framework: An established framework for ongoing assessment of wellbeing initiatives is implemented, with regular feedback loops involving all stakeholders to ensure continuous improvement.
- Achieve accreditation of The National Nurturing Schools Programme.
- Progression from trauma-informed approach to a trauma-invested approach.

Actions (implementation)	Lead person	By When	Resources Time/£ and Source	Monitoring Who, How often, When and How
Agreed procedure in place for when a child experiences the bereavement of a parent/carer	Nat	Autumn 1	DSL role	DSL to compile using best practice and bereavement training and confirm strategy with DSL team.
Analyse WAS child, staff and parent stakeholder evaluation results and take follow up action as required	Becki	Autumn 1	DHT role	DHT to share findings with SLT and take follow action as appropriate Results of these evaluations to feed into external assessment of Wellbeing Award

Complete WAS reverification self-assessment form	Becki	Autumn 1	DHT role	DHT to share findings with SLT and take follow action as appropriate Areas of success and follow up actions for areas of development to feed into external assessment of Wellbeing Award
Undertake a SWOT analysis to understand how we currently support emotional wellbeing and mental health, and where strengths, gaps or weaknesses in provision exist	Becki	Autumn 1	DHT role	DHT to share findings with SLT and take follow action as appropriate Areas of success and follow up actions for areas of development to feed into external assessment of Wellbeing Award
Review emotional wellbeing risk factors that are present for children and staff and take follow-up actions for new or emerging risks	Becki	Autumn 1	DHT role	DHT to share findings with SLT and take follow action as appropriate Areas of success and follow up actions for areas of development to feed into external assessment of Wellbeing Award
Share half-termly wellbeing newsletters with whole-school community, each with a specific focus on an area of wellbeing and Nurture Principle.	Sara	Half termly	FLW role	Parents feel they have more support readily available to them Parental engagement in nurture principles increases
Explore strategies to further support children to feel comfortable to talk about their feelings and know whom to turn to	Becki	Autumn 2	DHT role	Follow up pupil wellbeing survey will evidence an increase in children feeling comfortable sharing their feelings This will also be seen in formal and informal pupil conferencing
Twilight inset schedule and staff meetings to include training to support staff with wellbeing needs which are found in the stakeholder evaluations (considering both training for staff's own wellbeing and for supporting children with theirs)	Becki	By end of October half term	1x staff meeting: Nurture principles 0.5x INSET day: trauma-informed teacher training 0.5x staff meeting: psychological safety	Staff feel more confident in areas of wellbeing that were raised through the wellbeing award surveys and this influences how they support children and colleagues with their wellbeing Follow up staff survey evidences this
Audit stress management, positive wellbeing interventions and reward systems in place for staff.	Becki	Autumn 2	Appraisal meetings DHT role	AHTs to discuss what staff value within appraisal observations and feed this back to DHT Staff will continue to feel valued and supported within school
Hold a Democracy Day to pull together mechanisms for pupil voice and other purple people responsibilities	Ammelia	Autumn 1	Subject leader release	Children have increased knowledge of democracy and feel part of whole-school decision-making

			1x PSHE lesson for whole school	Purple People responsibilities make effective child-led developments to school life
The school informs and participates in local commissioning arrangements undertaken by the local authority and/or Clinical Commissioning Group.	Becki	Autumn 1	DHT role	RJS will have contributed to the development of wellbeing county-wide
Upskill and train Year 5 team on using the Boxall Profile Online to assess and track the social and emotional needs of children.	Francesca	October	HLTA release	Boxall Profile Assessment Inclusion AHT and Nurture Leads to monitor termly
Assess and track the social and emotional needs of children in Year 5 using the Boxall Profile Online.	Becky	November and May	AHT time	Monitored by inclusion AHT and Year 5 AHT during pupil progress meetings.
Hold a staff meeting with teachers defining the Six Principles of Nurture	Francesca	First Term	1 x staff meeting	Monitored by Inclusion AHT on learning walks.
Twilight INSET schedule and staff meetings to include training on the Nurture Principles and the Boxall Profile	Francesca	October	Twilight INSET training	Monitored by Inclusion AHT in staff meeting and on learning walks.
Complete The National Nurturing Schools Programme Self-Assessment	Francesca	October	Inclusion AHT time	Monitored through the assessment and completion of The National Nurturing Schools Programme
Complete Nurture UK Case Study - The Community	Francesca	October	Inclusion AHT time	Monitored through the assessment and completion of The National Nurturing Schools Programme
Complete Nurture UK Case Study - Partnership	Francesca	October	Inclusion AHT time	Monitored through the assessment and completion of The National Nurturing Schools Programme
Complete Nurture UK Case Study - Boxall Profile	Francesca	October	Inclusion AHT time	Monitored through the assessment and completion of The National Nurturing Schools Programme
Submit application for The National Nurturing Schools Programme	Francesca	Autumn	Inclusion AHT time	Monitored through the assessment and completion of The National Nurturing Schools Programme
Include a wellbeing check-in within the HT briefing section of staff meetings, informed by RISE Up training	Amy	Autumn	Staff meeting time	Enable staff an opportunity to check in with themselves and others. The impact of this will be monitored by SLT.

<p>Create a usable Notebook for teachers to access using the RISE up training resources and videos.</p>	<p>Becky</p>	<p>Autumn</p>	<p>AHT time</p>	<p>Create a notebook which incorporates RISE resources and online videos to support teachers to include movement and mindfulness into all children's days. Progress will be monitored via staff surveys and professional discussions.</p>
<p>To continue to evidence Surrey Healthy Schools targets with a focus on further enhancing healthy eating provision as identified in SHS feedback meeting.</p>	<p>Lucy</p>	<p>Summer</p>	<p>Subject release time</p>	<p>PSHE subject leader to keep SHS evidence portfolio updated which will be the monitoring for ensuring we remain compliant. SLT link for PSHE to monitor that subject leader further evidences healthy eating at RJS and develops if/as required</p>

3. Outdoor learning

Intent: To develop our trauma-informed practice through movement by increasing the frequency of outdoor learning experiences for all children.

Our objective is to enhance the outdoor learning experience for our children by embedding the Purple Play lunchtime initiative. This programme aims to create a dynamic and engaging environment that fosters physical activity and social interaction. Additionally, we will embed our trauma-informed practices through movement-based activities, which are designed to support emotional well-being and resilience among our students. By synergising these approaches, we aspire to cultivate a holistic outdoor learning environment that promotes both academic and personal development for all children.

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

- Enhanced Teacher Training: All staff members will complete professional development sessions focused on trauma-informed practices and the integration of movement into outdoor learning through RISE UP.
- Regular Outdoor Sessions: Establish a minimum of one structured outdoor learning sessions per week for each class, ensuring all children participate in these experiences.
- Purple Play: Purple Play will be fully established with continuing developments to ensure ongoing engagement in play-based activities.
- Engagement Metrics: Conduct pre- and post-session surveys to measure child engagement levels and emotional well-being, aiming for at least an 80% positive response rate from participants.
- Inclusive Activities: Design outdoor learning activities that accommodate different physical abilities and emotional needs, ensuring all children can engage meaningfully and feel supported.
- Observation Protocols: Implement observational assessments to track children’s progress in emotional regulation and social skills during outdoor learning sessions, aiming for documented improvements over the term.
- Parental Involvement: Encourage parental participation in outdoor learning events, achieving at least 50% family engagement in scheduled activities.
- Reflection and Feedback: Establish a system for continuous feedback from staff, children and parents regarding the effectiveness of outdoor learning experiences, with quarterly reviews to adapt practices as necessary.
- Resource Allocation: Ensure all necessary resources, including outdoor equipment and safe spaces, are available and accessible to facilitate effective learning experiences in nature.

Actions (implementation)	Lead person	By When	Resources Time/£ and Source	Monitoring Who, How often, When and How
Ensure orienteering, or equivalent outdoor and active, activities are integrated into every subject at least half termly	Subject leaders	Summer	Subject leader release	Subject leaders to include within action plan and monitor the implementation and impact of this SLT links to monitor subject action plans
Consider the implementation of year group zones outside: areas each year group is responsible for maintaining (e.g. litter picking, watering the trees, creating permanent art	Grant/David	Summer	Subject leader release	Outdoor learning subject leaders to investigate this and discuss options with SLT and subject leaders.

features) to promote connection with, and responsibility for, nature				
Reinvigorate the pond area for use within the curriculum	Grant/David Matt/Alan	Summer	Subject leader release HLTA time	Science and outdoor learning subject leaders to work together regarding this area of the school and discuss options with SLT and subject leaders
Create an outdoor learning scheme of work that adheres to the outdoor learning strands	Grant/David	Summer	Subject leader release	Outdoor learning subject leaders to liaise with other subject leaders for how we are currently meeting the standards and to pull together a scheme of work for clarity and progression of outdoor learning strands.
Create a Purple Play passport for Year 3 to experience all aspects of Purple Play to give them exposure to what is on offer to support them to make good and varied play choices	Serina Christine N	Autumn 1	During AHT time	Serina to make in conjunction with Christine
Train Year 6 Purple Play Ambassadors (and Year 5 in summer) to lead activities during lunchtime to encourage peer coaching and interaction across year groups.	Christine N	Autumn 1 (Year 6) Summer 2 (Year 5)	Purple Play Midday manager role	Purple Play Ambassadors will contribute positively to the running of Purple Play and enrich the lunchtimes of our Purple People There will be an even greater range of activities on offer during Purple Play
Further resource Purple Play, with a particular focus on resources that promote connection with nature	Christine N	Spring	Midday manager role Purple Play budget Bi-weekly Purple Play meetings with midday manager, SBM and DHT	Midday manager to audit current Purple Play provision and share gaps or areas for enhancement with Purple Play team Purple Play will be better resourced with an even greater range of activities on offer
Enable the Raven Haven to be a calm space during Purple Play to incorporate wellbeing activities and offer a quiet alternative to the main outdoor area	Christine N	Autumn 2	Midday manager role Purple Play budget	Children will have an additional area to spend their Purple Play in Purple Play team will observe that children frequent this area and use it as a space to regulate, be calm and interact with peers comfortably

Open Forest School area during Purple Play to give children the opportunity to be creative and playful within nature and to continue to develop Forest School skills learnt in Year 3	David/ Sophie E Christine N	Autumn 2	Subject leader release (planning) Purple Play	Midday manager and DHT will observe that this area is used productively during Purple Play Children will frequent this area and use it as a space to explore, problem-solve and collaborate
Include at least one outdoor learning target within subject actions plans, implement this, and evaluate impact across the year	Subject Leaders	Summer	1x curriculum staff meeting Subject leader release	SLT links will ensure all subject leaders include this target within their action plan and take steps to action this and monitor impact
Embed Jigsaw Outdoors within our PSHE curriculum and Jigsaw Games within Purple Play	Lucy Christine N	Summer	Midday manager role PSHE Subject leader release	PSHE leader will monitor that Jigsaw Outdoors is being used within medium-term plans for all year groups Midday manager will monitor that opportunities for Jigsaw Games within Purple Play have increased
Create a map of outdoor activities at lunchtime that will be on a large weatherproof board outside.	Christine N	Once all areas are organised (Spring/ Summer)	Cost of a weatherproof display board to display the map.	Purple Play team to review the design of the map ahead of going to print. Hope to have this in place by the start of the summer term.
RISE-UP action plan submitted to Future Action	Grant	Autumn	Funded by Active Surrey	PE subject leader and Future Action will collaborate to put the action plan into place and monitor its success
Teachers to complete Trauma-Informed Teacher Training	Teachers	End of October half term	Funded by Active Surrey 0.5x INSET day	SLT learning walks evidence that teachers have developed from trauma-informed to trauma-invested
Outdoor learning to take place in Outdoor Adventurous Activity Sessions led by specialist PE teacher (Orienteering, teambuilding and problem solving)	Grant	Autumn	PE Budget OAA delivered in Spring 1 Games to all year groups	SLT to observe delivery of OAA

4. Digital Strategy

To implement the trust digital strategy into the school, enhancing educational outcomes and fostering a culture of digital innovation.

We will implement the trust's digital strategy within the school framework, thereby enhancing educational outcomes and fostering a culture of digital innovation. This initiative will involve the integration of cutting-edge technology into the curriculum, professional development for staff, and the creation of supportive digital resources for our children. By prioritising these areas, the school aims to equip learners with essential digital skills, preparing them for future challenges in an increasingly technology-driven world.

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

- Strategic Alignment: The digital strategy will be aligned with the school's overall educational objectives and be communicated effectively to all stakeholders, ensuring a cohesive approach towards achieving digital integration.
- Professional Development: A comprehensive professional development programme will be established, equipping educators with the necessary skills and knowledge to utilise digital tools effectively in their teaching practices.
- Infrastructure Readiness: The school will have robust technical infrastructure, including updated hardware and reliable internet connectivity, ensuring that all learners and staff can seamlessly access digital resources.
- Integration of Digital Tools: All teachers incorporate digital tools into their curriculum planning and delivery, demonstrating innovative pedagogical methods that engage students and enhance learning outcomes.
- Child Engagement: Through the implementation of the strategy, at least a 25% increase in student engagement or learning enjoyment metrics should be observed, evidenced by participation in digital learning activities and feedback from children.
- Monitoring and Evaluation: We will have an established systematic process for monitoring and evaluating the impact of digital initiatives on educational outcomes, with regular reporting to stakeholders to inform ongoing improvement efforts.
- Culture of Innovation: We will have continued to foster a school culture that promotes experimentation and creativity, showcasing innovation in teaching and learning.

Actions (implementation)	Lead person	By When	Resources Time/£ and Source	Monitoring Who, How often, When and How
Create a digital strategy team who will meet half termly to discuss progress and meet more often in the summer term.	Amy	Autumn 1	N/A	Amy, Lisa, Rob, Nat, Sophie E and Hannah B are the digital strategy team. The team will meet half termly to discuss progress.
Explore programs as mentioned by the trust: Showbie Magma Maths Olex AI	Amy	Autumn	No initial exploration costs.	Amy will begin to explore the programs mentioned by the trust with Lisa (ICT technician) and look at any free trials that SLT and the Year 4 team can use).

AI in Education certification (Explorer level).	Amy	Summer	£400	This has started with a one year target to complete. The certification provides steps to ensure we are progressing with AI for leaders, staff and students. Over the year, we will explore AI platforms that will be used within the digital strategy.
Year 4 - Investigate the use of Google Classroom to host resources for use by children on their own devices. Some key ideas below <ul style="list-style-type: none"> • Knowledge retrieval and reflective quizzes on Google forms - instant feedback • Digital knowledge organisers that the children can add to and can be printed/downloaded at the end of the year • Children taking photos of their own practical work- using Google Drive as a place to host these for teachers to review 	Rob/Sophie/Lisa	Autumn	PPA/ Lesson time	Rob and Sophie will feed back the progress of this to SLT. Rob will update SLT weekly during our SLT meeting. There will be a standing weekly agenda item that looks at the use of devices in class. All AHTs can feed into this to hear what is working well.
Increase the usage of iPads (connected to the IWB) for modelling and teaching. Use Google Slides and Google classroom. When the digital strategy is launched, this will be Apple Classroom for sending to devices. Google classroom enables storage of learning.	Rob	Autumn	PPA/Lesson time	Initially, Rob and the Year 4 team will start to explore more use of iPads across the curriculum. From modelling via their own iPad connected to the screen, to using Apple Classroom or Google slides to access the learning on the iPads for the children. SLT will observe this in lessons. When this has been trialled in Year 4, it will roll out to the rest of the school.
Ensure the digital strategy has considered children's wellbeing and that increased technology use is balanced with increased opportunities for outdoor learning (SDP target 3).	Becki	Summer 2	DHT role	DHT to join digital team meetings when appropriate to ensure the approach supports children's wellbeing. Outdoor learning subject leaders to monitor that outdoor learning

				opportunities are not impacted by increased use of technology.
Ensure the digital strategy has considered how best to keep children safe from online harms and that appropriate safeguards have been put in place and are reviewed.	Nat	Summer	DSL/AHT time	Nat will produce policies alongside Lisa (ICT technician). These will be reviewed by SLT and the LAC. Once the digital strategy is rolled out, Nat will monitor the implementation of the policies.
Implement the iVengers online safety programme with a small group of pupils who will themselves become iVengers. This programme will empower them to raise awareness and knowledge of online safety across the school and the wider school community.	Rob	On-going throughout the academic year	£495 to purchase iVengers Rob's time to run the after school club	Rob will implement the iVengers programme and monitor the impact and how successful they are at developing online safety across the wider school community. This will be done on a half-termly basis as the iVengers complete each "mission".
Ensure the digital strategy incorporates best practices for inclusion by conducting a comprehensive audit of digital tools and resources to assess inclusivity features.	Francesca / Lisa	Summer	Inclusion AHT and ICT technician time	Monitor the impact through the implementation of our digital strategy and how inclusive it is, a successful audit of tools and resources being used to support inclusivity.
HT visit to an Apple Distinguished School (Peareswood Primary School) to see 1:1 devices in action and discuss any matters with the staff at the school.	Amy	30th September 2025	Cost of travel.	Monitor the impact of the visit through implementation of our digital strategy.
Update the Digital Team on developments from the Trust.	Amy	Monthly Excellence Board meetings	Any meeting time.	Meetings between the digital team (Amy, Lisa, Rob, Nat Sophie E and Hannah B) to discuss updates and next steps.

Ensure the school is technically ready.	Lisa/ Zoe/ Amy	Summer	Cost of any electrical changes/ additions needed. Cost of storage units and charging points if needed.	As the planning for the Digital Strategy develops trust-wide, we will know more about what we are purchasing to ensure that the school is technically ready to host the number of devices.
Purchase the devices and accessories ready for implementation of the strategy.	Lisa/ Zoe/ Amy	Summer	Cost of devices, storage and accessories..	Funds have been earmarked for the launch of the strategy. Governors and the Trustees will monitor the spending to ensure we are getting best value.
Further actions will be added over the year as we develop the direction of the digital strategy.				

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
Quiet 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
Water and electrical projects
To add an external door to the DSL/ Specialist teachers' office

Long term projects 2025 onward

	Priority	Status of project
To carry out an air conditioning programme around the school between 2023-2027	1	In progress (to complete over the next 2 years)
To enhance the Forest School area to include low level fencing to provide a specific space	2	In progress
To resource Purple Play including a storage system	3	In progress
To purchase 1:1 devices for all children and staff, including storage systems	4	
To change the bannisters on the staircase up to year 6, to match the wood of the doors around the school.	5	
To add a canopy outside the hall (by year 3) to extend the eating area for lunch time	6	