



SCHOOL DEVELOPMENT PLAN 2026–2027

Exceptional teaching, inclusive practice
and ambitious learning, empowering
every child to thrive.



RESPECT



RESPONSIBILITY



HONESTY



TEAMWORK



EXCELLENCE



HAPPINESS

“

We believe every child
deserves to flourish
and achieve
their **personal best.**

”

SDP Vision

At Ravenscote Junior School, we believe every child deserves an exceptional education that enables them to flourish academically, socially and emotionally. Through our Connected Curriculum, high expectations and inclusive practice, we strive to remove barriers before they arise, ensuring every child is challenged, supported and inspired to achieve their very best.

Our priorities for 2026-2027 build upon the significant strengths of our school. They focus on achieving excellence through ambitious teaching, equitable access to learning, exceptional classroom practice and an unwavering belief that every child can succeed.

TARGET 1



EXCELLENCE AND GREATER DEPTH



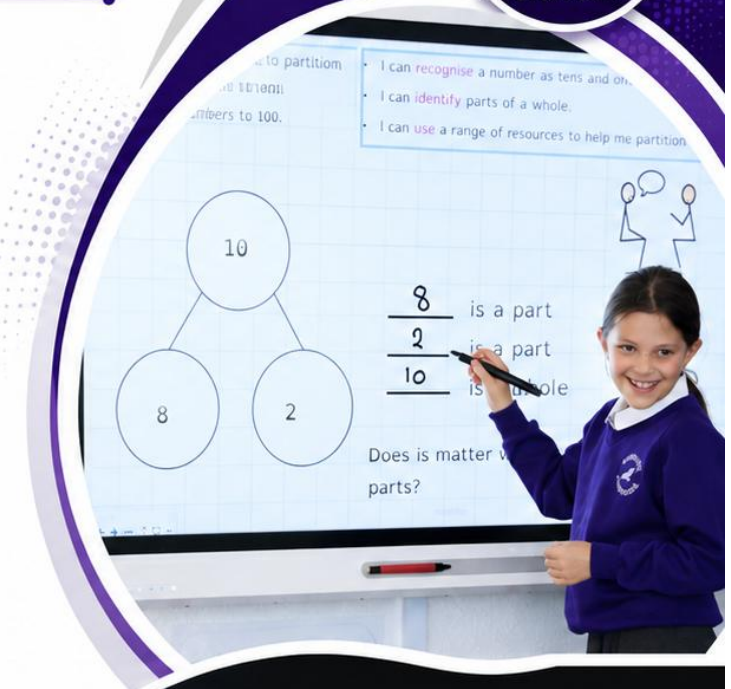
To create a culture of **ambitious learning** where **every child** is consistently challenged to achieve their **highest potential** and an increasing proportion attain the **Greater Depth Standard** across reading, writing, mathematics and the Connected Curriculum.



Exceptional teaching enables every child to **think deeply**, **reason confidently** and **apply their learning creatively** across a broad and ambitious curriculum. During 2026–2027 we will strengthen the quality of challenge in every classroom so that greater depth is not viewed as additional work for a small number of children but as a **natural outcome** of **expert teaching**, **adaptive practice** and consistently **high expectations**.



Teachers will develop children's **disciplinary thinking**, **vocabulary**, **reasoning** and **independence** so that learning is characterised by **curiosity**, **resilience** and **intellectual challenge**. Through carefully planned curriculum experiences and high-quality questioning, children will be **empowered** to achieve standards **beyond national expectations** across both core and foundation subjects.



*“High expectations,
higher achievement.”*



RESPECT



RESPONSIBILITY



HONESTY



TEAMWORK



EXCELLENCE



HAPPINESS

TARGET 2



PROJECT EQUITY: DIGITAL INCLUSION BY DESIGN



To fully embed **Project Equity** so that **every child** benefits from **equitable access to learning** through **one-to-one technology**, invisible inclusive adaptations and **outstanding digital pedagogy**.



Project Equity represents far more than the introduction of **one-to-one devices**. It reflects our commitment to ensuring **technology removes barriers before they arise**, enabling every child to participate fully within ambitious learning experiences.



Teachers will confidently use their own devices to **model learning**, provide immediate feedback, enhance **accessibility** and create engaging lessons that **maximise learning time**. Accessibility features and adaptive technologies will become an **invisible and seamless** part of everyday classroom practice, ensuring all children benefit from inclusive teaching regardless of need.



Technology will **enhance**, rather than **replace**, high-quality teaching and will complement the school's commitment to **outdoor learning**, **movement** and children's wellbeing.



*“Technology with purpose.
Teaching with impact.
Every child, every day.”*



RESPECT



RESPONSIBILITY



HONESTY



TEAMWORK



EXCELLENCE



HAPPINESS

TARGET 3



MULTIPLICATION FLUENCY



FLUENT TODAY,
SUCCESS
TOMORROW.



To significantly improve multiplication fluency so that **Year 4** children achieve an average **Multiplication Tables Check score of at least 23.5** through daily **retrieval practice**, strong **home-school partnerships** and the effective use of **one-to-one technology**.



Rapid recall of multiplication facts provides the foundation for mathematical success throughout Key Stage 2. During 2026–2027 we will establish a **whole-school culture** that celebrates mathematical fluency through **engaging daily practice**, carefully **targeted intervention** and meaningful **parent engagement**.



Children will benefit from **adaptive retrieval activities** using their **one-to-one devices**, enabling practice to become **personalised**, motivating and **responsive** to individual needs. **Parents** will become **active partners** in supporting fluency through **workshops**, **shared resources** and **regular communication**.



By combining **evidence-informed teaching strategies** with **consistent daily practice**, we will ensure every child develops the **confidence** and **automaticity** required for success in mathematics.



“Fluency today,
confidence for life.”



RESPECT



RESPONSIBILITY



HONESTY



TEAMWORK



EXCELLENCE



HAPPINESS

TARGET 4



EXCEPTIONAL TEACHING AND LEARNING



To embed the **Ravenscote Teaching Framework** so that every classroom consistently demonstrates **exceptional teaching** through **evidence-informed practice**, **invisible inclusion**, **movement for regulation** and **ambitious curriculum delivery**.



Exceptional teaching is the **greatest driver** of children's success. During 2026–2027 we will refine and embed a **shared understanding** of **outstanding classroom practice** that reflects both educational research and the **distinctive ethos** of Ravenscote Junior School.



Teachers will consistently apply **high-impact** instructional strategies including **explicit instruction**, **purposeful modelling**, **retrieval practice**, **responsive assessment**, **adaptive teaching** and **effective questioning**. **Invisible inclusion** will ensure **barriers are removed before they arise**, while **movement** and **outdoor learning** will continue to enhance children's **engagement**, **wellbeing** and **readiness** to learn.



Every classroom will demonstrate consistently **high expectations**, enabling all children to **thrive academically** whilst continuing to develop **curiosity**, **kindness**, **courage** and **respect** through our **Connected Curriculum**.



“Exceptional teaching changes lives. Every lesson. Every day.”



RESPECT



RESPONSIBILITY



HONESTY



TEAMWORK



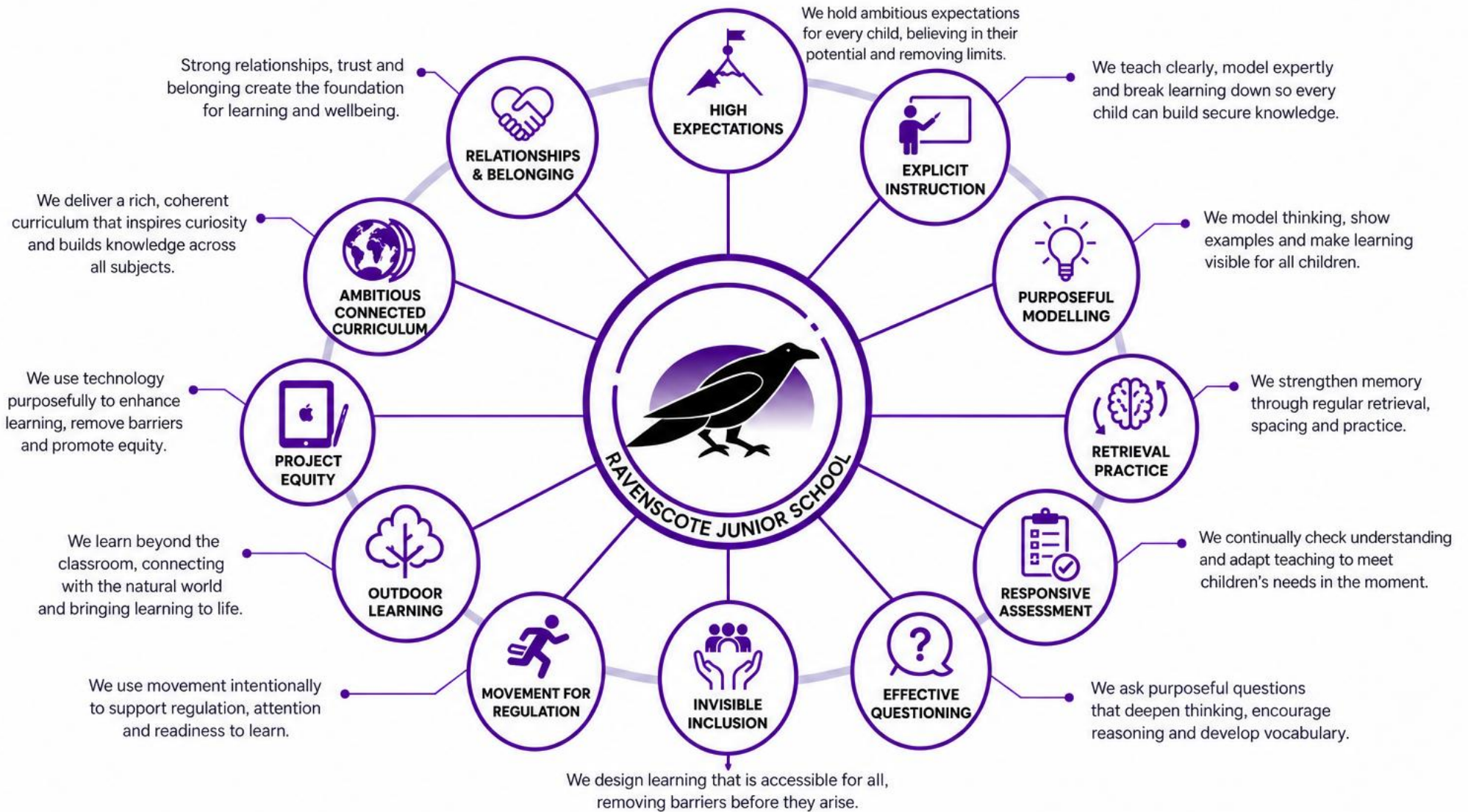
EXCELLENCE



HAPPINESS

THE RAVENSCOTE TEACHING FRAMEWORK

Exceptional teaching, every lesson, every day.



1. Excellence and Greater Depth

Intent: To create a culture of ambitious learning where every child is consistently challenged to achieve their highest potential, resulting in increasing numbers of children achieving the Greater Depth Standard across reading, writing, mathematics and the Connected Curriculum.

We believe that every child deserves to experience academic excellence. Our ambition extends beyond children meeting age-related expectations. We are committed to ensuring every child develops the knowledge, skills, confidence and intellectual curiosity to think deeply, solve complex problems and apply their learning creatively across a broad and ambitious curriculum.

Greater depth is not reserved for a small group of children. Instead, it is the product of exceptional teaching, carefully planned curriculum experiences and consistently high expectations in every classroom. Through expertly designed learning sequences, adaptive teaching, purposeful questioning and high-quality feedback, children will be encouraged to reason, justify, evaluate and make meaningful connections across their learning.

This priority reflects our belief that challenge should be embedded throughout every lesson and accessible to every child. By further developing disciplinary thinking, ambitious vocabulary and opportunities for sustained reasoning, we will enable children to flourish across reading, writing, mathematics and every subject within our Connected Curriculum.

Professional collaboration, robust assessment and carefully targeted support will ensure teachers have the confidence to identify potential, respond precisely to children's needs and continually raise expectations for what every child can achieve.

Impact: *What will be the impact by the end of the action plan? What will be better?*

- Greater depth is consistently planned for within every lesson and is evident across all curriculum subjects rather than being limited to extension activities.
- Teachers routinely provide ambitious learning opportunities that deepen children's thinking through reasoning, explanation, justification, creativity and problem-solving.
- Children demonstrate increasing confidence when tackling unfamiliar problems and articulate their thinking using precise subject-specific vocabulary.
- Classroom observations consistently demonstrate high expectations for every child, with adaptive teaching ensuring challenge remains accessible to all.
- Assessment information is used precisely to identify children capable of achieving greater depth and to inform timely adaptations to teaching.
- Professional dialogue across year groups focuses on the quality of challenge, children's thinking and curriculum ambition rather than solely attainment data.
- Children's work demonstrates increasing sophistication, independence and application of knowledge across reading, writing, mathematics and foundation subjects.
- Greater depth outcomes improve across the school, with increasing proportions of children achieving the Greater Depth Standard in reading, writing and mathematics individually and combined.
- Subject leaders evidence increasing opportunities for disciplinary thinking, ambitious vocabulary and deeper learning within curriculum monitoring.
- Children speak enthusiastically about learning, demonstrating resilience, curiosity and confidence when challenged.
- Governors are able to demonstrate clear understanding of the school's strategy for increasing greater depth and monitor its impact through regular reporting.

Action	Lead Person	By When	Resources / Time	Monitoring
Develop a whole-school definition of what Greater Depth looks like across reading, writing, mathematics and foundation subjects, ensuring a shared understanding amongst all staff.	HT	Autumn 1	Staff meeting	Learning walks, staff voice and planning scrutiny by SLT during Autumn Term.
Produce progression documents outlining characteristics of greater depth thinking within every curriculum subject.	C&A AHT	Autumn 2	Subject leader release	Subject leaders review planning termly and evaluate evidence through book looks.
Introduce a "Challenge by Design" expectation whereby every lesson includes opportunities for deeper thinking rather than optional extension tasks.	Yr Grp AHTs	Autumn 1	Staff meeting	Weekly learning walks by SLT and AHTs focusing on quality of challenge.
Review curriculum planning to ensure ambitious vocabulary, disciplinary knowledge and reasoning opportunities are explicitly planned.	C&A AHT	Spring 1	Subject leader release	Curriculum monitoring by subject leaders each term with feedback to SLT.
Develop teacher expertise in effective questioning techniques that extend children's thinking and promote discussion.	HT	Throughout year	Staff meeting	Learning walks and coaching conversations monitor classroom practice half termly.
Embed regular opportunities for children to explain, justify and evaluate their thinking verbally and in writing across all subjects.	All	Throughout year	Team meetings	Pupil conferencing undertaken termly by SLT and subject leaders.
Develop exemplification materials showing greater depth outcomes across year groups to support teacher assessment in writing.	Writing leads	Spring 1	Subject leader release	Moderation meetings evaluate consistency of assessment each term.
Strengthen moderation within and across year groups with a particular focus on identifying greater depth accurately.	Yr Grp AHTs	Termly	Moderation meetings	English, mathematics and foundation subject leaders monitor outcomes.
Introduce half-termly "Deep Dive Learning Reviews" where leaders evaluate challenge through planning, books, lesson visits and child discussions.	HT	Half termly	Leadership time	Findings shared with SLT and governors with actions identified.
Refine pupil progress meetings to include specific discussion regarding children capable of attaining greater depth and actions required to accelerate progress.	C&A AHT	Half termly	Leadership time	Headteacher monitors actions following each meeting.
Share greater depth strategies through instructional coaching, enabling teachers to observe highly effective practice across the school.	HT	Throughout year	PPA time	Coaching records reviewed each half term with evaluation of impact.

Action	Lead Person	By When	Resources / Time	Monitoring
Develop parent workshops explaining greater depth and how families can encourage higher-order thinking at home.	C&A AHT	Spring	Parent workshop	Attendance monitored and parent feedback evaluated.
Establish greater depth reading, writing and mathematics enrichment opportunities that further develop curiosity and intellectual challenge.	Subject leaders	Throughout year	Curriculum budget	Subject leaders monitor participation and impact through child voice.
Ensure foundation subject monitoring includes explicit evaluation of curriculum ambition and challenge.	C&A AHT	Throughout year	Subject leader release	SLT monitor subject action plans termly.
Celebrate examples of ambitious learning through newsletters, displays and assemblies to promote a culture of excellence.	Yr Grp AHTs	Throughout year	Existing communication	Leadership team review representation across year groups.
Use assessment information to identify trends in greater depth attainment across different groups of children and respond through adaptive provision.	C&A AHT	Half termly	Assessment systems	Assessment reviews led by SLT following each data collection.
Governors receive termly updates regarding progress towards greater depth outcomes, including evidence beyond statutory assessment data.	HT	Termly	Governor meetings	Standards Committee evaluates progress and provides appropriate challenge.
Participate in Schools Alliance for Excellence 'Securing Greater Depth in KS2 Programme'	Writing leads/YL Y6	4 sessions, Nov - March	2 x £256	Learning shared with all teachers in staff meetings
Disseminate 'Securing Greater Depth in KS2' training to all teachers through informative and challenging staff meetings	Writing leads/YL Y6	Following SAfE training	Staff meetings	Learning walks and coaching conversations monitor classroom practice half termly.

2. Project Equity: Digital Inclusion by Design

Intent: To fully embed Project Equity so that every child benefits from equitable access to learning through one-to-one devices, invisible inclusive adaptations and exceptional digital pedagogy, enabling technology to remove barriers before they arise.

We believe that technology should never become the focus of learning. Instead, it should be a powerful tool that enhances teaching, strengthens inclusion and enables every child to achieve their highest potential.

Project Equity reflects our commitment to ensuring every child has equitable access to learning opportunities regardless of individual need. Through the successful implementation of one-to-one devices, teachers will create highly engaging learning environments where technology enhances, rather than replaces, expert teaching.

Digital tools will become a seamless part of classroom practice. Teachers will confidently model learning directly from their own devices, enabling greater visibility, clearer explanations, immediate feedback and more responsive teaching. Accessibility features will become an invisible part of everyday practice, ensuring adaptations are available for every child before barriers emerge.

Project Equity will also strengthen children's independence, creativity, collaboration and digital citizenship. Children will learn to use technology responsibly, safely and purposefully, recognising that digital tools can enhance communication, problem-solving and lifelong learning.

Throughout implementation, we will remain committed to balancing technology with movement, outdoor learning, handwriting, discussion and practical experiences, ensuring children's wellbeing remains central to every decision.

Impact: *What will be the impact by the end of the action plan? What will be better?*

- Every child has consistent access to their own device, enabling equitable participation in learning across the curriculum.
- Teachers confidently use their own device to model learning, annotate live, provide immediate feedback and cast directly to classroom screens during lessons.
- Invisible inclusive adaptations are routinely embedded within classroom practice, allowing children to access learning independently through accessibility features without requiring additional intervention.
- Digital tools enhance learning rather than replace high-quality teaching, with lesson observations demonstrating purposeful use of technology that improves learning outcomes.
- Children demonstrate increasing independence through effective use of digital resources, retrieval activities, collaborative learning and self-assessment.
- Digital retrieval practice is embedded across subjects, strengthening long-term memory and improving children's confidence when recalling prior learning.
- Children demonstrate excellent digital citizenship, understanding how to use technology safely, responsibly and respectfully.
- Staff demonstrate increasing confidence in using educational technology to enhance teaching, evidenced through lesson observations, staff voice and coaching conversations.
- Parents understand the purpose of Project Equity and actively support responsible device use and learning at home.
- Technology contributes to reducing barriers for children with additional needs through consistent use of accessibility features and adaptive teaching strategies.
- Digital workflows improve teacher efficiency, reducing unnecessary workload whilst increasing opportunities for high-quality feedback and responsive teaching.
- Governors receive regular updates demonstrating the educational impact of Project Equity through evidence beyond device usage, including improvements in engagement, inclusion and learning outcomes.

Action	Lead Person	By When	Resources / Time	Monitoring
Launch Project Equity through whole-school assemblies, parent information sessions and staff training, ensuring all stakeholders understand the educational vision.	HT	Autumn 1	Launch materials, parent meetings	Parent surveys, staff feedback and governor monitoring following implementation.
Ensure every child and member of staff has access to a fully configured one-to-one device with appropriate safeguarding and accessibility settings enabled.	ICT tech	Autumn 1	Devices, MDM system	ICT technician and SLT monitor readiness before full rollout.
Establish classroom expectations for effective device use, creating consistent routines across the school that maximise learning time.	AHT Y5/ AHT Y4	Autumn 1	Staff meeting	Weekly learning walks evaluate consistency across classrooms.
Embed teacher use of Apple TV through live modelling, worked examples, annotation and responsive teaching in every classroom.	SLT	Autumn 1	Apple TVs and staff CPD	Learning walks and instructional coaching monitor implementation half termly.
Develop staff expertise in accessibility features including text-to-speech, speech-to-text, reading support, guided access and display adaptations so these become routine classroom practice.	AHT Y5/ AHT Y4/ ICT tech	Autumn 1	CPD sessions	Inclusion team monitor implementation through lesson visits and child voice.
Produce an "Invisible Inclusion Toolkit" identifying digital adaptations available for all children, ensuring barriers are removed before learning begins.	Inclusion AHT	Autumn 2	AHT time	Toolkit reviewed termly with staff feedback informing updates.
Embed daily retrieval activities using one-to-one devices across reading, writing, mathematics and foundation subjects.	Subject leaders	Throughout year	Digital platforms	Subject leaders monitor retrieval during planning scrutiny and learning walks.
Introduce digital learning through Showbie to capture practical learning, reflection and progression across the curriculum.	AHT Y5/ AHT Y4	Spring 1	Showbie platform	Subject leaders evaluate impact through curriculum monitoring.
Develop children's understanding of digital citizenship, online safety, AI awareness and responsible technology use through the Connected Curriculum.	Computing leads	Throughout year	Computing curriculum	Computing leaders monitor through curriculum reviews and child interviews.
Deliver parent workshops demonstrating how technology supports learning, accessibility and home learning, including practical guidance for families.	AHT Y5/ AHT Y4 /HT	Autumn and Spring	Parent workshops	Attendance and parent feedback monitored after each session.
Establish digital champions from staff and children to model excellent practice, support colleagues and celebrate innovation across the school.	AHT Y5/ AHT Y4/ ICT tech	Autumn 2	Leadership time	Digital strategy team review impact termly.
Introduce instructional coaching focused specifically on effective digital pedagogy, ensuring technology consistently enhances learning.	AHT Y5/ AHT Y4	Throughout year	Coaching release time	Coaching records reviewed by SLT each half term.

Action	Lead Person	By When	Resources / Time	Monitoring
Monitor the educational impact of Project Equity through lesson observations, work scrutiny, child voice and assessment information rather than device usage alone.	HT	Half termly	Leadership time	Findings shared with governors and trustees each term.
Develop clear expectations for when technology enhances learning and when alternative approaches such as handwriting, discussion, practical enquiry or outdoor learning are most appropriate.	HT	Autumn 2	Staff meeting	Lesson observations demonstrate balanced and purposeful use of technology.
Embed AI tools that improve teacher efficiency, planning and resource creation whilst maintaining professional judgement and safeguarding expectations.	HT	Spring	AI guidance and CPD	SLT monitor workload impact and responsible use through staff feedback.
Evaluate the impact of Project Equity on engagement, inclusion, attendance, independence and attainment, using findings to inform future developments.	HT	Summer	Leadership time	Annual evaluation presented to governors and trustees.

3. Multiplication Fluency

Intent: To develop a whole-school culture of mathematical fluency, enabling Year 4 children to achieve an average Multiplication Tables Check score of at least 23.5 through high-quality teaching, daily retrieval practice, meaningful parent engagement and the effective use of one-to-one technology.

Mathematical fluency is fundamental to children's confidence, enjoyment and success in mathematics. Secure recall of multiplication facts reduces cognitive load, allowing children to devote greater attention to reasoning, problem-solving and applying mathematical concepts across the curriculum.

We believe fluency develops through consistent, purposeful practice rather than repetition alone. Throughout 2026-2027, we will establish daily opportunities for retrieval practice that are engaging, adaptive and responsive to individual need. Through the effective use of one-to-one devices, teachers will provide personalised practice, immediate feedback and targeted support that enables every child to make sustained progress.

Parents and carers will play a vital role within this priority. By strengthening home-school partnerships through workshops, resources and regular communication, we will ensure families understand how multiplication fluency develops and how they can confidently support learning beyond the classroom.

This priority is not solely about improving outcomes within the Multiplication Tables Check. It is about establishing a lasting foundation for mathematical success, ensuring every child develops the automaticity, confidence and resilience required to thrive throughout Key Stage 2 and beyond.

Impact: *What will be the impact by the end of the action plan? What will be better?*

- The average Year 4 Multiplication Tables Check score increases from **21.4 in 2025-2026 to at least 23.5 in 2026-2027**.
- An increased proportion of Year 4 children achieve full marks within the Multiplication Tables Check.
- Daily multiplication retrieval practice is consistently embedded within every Year 4 classroom and becomes an established feature of mathematical learning.
- Teachers use assessment information effectively to identify misconceptions quickly and adapt retrieval practice to meet individual needs.
- Children demonstrate increasing confidence, speed and accuracy when recalling multiplication and division facts.
- Parents engage positively with multiplication fluency through workshops, home learning resources and regular communication, resulting in increased participation in home practice.
- One-to-one devices are used purposefully to provide adaptive practice, immediate feedback and motivating retrieval activities.
- Precision teaching and targeted intervention ensure children at risk of falling behind receive timely support and make accelerated progress.
- Children's mathematical confidence increases, evidenced through child voice, lesson observations and participation in mathematical discussion.
- Staff demonstrate confidence in using evidence-informed strategies to develop fluency, ensuring consistency across the year group.
- Governors receive regular updates on progress towards the target score, alongside wider evidence demonstrating improvements in mathematical fluency.

Action	Lead Person	By When	Resources / Time	Monitoring
Establish a non-negotiable daily multiplication fluency session in every Year 4 classroom, using retrieval practice to strengthen long-term memory.	AHT Y4	Autumn 1	Lesson time	Weekly learning walks by Year 4 AHT and SLT monitor consistency.
Use one-to-one devices to provide adaptive daily multiplication practice through agreed digital platforms, ensuring immediate feedback for children.	Maths leads AHT Y4	Autumn 1	iPads, digital platforms	Platform analytics reviewed fortnightly with findings discussed during team meetings.
Introduce half-termly multiplication fluency assessments to identify misconceptions and inform targeted teaching.	Maths leads AHT Y4	Half termly	Assessment materials	Assessment information reviewed during pupil progress meetings.
Develop a parent engagement programme including workshops, demonstration videos and practical guidance for supporting multiplication practice at home.	Maths leads AHT Y4	Autumn 1	Parent workshops	Attendance monitored and parent feedback evaluated after each event.
Share personalised multiplication progress reports with parents throughout the year, celebrating success and identifying next steps for home learning.	Maths leads AHT Y4	Half termly	Assessment system	Parent engagement monitored through communication records and home practice participation.
Produce a Ravenscote Multiplication Fluency Toolkit for families containing games, strategies and digital resources to support regular practice.	Maths leads AHT Y4	Autumn 1	Curriculum time	Parent questionnaires evaluate usefulness of resources.
Embed precision teaching for children requiring additional support, ensuring intervention is responsive to assessment information.	Inclusion AHT	Throughout year	Intervention time	Inclusion team monitor intervention impact every half term.
Use question-level analysis following each assessment cycle to identify common misconceptions and adapt classroom teaching accordingly.	AHT Y4	Half termly	Assessment data	Mathematics leader reviews planning alongside assessment information.
Celebrate multiplication fluency through assemblies, classroom recognition and whole-school events that promote enjoyment and confidence in mathematics.	HT/ AHT Y4	Throughout year	Existing rewards	Child voice demonstrates increasing motivation and positive attitudes.
Provide staff development focused on the research underpinning retrieval practice, automaticity and mathematical fluency.	Maths leads AHT Y4	Autumn 1	Staff meeting	Lesson observations evidence consistent application of agreed strategies.
Introduce peer coaching opportunities where children explain multiplication strategies, strengthening mathematical language and reasoning.	Maths leads AHT Y4	Spring 1	Lesson time	Mathematics leader monitors through lesson visits and child conferencing.
Ensure multiplication fluency is regularly applied within wider mathematical learning rather than taught in isolation, strengthening transfer of knowledge.	Maths leads AHT Y4	Throughout year	Mathematics lessons	Planning scrutiny demonstrates purposeful application across mathematics.

Action	Lead Person	By When	Resources / Time	Monitoring
Review digital practice each half term to ensure activities remain engaging, appropriately challenging and responsive to children's progress.	Maths leads AHT Y4	Half termly	Digital platforms	Digital strategy team and mathematics leader jointly monitor implementation.
Hold focused pupil progress meetings centred on multiplication fluency, ensuring timely intervention for any child not on track to achieve expected outcomes.	C&A AHT/AHT Y4/ AHT Y3	Half termly	Leadership time	Headteacher and Deputy Headteacher review actions following meetings.
Analyse Multiplication Tables Check practice data alongside attendance and engagement information to identify barriers to progress and implement responsive support.	C&A AHT/AHT Y4	Half termly	Assessment systems	Findings shared with SLT and governors through standards reports.
Evaluate the effectiveness of the multiplication fluency strategy at the end of each term, adapting implementation where necessary to remain on track towards the average score of 23.5.	Maths leads AHT Y4/C&A AHT	Termly	Leadership time	Annual review presented to governors with recommendations for continued development.

4. Exceptional Teaching and Learning

Intent: To embed the Ravenscote Teaching Framework, ensuring every classroom consistently delivers exceptional teaching through evidence-informed practice, invisible inclusion, movement for regulation and ambitious curriculum delivery so that every child experiences consistently high-quality learning every day.

Exceptional teaching is the single greatest factor influencing children's achievement. At Ravenscote Junior School, we believe every child deserves consistently excellent teaching, every lesson, every day. Our ambition is not simply to maintain high standards, but to continually refine classroom practice so that every teacher develops expertise and every child experiences exceptional learning.

The Ravenscote Teaching Framework will bring together the evidence-informed principles that underpin our approach to teaching and learning. Through explicit instruction, purposeful modelling, retrieval practice, adaptive teaching, responsive assessment and high-quality questioning, teachers will develop learning environments where every child is challenged, supported and inspired to achieve their very best.

Invisible inclusion will remain central to our practice. Rather than making adaptations only when difficulties arise, teachers will routinely anticipate barriers and design learning that is accessible for every child from the outset. High expectations, ambitious curriculum design and responsive teaching will ensure all children experience success whilst maintaining appropriate challenge.

Building on our trauma-invested approach, movement for regulation and outdoor learning will continue to enhance children's readiness to learn, emotional wellbeing and engagement. These approaches will not sit alongside learning but become an integral part of high-quality teaching.

Staff meetings (CPD) will focus on instructional coaching, collaborative reflection and continuous improvement, enabling teachers to refine their practice through evidence, feedback and professional dialogue. By embedding a shared understanding of exceptional teaching across the school, every classroom will become recognisably Ravenscote.

Impact: *What will be the impact by the end of the action plan? What will be better?*

- The Ravenscote Teaching Framework is consistently evident across every classroom.
- Lesson observations and learning walks demonstrate consistently high-quality teaching characterised by explicit instruction, purposeful modelling, effective questioning and responsive assessment.
- Teachers routinely use retrieval practice to strengthen children's long-term memory and support secure curriculum progression.
- Invisible inclusion is embedded within everyday classroom practice, with adaptive teaching ensuring all children access ambitious learning without unnecessary barriers.
- Children demonstrate high levels of engagement and independence, confidently explaining their thinking and responding positively to challenge.
- Movement for regulation is naturally embedded throughout the school day, enabling children to remain focused, emotionally regulated and ready.
- Outdoor learning continues to enhance curriculum delivery, providing purposeful opportunities for exploration, collaboration, enquiry and problem-solving across subjects.
- Professional development increasingly takes place through instructional coaching, collaborative planning and professional dialogue, leading to continual refinement of classroom practice.
- Teachers demonstrate confidence in selecting the most effective teaching approaches to meet the needs of every child whilst maintaining consistently high expectations.
- Curriculum monitoring evidences consistently ambitious teaching across reading, writing, mathematics and the Connected Curriculum.
- Child voice demonstrates that children feel challenged, supported and inspired within lessons and understand what successful learning looks like.
- Governors receive clear evidence demonstrating improvements in teaching quality through learning walks, curriculum monitoring, staff development and children's outcomes.

Action	Lead Person	By When	Resources / Time	Monitoring
Launch the Ravenscote Teaching Framework , clearly defining the evidence-informed principles that underpin exceptional teaching across the school.	HT	Autumn 1	INSET and staff meeting	SLT evaluate implementation through learning walks and professional discussions each half term.
Produce a one-page Teaching Framework document for every classroom and teacher handbook, ensuring consistency across the school.	HT	Autumn 1	Staff handbook	Staff voice evaluates understanding during Autumn Term.
Establish instructional coaching as the primary model for professional development, enabling teachers to refine classroom practice through regular coaching conversations.	HT	Throughout year	Coaching release time	Coaching records reviewed by SLT each half term.
Deliver professional development focused on explicit instruction, effective modelling, cognitive load, retrieval practice and responsive assessment.	HT	Throughout year	Twilight CPD	Learning walks demonstrate consistent implementation following training.
Embed agreed classroom routines that maximise learning time, minimise cognitive overload and promote children's independence.	AHT Y3/AHT Y4/ AHT Y5/YL Y6	Autumn 1	Staff meeting	Weekly learning walks monitor consistency across classrooms.
Develop a whole-school approach to high-quality questioning, ensuring teachers consistently deepen children's thinking through purposeful dialogue and reasoning.	C&A AHT	Autumn 2	Staff meeting	Lesson observations evaluate questioning strategies termly.
Embed invisible inclusion through universal classroom adaptations including accessibility features, visual scaffolds, pre-teaching, adaptive questioning and responsive support.	Inclusion AHT	Throughout year	Inclusion team release	Inclusion team undertake focused learning walks each half term.
Ensure movement for regulation is embedded naturally throughout the school day using agreed strategies that support attention, emotional regulation and learning readiness.	Inclusion AHT	Throughout year	RISE resources	Learning walks and child voice monitor implementation and impact.
Strengthen outdoor learning opportunities across the Connected Curriculum so that every year group delivers purposeful outdoor experiences that enhance learning.	C&A AHT	Throughout year	Outdoor learning resources	Subject leaders monitor through planning scrutiny and lesson visits.
Develop teachers' use of formative assessment so teaching is continually adapted in response to children's understanding during lessons.	C&A AHT	Spring 1	CPD	Lesson observations demonstrate responsive teaching practices.
Create opportunities for collaborative lesson study, enabling teachers to observe, reflect upon and refine excellent classroom practice.	C&A AHT	Throughout year	Cover release	Outcomes shared during staff meetings and coaching sessions.

Action	Lead Person	By When	Resources / Time	Monitoring
Review curriculum planning to ensure ambitious vocabulary, disciplinary knowledge and opportunities for deeper thinking are consistently planned across all subjects.	AHT Y3 (reading)/ AHT Y4(maths)/ AHT Y5(writing)/ C&A AHT (CC)	Spring 1	Subject leader release	Subject leaders monitor through curriculum reviews each term.
Establish a Teaching and Learning Review cycle combining lesson visits, planning scrutiny, book looks and child voice to evaluate the quality of classroom practice holistically.	SLT	Half termly	Leadership time	Findings inform coaching priorities and governor reports.
Develop children's metacognitive understanding by explicitly teaching them how to plan, monitor and evaluate their own learning.	HT/C&A AHT	Spring	Staff meeting	Child voice and lesson observations evaluate increasing independence.
Ensure professional development is informed by monitoring evidence, children's outcomes and staff feedback, enabling responsive improvement throughout the year.	HT	Throughout year	Leadership time	CPD programme reviewed termly by SLT.
Celebrate excellent classroom practice through coaching showcases, staff meetings and opportunities for colleagues to share successful approaches.	HT/SLT	Throughout year	Staff meeting	Staff surveys evaluate professional confidence and collaboration.
Governors participate in focused teaching and learning visits alongside leaders to deepen understanding of the Ravenscote Teaching Framework and monitor its impact.	C&A AHT	Termly	Governor visits	Feedback reported to Standards Committee with agreed next steps.

Long term Targets/ objectives/ projects

Projects completed 2022-2026

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
To enhance the Forest School area to include low level fencing to provide a specific space
To resource Purple Play including a storage system
To purchase 1:1 devices for all children and staff, including storage systems

Long term projects 2026 onward

	Priority	Status of project
To carry out an air conditioning programme around the school between 2023-2027	1	In progress – one year to go
To change the bannisters on the staircase up to year 6, to match the wood of the doors around the school.	2	
To add a canopy outside the hall (by year 3) to extend the eating area for lunch time	3	