IMPACT Multi Academy Trust

At Ravens Wood School, we are proud of our ongoing commitment to excellence, inclusion and ambition for every learner, rooted in our **Black and Green values** of **Kindness, Respect, Pride, Integrity, Ambition and Community**, and underpinned by our ethos of **Learn, Lead, Excel**.

This **School Development Plan (SDP)** sets out our key priorities for 2025–26 and provides a clear framework for driving continuous improvement across all aspects of school life. It has been developed collaboratively by leaders across the school, informed by evidence of impact from previous years, internal and external review, and pupil, staff and parent voice. The plan is aligned with the **School Inspection Toolkit** and reflects our determination to provide the very best education and personal development for all pupils.

At the heart of this SDP are **three whole-school strategic priorities**, which provide a sharp focus for leadership at all levels and for the collective efforts of the school community:

- *Drive progress and close gaps for disadvantaged, SEND and HPA learners*
- *Sustain high-quality teaching and curriculum implementation to enable secure progress and deep learning*
- *Build an inclusive, values-driven school culture that promotes well-being, personal development, and safeguarding*

These three priorities capture the **overall focus of the SDP** and shape our whole-school improvement journey for the year ahead.
They reflect our shared commitment to ensuring that every pupil at Ravens Wood School can learn, thrive and succeed — in a **community** where **Kindness, Respect, Pride, Integrity and Ambition** are visible and lived every day.
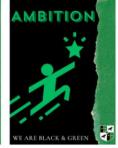
The full plan that follows sets out the priorities, actions and success measures for each area of leadership and provision, ensuring that our work is cohesive, ambitious and responsive to the needs of all learners.

Ravens Wood School Development Priorities 2025-26

Leadership and Governance

1 Champion inclusion and success for disadvantaged pupils

2 Invest in leadership development through high-impact CPD

3 Harness AI to enhance teaching, operations and staff workload

Curriculum

1 Deliver an ambitious, inclusive and inspiring curriculum

2 Ensure all students access core knowledge and literacy across subjects

3 Review curriculum pathways to align with national changes and secure outcomes

Developing Teaching

1 Stretch all learners through adaptive, high-quality teaching that supports and improves reading and writing

2 Strengthen questioning to develop oracy, active listening, and retrieval for active learning

3 Unite expert teaching with an inspiring curriculum to engage all learners.

Achievement

1 Close gaps and raise outcomes for all learners

2 Use assessment to inform responsive teaching and secure strong outcomes

3 Equip pupils with the skills and confidence for future success

Behaviour and Attitudes

1 Promote high expectations through consistent behaviour culture with the Black and Green values

2 Champion diversity and inclusion so all students feel they belong.

3 Use behaviour data to inform appropriate support that promotes inclusion

Attendance

1 Maintain strong attendance while closing gaps for disadvantaged students.

2 Promote a positive attendance culture through early, data-driven intervention

Personal Development and Wellbeing

1 Develop character, confidence, and resilience through rich personal development and cultural capital.

2 Support mental health and safety through curriculum and pastoral provision

Inclusion

1 Deliver high-quality targeted support for SEND and disadvantaged pupils

2 Monitor and improve impact of interventions using effective systems.

3 Strengthen leadership and impact of SEND provision

Safeguarding

1 Maintain a strong culture of safeguarding through training and vigilance.

2 Work effectively with students, families and external partners to keep children safe.

Sixth Form

1 Strengthen a thriving Sixth Form through effective recruitment, transition and retention

2 Embed high expectations for attendance and study to build academic resilience

3 Equip all students for life beyond school with quality careers advice and destination planning

Summary of all SDP Objectives

1. Leadership and Governance

1.1	MSN	Leaders take a proactive and inclusive approach to identifying disadvantaged pupils beyond Pupil Premium or bursary eligibility, ensuring no student is overlooked and that support effectively tackles barriers to learning and well-being.
1.2	MGL	Leadership across the school continues to develop an effective Equality, Diversity and Inclusion (EDI) strategy that systematically evaluates existing actions, identifies areas for development, and secures delivery of the school's Equality objectives.
1.3	MSN	Leaders ensure the MIS is further developed and fully utilised to enhance communication, data-informed leadership, and parental engagement. School-wide digital systems are streamlined, with a clear shift towards centralising functions within the MIS, and staff are supported to use it effectively.
1.4	MSN	Our diverse student leadership team plays a dynamic role in shaping school life, driving improvement, and representing the voice of the student body.
1.5	MSN	RWS continues to develop its approach to sustainability and climate change, with a focus on climate education, achieving net zero, building resilience, and supporting delivery of the Trust sustainability plan.
1.6	CLP	Leadership development is embedded within the school and Trust's professional learning offer, supporting leaders at all levels to develop strategic thinking, manage teams effectively, and lead with impact.
1.7	MGL	Leaders ensure that governance arrangements are effective in supporting and holding leaders to account for the school's strategic priorities, including the quality of provision and outcomes for disadvantaged pupils and those with SEND.
1.8	MSN	Leaders actively encourage parental and community involvement in school life, promoting strong engagement in events, activities, and celebrations that support a shared sense of belonging and student well-being.
1.9	HSLT	Leaders, teachers and support staff use AI tools effectively and ethically, in line with the Trust AI Policy, to enhance teaching, learning, workload management and operational efficiency. Staff are supported to develop confidence and competence in using AI where it adds value.

2. Curriculum

2.1	CLP	Teachers work together to review, adapt and improve a broad, inclusive curriculum of awe and wonder that secures essential and core knowledge, while challenging students through ambitious learning. It encourages curiosity, supports deeper thinking, and prepares students to live and contribute positively to life in modern Britain.
2.2	CLP	Leaders ensure disadvantaged students and those with SEND are supported to access an ambitious curriculum that equips them for future learning and success.
2.3	CLP	Leaders ensure the curriculum, supported by clear curriculum journeys, allows time for teaching, practising, and revisiting key content so that knowledge is securely embedded. Teachers identify and address gaps quickly to ensure all students can access and succeed in the full curriculum
2.4	MSN	Leaders review the curriculum offer at Key Stage 4 and Key Stage 5 to ensure that all students can access appropriate, high-quality qualifications. The review takes account of recent changes to Advanced Alternative Qualifications (AAQs) at Key Stage 5 and aims to maintain a broad, ambitious offer that supports strong outcomes and progression at Key Stage 4.
2.5	GH	Leaders and teachers embed literacy across the curriculum through the consistent planning and delivery of high-quality reading and writing opportunities in lessons and through independent learning. This supports students' ability to access and express knowledge confidently across all subjects.

3. Developing Teaching

3.1	CLP	Deliver ambitious learning through high challenge and deep thinking, with a sharp focus on stretching and supporting HPA students to excel.
3.2	GH	Regular opportunities for extended writing, including at least 10 minutes of silent working, enable students to embed and articulate their learning.
3.3	CLP	Teachers use purposeful questioning and structured oracy to develop ambitious thinking. Teaching is responsively adapted to secure learning for all students
3.4	CLP/LRE	Quality First Teaching is delivered in line with the EEF model of 'Adaptive Teaching', ensuring that all students can access and engage with the full curriculum. Adaptations are well-judged to maintain high expectations and secure learning for all.
3.5	CLP	Teachers revisit key content and concepts using curriculum journeys and other effective planning approaches that support long-term learning and fluency to embed deep learning,
3.6	CLP/ BES	All teachers, as part of the Professional Growth policy, develop an evidence-informed area of focus to improve students' learning experiences and outcomes.
3.7	CLP	Pedagogy in Practice is used by leaders to share research, model effective teaching, and strengthen subject-specific pedagogy, ensuring high-quality teaching across all subjects and phases.
3.8	CLP	Teachers teach and model active listening, helping students focus, process information accurately, and respond thoughtfully to deepen understanding and engagement.
3.9	GH	Research-informed support and mentoring is provided for Early Career Teachers (ECTs) and those new to the profession, helping them become confident and effective classroom practitioners

4. Achievement

4.1	SMD	Responsive teaching, driven by high-quality formative and summative assessment through the Review–Plan–Teach model and the assessment calendar, enables teachers to identify gaps in learning and support strong student progress across the curriculum
4.2	MSN/NJF	The Raising Achievement Strategy is implemented to build strong academic foundations and close achievement gaps for all students with a focus on disadvantaged pupils, Higher Prior Attaining (HPA) students, and those with SEND, ensuring sustained progress across Key Stage 3 and the early part of Key Stage 4.
4.3	MSN/SMD	The RWS11 Raising Achievement Strategy motivates and supports students, preparing them for the exam season. Targeted support is provided for all learners, including disadvantaged pupils, Higher Prior Attainers (HPA), and those with SEND, helping to close achievement gaps and ensure every student is ready for their next steps.
4.4	MSN/NMC	In the Sixth Form, the Raising Achievement Strategy supports students to achieve aspirational outcomes, with a continued focus on reducing achievement gaps for bursary students, female students, HPA learners, and those with SEND through tailored academic and pastoral support.
4.5	SMD	Homework is consistently set, monitored, and used to support progress across the curriculum in Key Stage 3 and 4
4.6	NMC	Homework is consistently set and monitored to extend learning, deepen understanding, and support progression to higher education, training, or employment in Key Stage 5
4.7	GH	Students develop age-appropriate fluency and comprehension in reading and writing to access the full curriculum and succeed in the next stage of education. Progress is closely monitored, with targeted interventions to ensure sustained impact.
4.8	MSN/NMC	Leaders ensure all students are well-prepared for ambitious next steps in education, training, or employment at the end of Year 11 and Year 13, with a clear focus on securing positive destinations and preventing any student from becoming NEET

5. Behaviour and Attitudes

5.1	CLP/COA	The behaviour curriculum, rooted in the Black and Green values, is clearly communicated, consistently applied and reinforced through expectations, assemblies, PSHE and a culture of recognition and praise. These values promote high standards, mutual respect and a strong sense of pride, belonging and positive attitudes to learning.
5.2	COA	Discriminatory behaviour is challenged in line with the school's values. Staff act swiftly to ensure a safe, inclusive culture where students recognise unacceptable behaviour, report concerns confidently, and feel listened to
5.3	CLP	Staff are supported through ongoing, responsive behaviour CPD that is shaped by the needs of students, enabling consistent, confident and effective behaviour management, and strengthening relationships and a positive school culture.
5.4	CLP	Classroom teachers reflect the high expectations of the school. When disruption occurs, staff respond confidently, supporting a positive and respectful culture, with behaviour incidents reducing over time.
5.5	CLP/LRE	Leaders and staff use behaviour data to identify issues early and respond with timely, inclusive interventions, making well-judged adjustments while maintaining high expectations for all.
5.6	CLP/MMC	Students respect and value differences in the world and its people, actively celebrating cultural, religious, ethnic and socio-economic diversity through the curriculum and wider school life.

6. Attendance

6.1	MJF	Whole-school attendance remains in line with similar schools, with improving attendance for disadvantaged pupils and a reduction in persistent absence. Leaders systematically analyse attendance data to identify patterns and barriers, using Studybugs and early intervention strategies to provide timely, targeted support through proactive engagement with pupils and families.
6.2	COA	Internal truancy is proactively reduced through accurate registers, strategic monitoring, and targeted interventions to ensure students are present, accounted for, and engaged in their learning
6.3	MJF	All staff contribute to a whole-school culture of valuing and promoting attendance through positive relationships, consistent messages and supportive interventions.
6.4	MJF	Leaders and staff provide targeted support for vulnerable pupils, working with external agencies to improve attendance and engagement.
6.5	MJF	Leaders rigorously monitor the attendance and engagement of pupils in alternative provision, ensuring regular communication with providers and swift action where concerns arise.

7. Personal Development and well-being

7.1	MJF/NEF	All students have access to a varied and inclusive enrichment curriculum that broadens cultural capital and prepares them for life in modern Britain, with leaders actively monitoring and promoting participation among disadvantaged and SEND pupils to ensure equity of experience.

7.2	MJF/MMC	The personal development curriculum promotes equality of opportunity, respect for diversity and understanding of different cultures and beliefs, while equipping students with the knowledge and skills to manage their mental health, well-being and personal safety, both online and offline.
7.3	MJF/MMC	Relationships and Sex Education (RSE) is confidently and effectively delivered to all year groups using age-appropriate resources and carefully planned discussions, aligned with statutory requirements and responsive to student need.
7.4	MJF/MMC	Leaders ensure that pupil voice informs the design, delivery and continual improvement of the personal development curriculum, ensuring relevance and impact for all learners.
7.5	MJF/MMC	Leaders ensure that high-quality wellbeing support is available, informed by student needs and delivered in close partnership with families and external agencies where appropriate.
7.6	NMC	Careers education, information, advice and guidance (CEIAG) is delivered through a personalised and progressive programme, aligned with the eight Gatsby Benchmarks and tailored to meet the individual needs, ambitions and aspirations of all students.

8. Inclusion

8.1	LRE	Students with additional needs, including those with SEND, receive effective support for their well-being and learning through effective provision. Support is tailored to individual needs, delivered through a clear Assess-Plan-Do-Review cycle, and regularly refined to ensure sustained progress and inclusion
8.2	LRE	Leaders use Edukey Provision Map to monitor, track, and evaluate the impact of SEND support, ensuring provision is responsive, data-informed, and leads to sustained improvements in pupil outcomes and well-being.
8.3	LRE	Leaders have a strong understanding of the barriers that individual pupils face and act swiftly to address them. Adaptations and support are systematically reviewed to ensure that they enable all pupils to access the full curriculum and wider opportunities with confidence and success.
8.4	LRE	The newly appointed SENCo and Deputy SENCo receive targeted induction, mentoring and professional development to establish highly effective leadership of SEND provision across the school.
8.5	MSN/LRE	Leaders foster an inclusive culture where disadvantaged pupils and those with SEND feel welcome, valued, and a strong sense of belonging. These pupils are supported to be prepared for school, ready to learn, and able to engage fully in lessons that meet their needs and promote achievement

9. Safeguarding

9.1	MJF	Leaders maintain a culture of vigilance and continuous improvement in safeguarding practice. Safeguarding reviews, audits and training ensure that safeguarding remains a high priority and that practice evolves in response to emerging risks and national guidance.
9.2	MJF	Students are taught how to keep themselves safe and know who to turn to if they have concerns. Leaders actively listen to pupil voice and respond swiftly and appropriately to safeguarding issues, reflecting a strong and embedded culture of safeguarding.
9.3	MJF	Leaders work effectively with external agencies to secure timely and appropriate support for vulnerable pupils, underpinned by safeguarding processes and record-keeping that are rigorous and consistently applied.

10. Sixth form

10.1	NMC	Leaders implement a strategic recruitment and retention plan to attract and retain students through high-quality provision, personalised support, and a clear focus on successful outcomes beyond school.
10.2	NMC/TBU	Leaders ensure that all students—both internal and external—transition successfully into the Sixth Form through a robust induction and support programme that fosters a sense of belonging and promotes academic and personal success from the outset.
10.3	NMC/TBU	Sixth Form attendance and punctuality are actively monitored and robustly challenged. Targeted support and intervention are provided to secure strong attendance, with a particular focus on improving attendance for bursary students.
10.4	NMC/DRH	Supervised Study provides a purposeful environment with high expectations for focused independent work and reading. Students are equipped with the skills, resources and routines to study effectively and develop self-regulation as learners.
10.5	NMC/TBU	The Sixth Form Personal Development Curriculum, including 'Keeping Safe in the Sixth Form' and RSE, equips students with the knowledge, skills and confidence to manage their mental health and well-being and to safeguard themselves effectively from external risks, with tailored advice and guidance.
10.6	NMC/DRH	The Sixth Form co-curricular enrichment provision, including Academies, Community and Scholars, provides rewarding and engaging experiences beyond the taught curriculum, broadening students' cultural capital and supporting their wider personal development.
10.7	NMC	Leaders actively promote equality of opportunity and ensure that bursary students, female students and those with SEND are fully supported to access the academic, personal development and enrichment opportunities available in the Sixth Form.