

*Ravensdale Infant &
Nursery School*



Be Ambitious, Spark Imagination, Celebrate Success

Ravensdale Infant and Nursery School

School Development Plan 2024-2025

Contents:

1. The School Development Plan (SDP) explained
2. How the SDP process works
3. Our vision
4. Our aims
5. The school's context
6. Analysis of data
7. Key priorities for this year

The School Development Plan (SDP) explained

A high-quality SDP has the following benefits:

- It allows the whole school community to understand the school's vision
- It provides everyone with a clear understanding of the school's goals and how they will be achieved
- It contains timescales for implementation to ensure accountability
- It allows the school to determine how to effectively use resources to meet goals
- It helps the school to budget and determine spending priorities
- It clarifies the key priorities the school believes are the most important to address at this time

At Ravensdale Infant and Nursery School we expect all stakeholders to take an active role in school improvement and development. To ensure our school continues to improve year on year we provide clear goals and timescales for their implementation. We constantly review everything we do based on assessments, observations, feedback and the needs of our pupils. These reviews help us to identify priorities and form the core of our SDP.

We believe it's important to allow everyone the chance to contribute ideas for school improvement.

Staff members play a key role in determining our priorities and ensuring their success. Staff development forms a large part of our school improvement process, with staff encouraged to undertake training throughout the year, both internally and externally, and INSET days are planned to enhance teaching and learning.

Priorities are aligned to the Ofsted framework, which ensures we focus on the most important priorities for total school improvement.

Once the SDP is agreed, we review it on a termly basis to ensure we are meeting expectations and are on course to deliver our promises.

Abbreviations used throughout the SDP

For brevity, we have used abbreviations throughout the SDP. These are as follows:

HT: Headteacher (Lorna Blanchenot)

DHT: Deputy headteacher (Lucy Gayton)

SBM: School business manager Michelle Hoyle

DSL: Designated safeguarding lead (Lorna Blanchenot, Tracy Morris)

SENCO: Special educational needs co-ordinator (Lucy Gayton)

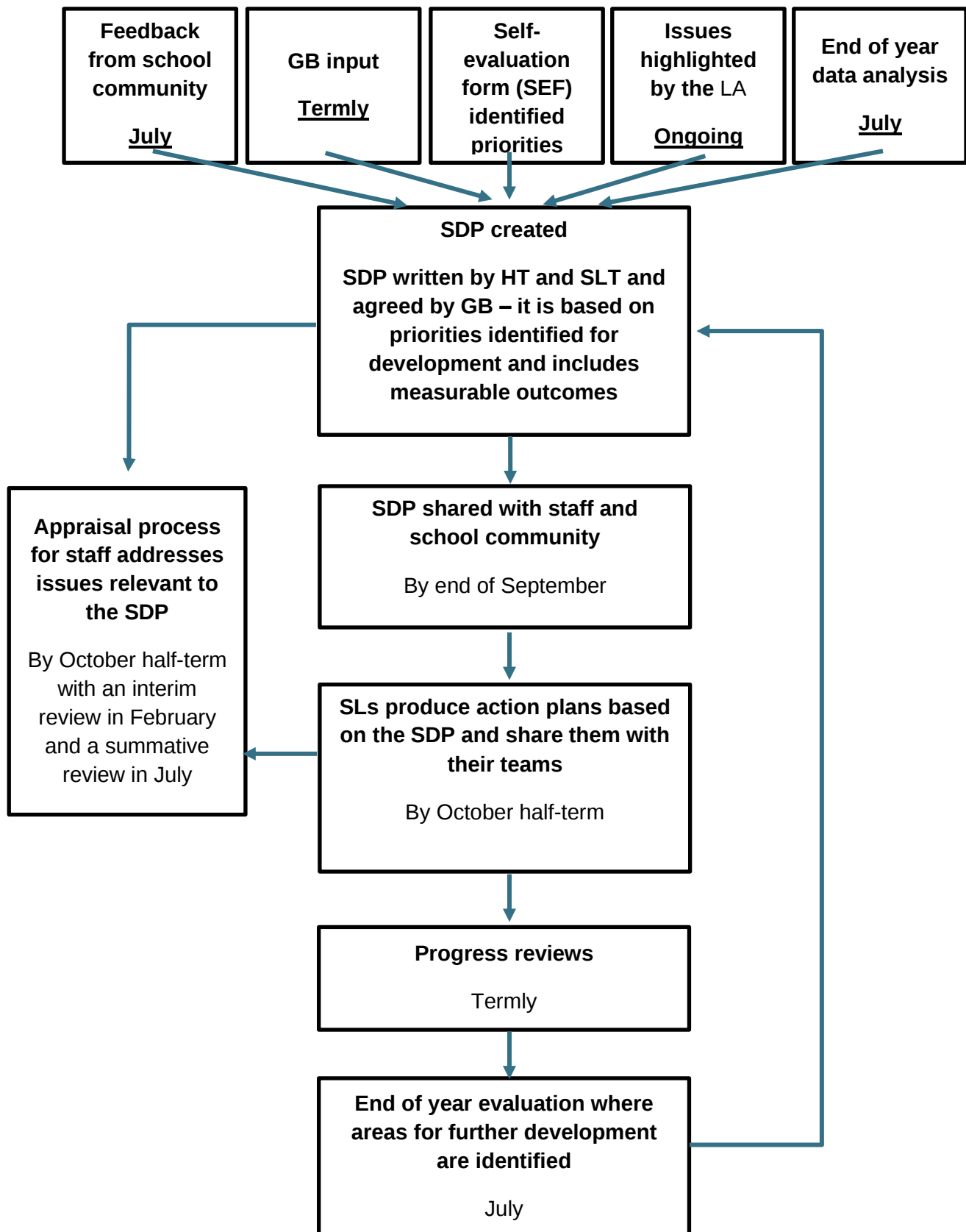
SLT: Senior leadership team

GB: Governing board

SL: Subject leader

How the SDP process works

The following flowchart explains how the SDP is developed and implemented:



Our values

'Ready, Respectful, Engaged

Our vision

Our school nurtures each of our children by enriching their lives with knowledge, skills and quality experiences so that they can positively contribute to society.

Our aims

Be a friendly and exciting place to learn, work and visit.

Ensure all children feel valued, respected, safe and secure.

Ensure all children achieve outstanding progress for them.

Prepare our children to become effective members of society, ready for the challenges and opportunities their futures will hold.

Engage, encourage and enthuse stakeholders in our vision.

Improve our school's reputation in society and the wider community.

The school's context

We are an Infant and Nursery school with a pupil count of 274.

Breakdown of NOR	Male	Female	Total
Nursery 30 hours	6	8	14
Nursery 15 hours	12	7	19
FS2	36	33	69
Year 1	42	40	82
Year 2	44	43	87
Total	141	133	274

Phonics outcomes 2023-2024

Year 1	No of children	Expected Standard	Percentage	2022-2023
	83	68	82%	71%
Year 2 retakes				
	30	26	87%	
End of KS1				
			95.5%	84%

Pupil Premium numbers

Year group/Phase	No. eligible for PP	% PP	Service Children / LAC
FS1	5	9%	0
FS2	16	23%	0
Year 1	22	27%	0
Year 2	23	26%	0
Total	67	24.7%	0

EAL

	Urdu	Hindi	Chinese (Cantonese)	Malayalam	Romanian	Igbo	Tamil	Arabic	Panjabi	Telugu	Other	Total
FS1	1	0	1	0	0	0	0	1	3	0	3	9
FS2	3	2	1	0	1	1	1	1	0	1	3	14
Y1	0	0	1	1	0	1	0	1	0	0	2	6
Y2	4	0	3	2	1	0	2	0	0	1	4	17
Total	8	2	6	3	2	2	3	3	3	2	12	46

16.7% of pupils on roll have English as a second Language (46 children)

SEND

	No on roll	SLCN	SEMH	MLD	ASD	OTH	Total
Nursery	33	0	0	0	1	0	1
Reception	69	8	0	0	2	1 (HII)	11
Y1	82	6	2	0	6	0	14
Y2	87	14	6	0	1	0	21
TOTALS	274	28	8	0	10	1	47

OVERALL TOTAL: 47

FS1 – Y2 = (47 children) 17%

Ofsted

We were judged as 'good' by Ofsted in 2023. Following our last inspection, we have focussed on the areas we need to improve further in:

- In some subjects, the curriculum is not fully sequenced and broken down into small steps of knowledge. Although pupils recall facts and information, it does not help them to develop a deeper understanding of the subject. The school must complete its work to refine the curriculum so that the knowledge pupils need to know and remember is broken down into a clear, logical order.
- Many curriculum leaders are new to their area of responsibility. They do not have complete understanding of how to make checks and lead on improvements in their subject areas. The school must ensure that all subject leaders have the expertise and knowledge to deliver improvements in the school's curriculum.

Key priorities

Academic Year 2024-2025

Quality of Education

To further develop our curriculum ensuring it is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life

To continue to develop a rigorous approach to the teaching of reading which develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge.

To allow all children the opportunity to improve their ability to produce higher quality writing

To further develop an environment that allows the learner to focus on learning.

To ensure all staff teach an ambitious curriculum deepening knowledge and skills for future learning

To improve staff engagement and interactions

Behaviour and attitudes

To ensure all staff have high expectations for behaviour and apply them consistently across school in line with the Relational Behaviour Policy

All staff work hard to develop and maintain positive relationships with the children and all adults in school resulting in a respectful culture

Childrens attitude towards learning and school are positive, children are engaged in their learning and take pride in their achievements.

Families are engaged in school life and ensure the children have high attendance and punctuality

Personal Development

Through the taught curriculum children develop their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.

To ensure children are taught to be kind to those around them.

To support children to be resilient and learn to understand and articulate their different feelings.

Leadership and management

To ensure the curriculum we teach is robust and progressive.

To strengthen subject leadership through a team approach.

To ensure subject leaders have the necessary training and skills needed to lead their subject effectively.

	To improve attendance and punctuality through working with families to understand any barriers they might have. To improve the outcomes for pupil premium/disadvantaged children by raising the profile of all disadvantaged children, understanding needs and ensuring all individuals can access the curriculum we teach To continue to improve the safeguarding culture in school by ensuring all staff are thoroughly trained and confident when dealing with issues relating to safeguarding. To ensure all staff develop positive relationships with all children and their families.
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