

St Peter's Acadademy School Development Plan 2017-18

KEY PRIORITY 1: OVERALL EFFECTIVENESS	
SER IDENTIFIED AREAS FOR IMPROVEMENT	<ul style="list-style-type: none"> •Moving teaching from strong to consistently excellent teaching •Remodelling leadership and management structures within the school. •Developing governor monitoring of the school and its outcomes, and support the use of critical questioning.
TARGET:	<ul style="list-style-type: none"> • Proportion of "outstanding" teaching across the school •Leadership team works effectively and leadership capacity increases •Governors able to challenge and support the school more effectively

TRUST PRIORITY	LEAD	IDENTIFIED AREA OF IMPROVEMENT:	SUCCESS CRITERIA / KEY OBJECTIVES	MONITORING (RAG-RATED)			Milestones	TIME-SCALE	RESOURCES	COST (IN £)
				TERMS 1 AND 2	TERMS 3 AND 4	TERMS 5 AND 6				
	MSE	1. Moving teaching from strong to consistently excellent teaching	1.1 Planning identifies differentiation to meet needs of all learners					Term 6		0
			1.2 Teachers move learning on quickly in lessons					Term 6		0
			1.3 SLT provide feedback to teachers to support teaching and learning.					Term 2		
			1.4							
			1.5							
	MSE	2. Remodelling the leadership and management structures within the school.	2.1 Ensure key SLT roles are filled					Term 1		0
			2.2 Ensure senior leaders are clear about job descriptions					Term1		0
			2.3 Senior leaders report regularly on key areas of responsibility					Term 2		0

			2.4 Middle leaders clear about job descriptions and areas of responsibility					Term 1		0
			2.5 Middle leaders report regularly to SLT/ governors.					Term 2		0
	MSE	3. Developing governor effectiveness	3.1 Large proportion of governors attend curriculum walks					Term 6		0
			3.2 Link governors are identified for subject areas					Term 1		0
			3.3 Link governors meet 3 times per year					Term 6		0
			3.4 Governors ask searching questions at meetings.					Term 6		0
			3.5							
	4		4.1							
			4.2							
			4.3							
			4.4							
			4.5							

KEY PRIORITY 2: OUTCOMES FOR PUPILS

SER IDENTIFIED AREAS FOR IMPROVEMENT	<ul style="list-style-type: none"> • Writing, with a particular focus on pupils working toward expectations. • Development of phonics approach and continuum into spelling throughout the school. • Development of Early Years provision (pure Foundation Stage approach) • Development of oracy skills in presentation/answering in front of an audience. Confidence in oracy skills. • Maths, with a focus on more able pupils achieving 'greater depth' • Maths, with a particular focus on ensuring all girls make good progress.
TARGET:	<ul style="list-style-type: none"> • Higher levels of pupils achieving writing at KS2 • More children achieving 'expected level' in writing • Improved confidence and clarity of pupils in assemblies.

TRUST PRIORITY	LEAD	IDENTIFIED AREA OF IMPROVEMENT:	SUCCESS CRITERIA / KEY OBJECTIVES	MONITORING (RAG-RATED)			Milestones	TIME-SCALE	RESOURCES	COST (IN £)
				TERMS 1 AND 2	TERMS 3 AND 4	TERMS 5 AND 6				
		1. Writing - More children working 'At expectation' in all year groups	1.1 Well targeted and successful interventions					Term 2,4,6		£
			1.2 Clicker 7 used successfully to support writing					Term 2	Software	£2,100
			1.3 Pupil Premium children make good progress				Term 2 Data	Term 6	Training	
			1.4							
			1.5							
		2 Development of Early Years provision	2.1 Teach EYFS as a pure year group					Term 1		
			2.2 More direct teaching/modelled writing					Term 4		
			2.3 More opportunities to write / Pupils directed to write more often					Term 4		

			2.4 Wide range of experiences to encourage pupils to write					Term 4		
	3. Confidence / ability in oracy skills		3.1 Teach children importance of speaking clearly in front of others.					Term 4		
			3.2 Provide opportunities for children to speak in front of others (E.g. debates / discussions / reading)					Term 4		
			3.3 Pupils speak confidently, clearly and loudly in assemblies and learning assemblies.					Term 4		
			3.4							
			3.5							
	4. Maths - More able children achieving 'greater depth'		4.1 Planning shows differentiation to allow pupils to achieve 'Greater depth' / extension activities identified in advance					Term 2		
			4.2 Teachers move children's learning on quickly in lessons.					Term 2		
			4.3 provide teacher / TA training in area of 'reasoning and applying skills' including Bar Modelling							
			4.4 More children achieve 'deepening' in maths					Term 6		
			4.5							

KEY PRIORITY 3: QUALITY OF TEACHING, LEARNING AND ASSESSMENT.

SER IDENTIFIED AREAS FOR IMPROVEMENT	<ul style="list-style-type: none"> •Development of teaching and learning to ensure effective and sustained progress for all pupils through effective differentiation and effective assessment for learning. •Developing an embedded approach to spelling and phonics. •Developing greater opportunities for writing in Foundation Stage and KS1. •Development of the Foundation Stage curriculum, to include greater use of outdoor provision using a 'free-flow' approach. •Review the format and timing of the social and academic reports. •Teachers to ensure that pupils have time to respond to marking.
TARGET:	<ul style="list-style-type: none"> •Ensure pupils are moved on in their learning quickly. •Raise standards in writing throughout the school •Ensure all pupils make good progress in maths, especially girls

TRUST PRIORITY	LEAD	IDENTIFIED AREA OF IMPROVEMENT:	SUCCESS CRITERIA / KEY OBJECTIVES	MONITORING (RAG-RATED)			Milestones	TIME-SCALE	RESOURCES	COST (IN £)
				TERMS 1 AND 2	TERMS 3 AND 4	TERMS 5 AND 6				
		1. Development of teaching and learning to ensure effective and sustained progress for all pupils through effective differentiation and effective assessment for learning.	1.1 Use of Clicker 7 to enable independence in writing.				<ul style="list-style-type: none"> •Training •Software installation •Use 	05/18	Software Training	£2,100
			1.2 Planning identifies differentiation to enable all children to achieve well.					Term 4		
			1.3 Pupils moved on quickly in lessons (evidence in books, data, observations)					Term 2		
			1.4 Access Outstanding teaching programme training	Booked	started			Term 6		
			1.5							

	2. Developing an embedded approach to phonics and spelling	2.1 Consistent approach to spelling is used					Term 2		
		2.2 Pupils apply learnt spellings to independent writing					Term 4		
		2.3 Investigate what other successful school do for spelling.					Term 3		
		2.4							
		2.5							
	3. Providing greater opportunities for writing at KS1 / FS	3.1 Provide opportunities for all children to write in a sustained manner.					Term 2		
		3.2 Use of modelled writing to support pupils.					Term2		
		3.3 In KS1 make greater use of cross-curricular opportunities (E.g. Science/history)					Term 2		
		3.4 Wide variety of opportunities to stimulate interest in writing.					Term 2		
		3.5 Display wide variety of writing.					Through out		
	4. Development of Foundation Stage to allow a 'Free flow' approach.	4.1 Teach EYFS as a pure year group	Met				Term 1		
		4.2 Equipment moved nearer to EYFS classroom to allow easy access.					Term 2		
		4.3 Children trained to independently flow freely outside at times					Term 2		

KEY PRIORITY 4: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE.

SER IDENTIFIED AREAS FOR IMPROVEMENT	<ul style="list-style-type: none"> •Attendance - improving the attendance of pupils with below 95% attendance. •The development of the progression of learning in PSHE through the introduction of a new scheme of work. •Further improve breaktime and lunchtime provision through additional playground resources and clubs, and more effective use of indoor provision to meet the needs of all pupils. •Use of Internet Safety evaluation tool (360 degrees)
TARGET:	<ul style="list-style-type: none"> • Higher attendance figures • Embedded PSHE curriculum that provides continuity, progression and wide coverage. • High percentage of pupils supported at lunchtimes and engaged in constructive play.

TRUST PRIORITY	LEAD	IDENTIFIED AREA OF IMPROVEMENT:	SUCCESS CRITERIA / KEY OBJECTIVES	MONITORING (RAG-RATED)			Milestones	TIME-SCALE	RESOURCES	COST (IN £)
				TERMS 1 AND 2	TERMS 3 AND 4	TERMS 5 AND 6				
		1. improving the attendance of pupils who attendance is less than 95%	1.1 Monitor attendance closely				Monitor termly	Term 6		
			1.2 Chase up unauthorised absences with class teacher and parents				Termly			
			1.3 Meet parents who children attend less than 90% & set targets for improvement				Termly			
			1.4 Follow up with a letter if targets not met				Termly			
			1.5 Use EWO if still required.				Termly			
		2 Development of PSHE / SMSC	2.1 Book 'Life-bus' to visit St. Peter's					Term 1		
			2.2 Introduce PSHE scheme of work					Term 1		
			2.3 Life Bus visit to St. Peter's					Term 2		
			2.4 Hold British Values week					Term 4		



2.5 Develop the teaching of
Christianity (see section 7)



	3. Develop breaktime provision	3.1 Extend nurture provision at lunchtimes from 3 days to 5					Term 3		£1,200
		3.2 Further resource nurture provision	Funding applied for				Term 4		5,000
		3.3 Purchase additional outside play equipment (KS2)					Term 3		£2,000
		3.4 Pupils use outdoor provision including running track.					Term 1		
		3.5 Provide lunchtime clubs for all children through the year.					Term 6		
		3.6 Provide lunchtime sports leader					Term 6		£2,000
	4 Evaluate Internet Safety	4.1 Complete a 360 degree audit of E-safety					Term 3		
		4.2 Act on findings of audit					Term 4		
		4.3 Write new E-safety policy					Term 3		
		4.4 teachers to complete E-safety training module					Term 4		
		4.5 Provide E-safety information evening for parents					Term 4		
	5 Develop pupil mental health and wellbeing	5.1 Classes regularly use the running track					Term 2		
		5.2 Hold Den day twice a year					Term 4, Term 6		

		5.3 Survey pupil attitudes to learning					Term 5/6		
		5.4 Train member of staff in Mental First Aid					Term 6		
		5.5 Develop plan for integrating mental health into the curriculum					Term 6		

KEY PRIORITY 5: LEADERSHIP AND MANAGEMENT

SER IDENTIFIED AREAS FOR IMPROVEMENT	<ul style="list-style-type: none"> • Reviewing school vision, values and aims of the school. • Sharing good practice across the school. • Development of the leadership structure to increase capacity and to ensure greater dispersed leadership amongst the staff team. • Teachers' planning ensure pupils can achieve to the highest standards. • Marking identifies next steps and there is planned time for response to marking. • Development of the rigour of questioning and monitoring by the Local Board. • Attract more families to St. Peter's Academy.
TARGET:	<ul style="list-style-type: none"> • Ensuring the school has a vision that is able to be articulated by all staff/stakeholders • Develop the teaching and learning so that outcomes improve. • Attract more families to St. Peter's to ensure long term financial stability.

TRUST PRIORITY	LEAD	IDENTIFIED AREA OF IMPROVEMENT:	SUCCESS CRITERIA / KEY OBJECTIVES	MONITORING (RAG-RATED)			Milestones	TIME-SCALE	RESOURCES	COST (IN £)
				TERMS 1 AND 2	TERMS 3 AND 4	TERMS 5 AND 6				
		1. Review of school visions , values and aims of the school	1.1 Teacher consultation					Term 1		
			1.2 Governor consultation					Term 2		
			1.3 Revise new vision, values and aims					Term 2		
			1.4 Whole staff consultation					Term 2		
			1.5 Parent consultation					Term 2		
		2. Provide release time for teachers to observe good practice across the school to integrate into their teaching.	2.1 Arrange release time for teachers to view a partner teacher					Term 2		
			2.2 Teachers use good practice within their lessons					Term 2		
			2.3 Reflect on changes					Term 3		
			2.4							
			2.5							
		3 Development of leadership structure.	3.1 See Overall Effectiveness -							
			3.2							
			3.3							
			3.4							

			3.5							
		4. Teachers' planning ensures pupils can achieve the highest standards	4.1 Monitor planning - Ensure it identifies differentiation to enable all children to achieve					Term 2		
			4.2 Staff training / individual coaching if required					Term 3		
			4.3 - see also links with teaching and learning section 1.2 / 1.3							
			4.4							
			4.5							
		5. Marking identifies next steps in learning and children are given time to respond to the marking.	5.1 See Teaching and Learning - section 6							
			5.2							
			5.3							
			5.4							
			5.5							
		6. Development of the rigour of questioning and monitoring by the local board.	6.1 See overall effectiveness section 3							
			6.2							
			6.3							
			6.4							
			6.5							
		7. Attract more families to St. Peter's Academy	7.1 Advertise the school more widely through leaflets and public spaces					Term 1		£600
			7.2 Raise profile of the school through media reports.					Term 2		£200

		6.3 Develop links between the school and local feeder pre-schools/nurseries.				Term 2		£200
		6.4 Develop publicity materials. (prospectus / banners)				Term 1		£400
		6.5 Remodel front entrance of school to make it more attractive and visible	Not likely this year.			???		£100k

KEY PRIORITY 6: EFFECTIVENESS OF EARLY YEARS PROVISION

SER IDENTIFIED AREAS FOR IMPROVEMENT	<ul style="list-style-type: none"> • Greater use of outdoor provision through free-flow, enabled by pure EYFS provision in 2017-18 • Development of Foundation Stage curriculum providing greater opportunities for writing and language skills (phonics)
TARGET:	<ul style="list-style-type: none"> • develop use of outdoor provision • Improve writing outcomes in Foundation Stage • Develop closer links with local pre-schools

TRUST PRIORITY	LEAD	IDENTIFIED AREA OF IMPROVEMENT:	SUCCESS CRITERIA / KEY OBJECTIVES	MONITORING (RAG-RATED)			Milestones	TIME-SCALE	RESOURCES	COST (IN £)
				TERMS 1 AND 2	TERMS 3 AND 4	TERMS 5 AND 6				
		1. Development of Foundation Stage to allow a 'Free flow' approach.	1.1 Teach EYFS as a pure year group					Term 1		
			1.2 Equipment moved nearer to EYFS classroom to allow easy					Term 1		
			1.3 Children trained to independently flow freely outside at times					Term 2		
			1.4 Re-route pathway around shelter area (3 year plan)	CIF Bid				???		£20k
		2. Providing greater opportunities for writing	2.1 Wide variety of opportunities to stimulate interest in writing.					Term 2		
			2.2 Use of modelled writing to support pupils.					Term 4		
			2.3 Ensure all children are writing regularly.					Term 4		
			2.4 Provide opportunities for all children to write in a sustained manner - towards the end of the year					Term 6		
			2.5							

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KEY PRIORITY 7: CHRISTIAN DISTINCTIVENESS AND SIAMS

SER IDENTIFIED AREAS FOR IMPROVEMENT	<ul style="list-style-type: none"> • Implement new scheme of work to support teaching of Christianity with a theological basis. • Involve the pupils more in leading collective worship. • Governors to be more formally involved in R.E / Collective worship. • Improve effectiveness of assessment in R.E by sharing good practice across the school.
TARGET:	<ul style="list-style-type: none"> • Strengthen teaching of Christianity • Develop participation of pupils in collective worship • Governors to be more involved in evaluating and supporting collective worship

TRUST PRIORITY	LEAD	IDENTIFIED AREA OF IMPROVEMENT:	SUCCESS CRITERIA / KEY OBJECTIVES	MONITORING (RAG-RATED)			Milestones	TIME-SCALE	RESOURCES	COST (IN £)
				TERMS 1 AND 2	TERMS 3 AND 4	TERMS 5 AND 6				
		1. Implement new scheme of work to support teaching of Christianity with a theological basis. ('Understanding Christianity')	1.1 RE leader attend training					Term 2		£150
			1.2 Purchase materials					Term 2		£250
			1.3 RE leader trial new scheme					Term 3		
			1.4 Roll out new scheme across school (Sept 2018)					Term 6		
			1.5							
		2. Involve the pupils more in leading collective worship.	2.1 Collate necessary resources					Term 2		£200
			2.2 Train pupils in leading collective worship					Term 2		
			2.3 Pupils lead collective worship across the school - this could include outdoor spaces.					Term 3		
			2.4 Review roll of children leading collective worship					Term 5		
			2.5 Children train new group of children to lead collective					Term 6		

	3. Governors more involved more formally in RE / collective worship for evaluation and support.	3.1 Governor take part in learning walk					Term 2		
		3.2 Link governor for RE identified					Term 1		
		3.3 Regular meetings held between link governor and RE leader(s)					Term 6		
		3.4 Reports written identifying evaluation and support from link governor.					Term 6		
	4. Improve effectiveness of assessment.	4.1 Share current assessment practices across the school					Term 2		
		4.2 Decide on best practice					Term 2		
		4.3 Implement best practice					Term 4		
		4.4 Ensure consistency across the					Term 6		
		4.5							