

ST. PETER'S ACADEMY 3-YEAR SCHOOL DEVELOPMENT PLAN 2019-22

Key area of development 1: Improve outcomes in core subjects									
Area for development identified within the SER:		A. KS1 Writing							
		B. Reading							
		C. Maths							
Overall intended outcome/impact (what does success look like?):		A Improved outcomes in writing for KS1 pupils, especially boys.							
		B Ensuring borderline readers make expectation in Year 6							
		C Higher percentage of pupils achieve GD in maths.							
		D Higher percentage of girls achieve the expected level at Y5 and Y6 in Maths							
Trust Priority	Lead	Key Objectives / Aims	Milestones	Resources	Cost (in £)	Monitoring (RAG-rated)			We will have succeeded when... (KPIs – how are we going to measure our success?)
						Term 2	Term 4	Term 6	
	ME	A1 Develop understanding of expectations and pedagogy in core subjects. (Integra training)	Term 1-4	Integra Training Arranged by DBAT	/				Teachers aware of year group expectations and teaching units of work accordingly.
	CW /TS	A2 Use Mighty Writer in year 2 to develop sentence structure.	T6	Mighty Writer	/				Boys writing in KS1 increases to match girls writing standards.
	PT / CT	A3 Use the outside environment to stimulate real-life writing opportunities.	T6	Mark making resources	/				
	PT	A4 Opportunity to hear stories from older children (who can act as role-models.)	T1 – all classes start meeting up regularly.	/	/				All children have a reading buddy to read to / hear read
	PT	A5 Use displays effectively to scaffold and model learning and celebrate great writing.	T1 T2	/	/				Working walls are used to support children's writing. Writing is celebrated on walls.
	PT	B1 In reading, model and ensure pupils answers are very specific and clear. Embed children's understanding of PEE (Point, Evidence, Explain).	T3 - Teach PPE to KS2 children T4 – KS2 Children using PPE	/	/				Children write specific answers to reading questions.
	PT KM	B2 Develop staff understanding of end of Key Stage Reading tests by doing the Year 2/6	T2 - Year 2 test T3 – Year 6 test	Year 2/6 reading tests	/				Staff have a clear understanding of SATS reading expectations at

ST. PETER'S ACADEMY 3-YEAR SCHOOL DEVELOPMENT PLAN 2019-22

		SATS papers.(T/TAs)						the end of the key stages.
	KM / CT	B3 Develop regular reading habits and reading stamina through regular reading at home (Read, read, read)	T3	Regular supply of reading books.	£200			The majority of pupils are reading at home regularly (By carefully tracking of numbers of pupils reading 3 times / week)
	TW	B4 Promoting 'Reading for Pleasure' by upgrading the library provision	T4	Library books Furniture	£12k			The library provision is updated.
	KM	C1 Careful targeting of pupils who could achieve Greater Depth	T2	SIMS	/			Teachers are aware of children who have the potential to be Greater Depth.
	KM	C2 Embed use of White Rose to enable pupils to achieve greater depth in Maths including modelling Greater Depth problems and display on working walls.	T4	White Rose resources online. Classroom secrets	/			Higher percentage of pupils achieve GD than national levels. Girls achieve above the national level consistently.
	KM	C3 Ensure pupils know the links between decimals, fractions and percentages and work between them.	T5	White Rose resources Classroom secrets Integra Training	£5k			Higher marks seen in the NFER arithmetic papers and in the fluency questions. Pupils using models to explain reasoning using stem questions.

ST. PETER'S ACADEMY 3-YEAR SCHOOL DEVELOPMENT PLAN 2019-22

Key area of development 2: Ensure good outcomes across the wider curriculum									
Area for development identified within the SER:		A. Broad and balanced curriculum							
		B. Outdoor Learning							
		C. PE							
Overall intended outcome/impact (what does success look like?):		A. Ensure all curriculum areas have good coverage and outcomes.							
		B. Provide all pupils have access to outdoor learning through the year							
		C. Increase participation in sports activities							
Trust Priority	Lead	Key Objectives / Aims	Milestones	Resources	Cost (in £)	Monitoring (RAG-rated)			We will have succeeded when... (KPIs – how are we going to measure our success?)
						Term 2	Term 4	Term 6	
	GN	A1 Teach foundation subjects in blocks and identify outcomes for learning. Review previous learning regularly.	T1 – start of planning and teaching blocks of learning.	/	/				Pupils have good outcomes across core and foundation subjects.
	LG	A2 Improve the teaching of music across the school	T2 – Buy 'Charanga' resource for the school. T4 – All classes using Charanga regularly.	Charanga	£200				Pupils music knowledge and ability increased.
	GN	A3 Provide opportunities for KS2 children to experience outreach teaching from local secondary schools in foundation subjects	T1 – Plan dates T4 – Secondary schools teach pupils	/	/				Children experienced a variety of activities from specialist teachers. St Peter's staff gained knowledge and expertise.
	ME	B1 Provide all pupils with blocks of outdoor learning with a specialist who will also mentor the class teachers.	T6 – All year groups participated in outdoor week and completed block of outdoor learning. Teachers mentored in outdoor learning.	Specialist outdoor learning teacher	£5k				Pupils have regular times when they learn outside and the majority have good mental wellbeing.
	VIA	C1 Provide pupils with specialist teaching in alternative sports.	Ongoing	Specialist sports coach	£4k				All pupils have sports that they enjoy participating in.
	VIA	C2 Mentor teachers in dance	Ongoing	Specialist dance teacher	£2k				Teachers more confident in teaching dance lessons.

ST. PETER'S ACADEMY 3-YEAR SCHOOL DEVELOPMENT PLAN 2019-22

Key area of development 3: Wellbeing Safety Behaviour									
Area for development identified within the SER:		A. Pupils dealing with their emotions							
		B. Increase provision of access to outdoor learning							
		C. Reducing workload (staff wellbeing)							
		D. Safeguarding							
Overall intended outcome/impact (what does success look like?):		A. Pupils able to identify and deal well with their emotions							
		B. Pupils have regular times when they have access to outdoors							
		C. Embed marking policy to ensure teachers have a good work-life balance							
		D. Robust safeguarding across the school							
Trust Priority	Lead	Key Objectives / Aims	Milestones	Resources	Cost (in £)	Monitoring (RAG-rated)			We will have succeeded when... (KPIs – how are we going to measure our success?)
						Term 2	Term 4	Term 6	
	TW	A1. Train staff in Emotion Coaching	Term 1	Training from BSU	£400				Teachers are able to support pupils in dealing with their emotions.
	TW	A2. Staff using Emotion Coaching	Term 2	/	/				Pupils can recognise and deal with their own emotions well.
	ME	B1. Classes have an outdoor learning taster during outdoor learning week.	T1	Specialist teacher	£400				Children enjoy a taster session of learning outside
	V IA	B2. Classes have 6 week block of learning outside.	T6	Specialist teacher	£5k				Children have an enjoyable experience of learning outside
	V IA	B3. Classes spending at least 1 hour/week, learning in natural environment.	T6	/	/				Pupils' motivation is enhanced and they have increased wellbeing.
	GN	C1.Ensure marking policy is applied consistently to ensure pupils receive good feedback.	Term 2	/	/				When we apply the marking policy consistently across the school.
	ME	C2. Develop wellbeing of staff	T4 – Provide wellbeing course for staff.	Wellbeing course	£300				Staff has a good understanding of wellbeing.
		D1. Commission an external safeguarding audit and complete Wiltshire Safeguarding audit to highlight strengths and areas for development.	Term 1: External audit Term 2: Wiltshire Audit	Engage ST consultancy	£950				We know areas of development for safeguarding.

ST. PETER'S ACADEMY 3-YEAR SCHOOL DEVELOPMENT PLAN 2019-22

	D2. Implement actions from audits	Term 6							Safeguarding is judged to be robust with outstanding items completed.
--	-----------------------------------	--------	--	--	--	--	--	--	---

ST. PETER'S ACADEMY 3-YEAR SCHOOL DEVELOPMENT PLAN 2019-22

Key area of development 4: School Vision and Christian Distinctiveness									
Area for development identified within the SER:		A. School vision							
		B. Collective worship							
		C. Courageous Advocacy							
		D. Pupil involvement in school life							
		E. Teaching Christianity							
Overall intended outcome/impact (what does success look like?):		A. Revisit school vision, values and aim.							
		B. Reflection corners consistently embedded throughout the school, including clear evidence of pupil involvement							
		C. Pupils understand and involved in aspects of courageous advocacy							
		D. Pupils involved in evaluation and delivery of collective worship							
		E. High quality teaching of Christianity in all year groups							
Trust Priority	Lead	Key Objectives / Aims	Milestones	Resources	Cost (in £)	Monitoring (RAG-rated)			We will have succeeded when... (KPIs – how are we going to measure our success?)
						Term 2	Term 4	Term 6	
	ME	A1: Clear vision, values and aims known by all.	T2	/	/				All members of the community are aware of our new vision and aims.
	ME	A2: Reflection corners consistently embedded throughout the school, including clear evidence of pupil engagement.	T2	New resources for class reflection areas	£200				Reflection areas are in place across the school, including evidence of pupil involvement.
	TS	B1: Ensure all staff aware of courageous advocacy and are confident teaching to the children.	T2	/	/				Teachers are ready to teach what it means to be a courageous advocate.
	TS	C2: Pupils understand and involved in aspects of courageous advocacy	T4	Roots and Fruits 2 book	£60				Pupils demonstrate that they can be courageous advocates.
	ME	D1. Pupils involved in the delivery of collective worship during class collective worship.	T4	/	/				Pupils involved with delivering and evaluating collective worship
	ME	D2: Pupils involved with evaluating collective worship through a worship council.	T2	/	/				Worship council meets regularly to share evaluations of cw.
	TS	E1: Embed Understanding Christianity (new SoW) in RE	T4	Understanding Christianity SoW	£250				Children's learning show that they have a good understanding of Christianity.

ST. PETER'S ACADEMY 3-YEAR SCHOOL DEVELOPMENT PLAN 2019-22

Key area of development 5 -EYFS :									
Area for development identified within the SER:		A. Speech and Language							
		B. Reading / phonics							
		C. Writing – especially boys							
Overall intended outcome/impact (what does success look like?):		A. Higher number of pupils expressing themselves clearly							
		B. Higher percentage of pupils at expected level for phonics							
		C. Boys attainment in writing raised so that more achieve the expected standard at the end of Foundation Stage							
Trust Priority	Lead	Key Objectives / Aims	Milestones	Resources	Cost (in £)	Monitoring (RAG-rated)			We will have succeeded when... (KPIs – how are we going to measure our success?)
						Term 2	Term 4	Term 6	
	CT	A1. Use assessment tool (Wellcomm) to identify children needing interventions.	T1	TA time	/				All EYFS children are assessed using Wellcomm tool.
		A2. Using Wellcomm interventions to ensure high number of pupils at expected levels for speaking and listening.	T2-4	TA time	/				Interventions are finished and pupils at expected levels for speaking and listening.
		B1. Promote parental engagement to develop letter formation (teaching rhymes linking with letters and sounds)	T1 - Parent meetings T2 - Phonics rhymes to go home weekly	Sheet with sounds.	/				Majority of pupils have good letter formation.
		B2. Review school reading book scheme and ensure that pupils have access to decodable phonics books in EYFS / KS1	T1	New decodable reading books	£2k				Pupils have access to decodable phonics books in EYFS /KS1
		C1. Use helicopter stories to encourage independent writing.	T2	Update teaching training	£100				Pupils writing stories independently.
		C2. In Foundation Stage, ensure children have daily opportunities for mark-making in all learning areas.	T2	Mark making resources					Pupils develop confidence to write independently.
		Ensure pupils are assessed and submitted to DBAT in a timely manner.	Baseline assessment (T1). End of term 3 Term 6.						All assessments completed.

ST. PETER'S ACADEMY 3-YEAR SCHOOL DEVELOPMENT PLAN 2019-22

Key area of development 6 - Business and Financial Management:									
Area for development identified within the SER:		A. 2019-20 Budget							
		B. Health and Safety							
		C. Breakfast and After school club provision							
		D. Heating and toilet facilities							
Overall intended outcome/impact (what does success look like?):		A. Stay within the planned budget for 2109-20							
		B. To have a new set of consistent set of policies and procedures in place.							
		C. Self-sustaining wrap-around provision in place.							
		D. Upgrade our heating system and refurbish the toilet facilities							
Trust Priority	Lead	Key Objectives / Aims	Milestones	Resources	Cost (in £)	Monitoring (RAG-rated)			We will have succeeded when... (KPIs – how are we going to measure our success?)
						Term 2	Term 4	Term 6	
	ME SW	A. Ensure that our spending does not exceed our planned budget.	Monthly review of spending	/	/				We stay within the planned budget.
	MP	B. To adopt new policies and procedures from Judicium	T4	H and S Policies and procedures					We have a common set of policies and procedures across DBAT
	MP SW	C. Ensure that the breakfast and after school club provision is viable and self-sustaining financially.	T2	Update toys and resources	£500				There is no net cost to the school for the wrap-around care.
		D. Apply for a CIF bid to upgrade heating and toilet facilities.	T6	/	/				We have won the required CIF bid and upgraded the heating and toilet facilities at St. Peter's
MONITORING AND EVALUATION (OUTCOMES):									
T1 update: C..After school club is working well and numbers have really picked up.									

