

St Peter's Academy 3-YEAR SCHOOL DEVELOPMENT PLAN 2024-2027

OFSTED Judgements	OFSTED – Nov 2022					SIAMS Feb 2023
Overall Effectiveness	Leadership and Management	Quality of Education	Personal Development	Behaviour and Attitudes	Early Years/ Sixth Form	SIAMs
Requires Improvement	Requires Improvement	Requires Improvement	Good	Good	Good	Good
Self Evaluation						
Overall Effectiveness	Leadership and Management	Quality of Education	Personal Development	Behaviour and Attitudes	Early Years/ Sixth Form	SIAMs
Choose an item.						
Trust Evaluation						
Overall Effectiveness	Leadership and Management	Quality of Education	Personal Development	Behaviour and Attitudes	Early Years/ Sixth Form	SIAMs

Context of the school

St. Peter's Academy is an average sized primary school (7 classes with 197 pupils) serving the community on the west side of Chippenham. It has strong links with the adjoined St. Peter's Church. The school was judged to be 'Good' in its SIAMS inspection in January 2023 and 'Requires Improvement' in its OFSTED inspection in November 2022. The OFSTED actions since the inspection have focused on curriculum development and supporting subject leaders. Pupil outcomes across the school have historically been in line with national levels, although Y6 results in 2024 were below national averages due to a number of specific factors. School monitoring shows that this is expected to improve in 2025. The school has a well above average number of SEN pupils with EHCPs and an average amount of pupil premium children (21%) with an increasing number of EAL children (9%).

The school was led in 2023-2024 by 2 co-Headteachers, Mr Gordon Nunn and Mr Mark Everett who shared the Headteacher and Assistant Headteacher roles within the school. It is currently led by Mr Nunn as Headteacher with Mrs Tamsyn Wallis as Acting Assistant Headteacher; Mr Everett is currently on a long-term ill health absence.

STRATEGIC PRIORITIES (identified in the SER)

Overall Effectiveness

- Improve quality first teaching in Reading and Writing
- Develop staff subject knowledge in foundation subjects (focus subjects for 2024/2025 Geography & DT)

Leadership and Management

- Develop leadership capacity of newer teachers
- Align system to Blue Kite Academy Trust

Quality of Education

- Develop teaching and learning of English (Reading and Writing)
- Use targeted CPD to improve staff knowledge (in particular Geography and DT).
- Make better opportunities of learning at home.

Personal Development

- Continue to develop use of Zones of Regulation
- Develop pupils' leadership and engagement

Behaviour and Attitudes

- Ensure consistency of approach to behaviour to all pupils.
- Improve behaviour of small number of challenging pupils.

EYFS

- Develop consistency of a team approach across the week
- Ensure all pupils know and follow expectations
- Continue to improve the use of EYFS environments and learning areas.

Estates and Facilities

- Improve IT facilities: Renew computers in the Media Suite
- Resolve roof drainage issues. Resolve toilet blocking issues (EYFS toilets)

Finance

- Ensure school keeps within budget
- Explore additional funding opportunities

People

- Improve staff wellbeing and satisfaction levels

Three Horizons Summary

Horizon 1 (2024-25)

- Develop English teaching and learning (reading and writing)
- Reading, Writing, phonics levels to be in line with national levels (or better)
- Develop wider curriculum (Geography & DT)
- ECTs shadow experienced subject leaders
- Develop pupil leadership and engagement
- Transfer to Blue Kite procedures and processes
- Improved staff satisfaction levels
- Quality of Education (Curriculum) and leadership judged to be Good (Ofsted / Blue Kite)

Horizon 2 – e.g. Purposeful Alignment and Step Change

- Current ECTs become effective subject leaders
- English Leadership handed back to teacher from Headteachers
- Fully integrated into Blue Kite Academy Trust
- Good examples of Outstanding practice in teaching and learning across the school
- Core subject areas above national levels

Horizon 3 – e.g. Sustainable Innovation

- Teachers and leaders used as outstanding role model across the trust and beyond.
- Core subject areas to be significantly above national levels
- Successful Ofsted and SIAMs inspections.

Priority 1 : English (Writing)

Problem (why?)	Intent (what?)	Implementation Activities (what?)	Intended Impact (how well?)	Impact Evaluation (how well - really?)
Standards in Writing are below national levels.	Raise standards in writing through quality first teaching.	<p>Active ingredient 1</p> <p>Provide CPD for teachers on planning and teaching of writing, to include:</p> <ul style="list-style-type: none"> • Genre coverage / clear unit outcomes • Updated planning (moving to single year groups) • Editing and revising • Integrate grammar with teaching of writing • Pupils write on 'every other line' in books. • Film units • Use of learning sheets <p>Active ingredient 2</p> <p>Provide CPD for teaching assistants to enable them to provide focused feedback to pupils (live marking) against clear learning objectives/ success criteria.</p> <p>Active ingredient 3</p> <p>To Improve presentation in books teachers will</p> <ul style="list-style-type: none"> • Teach handwriting regularly • Use learning sheets in writing lessons • Model good handwriting (displays/formations) • All curriculum areas – reminders about presentation, writing on every other line, use rulers/pencils to underline, pencil in maths books. <p>Active ingredient 4</p> <p>Monitor planning and teaching of writing, and handwriting through planning, lesson observations and book scrutinies. Provide feedback to staff as required.</p> <p>(Include teaching of English on appraisals.)</p>	<p>Short term (end of Autumn Term)</p> <p>Consistent approach to the planning and teaching of writing.</p> <p>Handwriting showing signs of improving in Writing books.</p> <p>Medium term (end of Spring Term)</p> <p>Teaching Assistants providing focused feedback to pupils in lessons against clear learning objectives/ success criteria.</p> <p>Long term (end of Summer Term)</p> <p>Quality of writing improved: Percentage of pupils at expected and greater depth increased.</p> <p>Handwriting and presentation improved in Writing books and other curriculum areas.</p>	Validation by Peer Review on 29/11/24.

Next steps (and so...)

Priority 2: English (Reading)

Problem (why?)	Intent (what?)	Implementation Activities (what?)	Intended Impact (how well?)	Impact Evaluation (how well - really?)
Standards in Reading are below national levels.	Raise standards in reading through improved provision and consistency.	<p>Active ingredient 1: Individual reading progress</p> <p>Provide a structured progression to reading through KS2 (Year 3-6):</p> <ul style="list-style-type: none"> • New books • Integrate some current books in new scheme. (& cull older stock) • Clear guidance on moving pupils up levels <p>Active ingredient 2: Individual reading</p> <p>Provide training for staff on hearing children read and the timely moving up of pupils to the next reading level.</p> <p>Recruit additional adults to hear readers to enable lowest 20% to be heard reading regularly in school.</p> <p>Monitor reading to ensure that pupils are moving up levels correctly, including more able and lowest 20%.</p> <p>Provide structured intervention for pupils who did not pass KS1 phonics and who are still struggling with reading.</p> <p>Active ingredient 3: Whole class teaching of phonics and reading</p> <p>Ensure consistency by monitoring teaching of phonics and reading, and provide feedback to teachers.</p> <p>For phonics ensure consistency of timings, frequency, resources, displays/environment in EYFS and KS1.</p> <p>Provide additional CPD for TAs - supporting the teaching of phonics.</p> <p>Active ingredient 4: Reading for pleasure</p> <p>Engage pupils to read regularly at home: review use of read, read, read initiative, use of Dojo points, online reading records, etc</p> <p>Improve the use of borrowing books from the library for all children</p> <p>Purchase additional books for the library to ensure it is updated to reflect newer authors.</p> <p>Plan book week, visiting author, book fair.</p>	<p>Short term (end of Autumn Term)</p> <p>New reading scheme in place for all KS2 pupils.</p> <p>Staff ensuring pupils move onto next levels in a timely way.</p> <p>Lowest 20% pupils heard read regularly in school.</p> <p>Medium term (end of Spring Term)</p> <p>More pupils reading at home regularly</p> <p>Consistency of whole class teaching/provision of phonics and reading.</p> <p>Long term (end of Summer Term)</p> <p>Phonics /Reading levels (end of year data) improved in all year groups.</p>	
Next steps (and so...)				

Priority 3: Wider Curriculum development (focus subjects Geography and DT)

Problem (why?)	Intent (what?)	Implementation Activities (what?)	Intended Impact (how well?)	Impact Evaluation (how well - really?)
<p>With the changes in the school curriculum and staff changes, there is a need to develop teachers' subject knowledge and pedagogy.</p>	<p>Develop teachers' knowledge of foundation subjects. (Focus areas for 2024-25: DT & Geography)</p>	<p>Update school website to reflect single year group teaching.</p> <p>Active ingredient 1: CPD</p> <p>Provide CPD for teachers in:</p> <p>Geography: to include year group expectations, core knowledge, vocabulary</p> <p>DT: To include whole class teaching & organisation, provision of resources to match units of work, IT links and resources.</p> <p>Active ingredient 2: Remembering More</p> <p>Explore use of Flashbacks to help children 'learn more/remember more' in Geography</p> <p>Active ingredient 3: Subject leadership</p> <p>Develop leadership capacity by supporting ECTs to be shadow subject leaders. (RK – Geography, BF – Music)</p> <p>Continue to support new subject leader (EF) in subject leadership.</p> <p>Provide time for subject leaders to monitor their curriculum areas.</p> <p>Active ingredient 4: Other subjects</p> <p>Maintain and develop other curriculum areas that were a focus of development in previous year.</p> <p><u>Music</u>: Publish Music plan on website <u>Art</u>: Monitor use of Access Art <u>History</u>: Monitor curriculum coverage and teaching. <u>PE</u>: Monitor new Sports Coach provision, upskill TAs (Pupil engagement and assessment), improve pupil engagement and increase uptake in clubs. <u>MFL</u>: Review resources. Use new progression of learning. <u>PSHE</u>: Embed Zones of regulation</p>	<p>Short term (end of Autumn Term)</p> <p>Staff knowledge developed and more skilled in teaching of Geography and History.</p> <p>Medium term (end of Spring Term)</p> <p>Clear understanding of how we will use Flashbacks to help pupils 'learn more/remember more for long-term retention.</p> <p>Long term (end of Summer Term)</p> <p>Subject leader capacity developed so that ECT are ready to lead a subject for the following year.</p> <p>Teaching of Geography and DT developed.</p> <p>Other foundation subjects continue to develop:</p> <p><u>Music</u>: Music plan published and followed <u>Art</u>: Access Art embedded successfully <u>History</u>: curriculum taught across single year-group structure <u>PE</u>: PE taught effectively through new coaches, TAs upskilled in pupil engagement and assessment, increased pupil uptake in clubs. <u>MFL</u>: Reviewed resources and SoW</p>	
<p>Next steps (and so...)</p>				

Priority 4: Pupil Leadership and Engagement

Problem (why?)	Intent (what?)	Implementation Activities (what?)	Intended Impact (how well?)	Impact Evaluation (how well - really?)
<p>Some pupils are passive and we wish to better prepare students to be active citizens.</p>	<p>Provide opportunities for pupils to and guide areas within school and so become more engaged in school life and active and empowered learners.</p>	<p>Active ingredient 1: Rewards systems</p> <p>Develop use of praise and reward systems to acknowledge pupil participation and effort including:</p> <ul style="list-style-type: none"> • Celebration assembly, recognising pupil achievements with certificates • Consistent use of Dojo points (consider prizes/reward) • SLT present certificates & able to issue Dojo points <p>Active ingredient 2: Roles</p> <p>Provide further opportunities for pupils to become leaders at school: E.g. Eco-buddies and librarians, Play leaders, Buddies to younger pupils, as well as existing school council & worship council roles.</p> <p>Pupils vote for leaders (British Values link to democracy) early in school year. Provide clear roles, responsibilities and plan for different groups of pupils.</p> <p>Develop use of pupil voice and one page profiles (SEND children)</p> <p>Active ingredient 3: Homework</p> <p>Consult pupils as to what will motivate them and what are the barriers to completing homework.</p> <p>Relaunch homework expectations with clear expectations. (Reading, Spelling grammar, termly projects). Use of rewards to encourage.</p> <p>Provide 'homework club' for PP pupils (and others) not engaged with homework.</p> <p>Active ingredient 4: Sports/outdoor learning</p> <p>Train Year 5 pupils to be play leaders.</p> <p>Introduce formal buddy system: Year 6 with Year 1 pupils, Year 5 with EYFS children.</p> <p>Provide additional sports clubs – tailored for key stages with alternative sports.</p> <p>Investigate changing break/ lunchtime provision to include OPAL.</p>	<p>Short term (end of Autumn Term)</p> <p>More pupils involved in leadership roles.</p> <p>More pupils participating in homework, including reading regularly.</p> <p>Medium term (end of Spring Term)</p> <p>Pupils beginning to make a noticeable difference in the life of the school.</p> <p>All pupils being celebrated for their effort and achievement.</p> <p>Long term (end of Summer Term)</p> <p>Higher uptake in sports clubs.</p> <p>Most pupils participating in homework, including reading regularly.</p> <p>Pupils more active at break and lunchtimes.</p>	
<p>Next steps (and so...)</p>				

Priority 5: Changing to new MAT

Problem (why?)	Intent (what?)	Implementation Activities (what?)	Intended Impact (how well?)	Impact Evaluation (how well - really?)
<p>Our current MAT (DBAT) will cease to exist during 2024-25</p>	<p>Transition to new MAT (Blue Kite Academy Trust) smoothly and with minimum impact on teaching & learning and staff wellbeing.</p>	<p>Active ingredient 1</p> <p>Follow Blue Kite leadership plan of activities from September 2024</p> <p>Active ingredient 2</p> <p>Engage with meetings and training to strengthen subject leadership and teaching & learning, behaviour support and prepare senior leaders for changes.</p> <p>Engage with Blue Kite education team to prepare for Ofsted inspection.</p> <p>Active ingredient 3</p> <p>Engage with Blue Kite to understand and embed new processes as quickly as possible, including finance, HR, education, assessment, safeguarding, etc.</p> <p>Active ingredient 4</p> <p>Work with Blue Kite to reduce the impact to staff wellbeing and improve staff wellbeing.</p>	<p>Short term (end of Autumn Term)</p> <p>Will have begun to integrate into Blue Kite academy, getting to know their process and systems)</p> <p>Understand areas that we need to cover as we leave DBAT in January 2025, that are not covered by Blue Kite.</p> <p>Medium term (end of Spring Term)</p> <p>Many areas of school will be aligned to Blue Kite.</p> <p>Staff not overwhelmed by changes.</p> <p>Long term (end of Summer Term)</p> <p>Fully engage with Blue Kite to adopt their procedures and processes as much as possible and have a clear plan to fully integrate any remaining areas in the following year.</p> <p>Staff satisfaction levels improved as a result of certainty and clarity of moving to Blue Kite.</p>	
<p>Next steps (and so...)</p>				