



School Development Plan

Wiltshire Council



St Peter's CofE Academy

Introduction

1. Behaviour for Learning

Behaviour for Learning is an area for continued development this year, with a focus on ensuring a consistent whole-school approach that supports a calm, respectful, and purposeful learning environment. While behaviour is generally positive, monitoring has identified some inconsistency in expectations and approaches between classes and staff. This sits alongside the appointment of two new members of staff. A priority will be to ensure that the school's behaviour policy is clearly understood, consistently applied, and underpinned by a shared set of behavioural principles. A core set of expectations that apply across all areas of school life has been established and is being embedded. Embedding 'relentless routines'—simple, repeated actions that reinforce positive behaviour, has been a key part of this work. This includes establishing clear, agreed approaches to gaining pupils' attention, transitioning between tasks, lining up, and movement around school. These routines will support consistency for pupils, reduce low-level disruption, and maximise learning time. This work aims to build a school culture where expectations are high, behaviour supports learning, and staff and pupils feel confident, safe, and respected.

2. Quality of Education - Core Subjects

Reading continues to be a whole-school priority, with a renewed focus this year on embedding a consistent and effective approach from Early Years through to Key Stage 2. The implementation of a new phonics scheme in September 2025 created the opportunity to strengthen early reading provision, with the amount of children passing the Phonics Screening Check in Y1 increasing to 88% (79% in 2025). To ensure its continued impact, new staff will have CPD delivered to secure quality first teaching, alongside robust assessment and timely intervention for pupils who are not meeting phonics milestones.

In Key Stage 2, the priority is to embed a consistent model for reading lessons, underpinned by the VIPERS framework (Vocabulary, Inference, Prediction, Explanation, Retrieval, and Summarising). Careful attention is given to text selection, ensuring texts are appropriately challenging, diverse, and supportive of vocabulary development and comprehension skills. This combined approach aims to ensure that every child is supported to become a confident, fluent reader, with strong foundations in decoding and the skills needed for deeper understanding and enjoyment of texts across the curriculum.

Maths is also a key focus for development this year. Leadership and curriculum monitoring, including from external perspectives, has highlighted improvement in how well mathematical knowledge is built over time, with the adoption of Oak Academy resources led by the trust. This ensures that there will be a strong emphasis on ensuring that teaching is underpinned by effective metacognitive modelling, helping pupils understand not just what to do, but how to think mathematically. The new members of teaching staff will be supported in adopting the teaching methods and resources. *Mastering Number* will be a focused programme in EYFS and KS1 and gaps in learning in Key Stage 2 will be evaluated and addressed to improve end of KS2 outcomes.

3. Quality of Education: Curriculum

The development of curriculum leadership was identified as an area for improvement by the most recent Ofsted inspection. Long-term curriculum mapping underpinned by knowledge and skill progression is in

place, we now wish to build on and develop progress made in 2025/2026 to strengthen leaders' confidence and capacity in monitoring, evaluating, and driving improvements within their areas. The school is now moving to a curriculum teams model to monitor, evaluate and improve our broad and balanced curriculum, ensuring that leaders at all levels understand how to sequence learning, assess impact, and support teaching to secure high-quality outcomes for all pupils. Developing cohesive and skilled curriculum teams is central to further driving school improvement, sustaining momentum, and delivering long-term impact in teaching, learning, and pupil progress.

4. Personal Development and Wellbeing

The school's pastoral provision has been identified as a strength both by the trust and external monitoring. The school now wishes to build on developing pupil leadership opportunities and improved provision at playtimes. This will support pupils to understand roles and responsibilities and contribute to a consistently positive school experience for all when out of the classroom.

5. Teaching and Learning, including SEND

We have established a core set of teaching and learning principles. During 2026/2027 high quality teaching and learning will be strengthened through a programme of staff professional development. This involves careful lesson design, with adaptations and retrieval practice used to support pupils' learning. Regular assessment will inform targeted intervention so that support is matched to pupils' needs. The effectiveness and impact of provision for pupils with SEND remains a key area for monitoring. This year, the focus will be on strengthening the deployment of teaching assistants so they support access to high quality teaching and build pupil independence, and the use of adaptations, scaffolding and interventions to meet the needs of all learners.



Behaviour for Learning

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	GN
Team:	SLT	Monitor:	GN
		Dates:	01/09/26 - 15/07/27

Description: Behaviour for learning is being strengthened, with a particular focus on transitions and pupils' focus and engagement in lessons. This is intended to support calmer movement between activities and more consistent access to learning.

Monitoring \ Evaluation: 2/9/26 Behaviour Policy reviewed and distributed to all staff.
18/9/26 Learning Walk/observations recorded for past two weeks and uploaded. Impact - greater focus on engagement and behaviours in school.

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Set shared transition routines <i>SLT will agree a small set of clear routines for moving between the playground and the classroom, entering lessons and starting tasks. These will be communicated to all staff and taught explicitly to pupils through consistent classroom practice. SLT will monitor and deliver CPD through StepLab in Term 1.</i>	● Not Completed	02/09/26 to 16/09/26	GN	Medium
Clarify lesson engagement expectations <i>Update and share the key expectations for attention, participation and independent work so that they are consistent across classes. Staff will use the same language, prompts and responses to reinforce these expectations in lessons. SLT to monitor children's focus and engagement through termly learning walks.</i>	● Not Completed	04/12/26 to 18/12/26	GN	Medium
Use StepLab to deliver CPD <i>Use staff meetings and follow-up coaching to model the agreed routines and address common inconsistencies. CPD through StepLab will focus on transitions, pace, seating, attention and responses to low-level disruption.</i>	● Not Completed	01/07/27 to 15/07/27	GN	Medium
Pupil Voice and Feedback <i>Collect feedback from pupils and staff on which parts of transitions and lesson engagement are working well and where barriers remain. This will inform adjustments to routines, support and communication.</i>	● Not Completed	01/07/27 to 15/07/27	GN	Medium
Review behaviour policy <i>Check the behaviour policy for clarity, consistency and alignment with the agreed routines. Amendments will be made where needed so that expectations and responses are easier to apply consistently.</i>	✓ Completed	09/07/26 to 30/09/26	GN	Medium

Quality of Education: Core Subjects

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	MK
Team:	SLT	Monitor:	MK
		Dates:	01/09/26 - 31/08/27

Description: The quality of education in English will be strengthened through a sharper focus on handwriting, phonics, early reading and reading fluency in Year 2 and KS2 once pupils have graduated from the phonics programme. This will support pupils to become more secure, fluent readers and writers across the primary phase.

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Review English progression	● Not Completed	09/07/26 to 21/10/26	MK	High
<i>SLT will review the English curriculum to check the structured delivery of handwriting, phonics and reading from early reading through to Year 2 and KS2. Gaps and overlaps will be identified and a clear progression map agreed.</i>				
Set and monitor handwriting expectations	● Not Completed	04/12/26 to 18/12/26	MK	High
<i>Leaders will agree and share secure handwriting expectations for each phase using the ULS handwriting progression. Expectations for presentation across the curriculum will be clear and consistent. Correct letter formation and modelling will be explicitly taught & actively modelled through focussed teaching. These expectations will be built into planning, modelling and feedback.</i>				

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Train staff in phonics delivery <i>Staff will receive targeted training and coaching to deliver the ULS phonics programme consistently. 2 new members of staff will have full training in September 2026. Support will focus on pace & fidelity to the ULS scheme, structures and delivery approach. 3 weekly assessments will inform identification of pupils who need extra practice or at risk of falling behind the pace of the programme.</i>	● Not Completed	04/12/26 to 18/12/26	MK	Medium
Strengthen reading fluency teaching <i>Teachers will be supported to plan regular fluency practice in Year 2 (from term 3) and KS2, including repeated reading and reading aloud with appropriate feedback. This will help pupils who have graduated from ULS phonics to read with increasing accuracy and confidence, and progression in prosody and reading fluency.</i>	● Not Completed	09/07/26 to 23/07/27	MK	High
Use assessment to spot support <i>Leaders will use 3 weekly phonics checks to identify pupils who are not moving on securely in phonics or who need additional support. These assessments will inform book level assessments so pupil books are closely matched to their phonic understanding. Pupils will be placed into timely intervention or practice groups and reviewed regularly. Children in KS2 not secure in phonics/at ARE will also be regularly assessed and reviewed regularly, led by the English Lead.</i>	● Not Completed	09/07/26 to 23/07/27	MK	Medium
Monitor English provision <i>SLT will carry out book looks, lesson visits and pupil discussions to evaluate the impact of the English curriculum and agreed expectations. Findings will be used to adjust provision and share next steps with staff.</i>	● Not Completed	09/07/26 to 23/07/27	MK	High

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Engage with BK Trust Reading training <i>The trust are prioritising reading fluency and comprehension for all children beyond the teaching of phonics. MK will attend trust training days.</i>	● Not Completed	02/07/27 to 16/07/27	MK	Medium
Maths - Mastering Number <i>Engage with training on Mastering Number for EYFS and KS1 and develop teaching practice. Monitor and evaluate improvements to teaching and learning.</i>	● Not Completed	02/07/27 to 16/07/27	EG	Medium
Maths - Evaluation of gaps in learning in KS2 <i>While MTC results were improved in 2026, the end of Y6 SATs results were well below national average. Data analysis needs to inform areas that can be strengthened across KS2 to improve outcomes.</i>	● Not Completed	17/12/26 to 31/12/26	EG	Medium
Maths - Engage with trust support network <i>The programme will include a mix of online and face-to-face sessions throughout the year, bringing together Year 6 teachers and senior leaders from across the trust. Participating schools will align to complete the same practice SATs papers in Terms 2 and 4 and undertake QLA analysis of these. The outcomes will be used to shape discussions during Meetings 2 and 3, providing opportunities to share effective approaches and plan future teaching and learning priorities.</i>	● Not Completed	08/09/26 to 18/12/26	EG	High
EYFS - Monitoring of Foundational Skills <i>HT and DHT to monitor EYFS provision with a focus on foundational skills, using new trust templates.</i>	● Not Completed	17/09/26 to 18/12/26	GN	Medium

Quality of Education: Curriculum

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	GN
Team:	SLT	Monitor:	GN
		Dates:	01/09/26 - 16/07/27

Description: The curriculum will move to a curriculum teams model for subject leadership, led by SLT. There will be clear allocation of responsibilities within these teams. Focus subjects will initially be Computing, PSHE, RE and DT. This will involve the implementation of the new RE and PSHE curriculums, and review current provision for Computing and DT. There will also be a focus on mixed-age planning for Year R and Year 1 and, if appropriate, for mixed-age year groups in the 2027/2028 academic year.

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Set up curriculum teams <i>Establish subject curriculum teams which will oversee the wider curriculum including focus subjects Computing, PSHE, RE and DT, led by SLT. Agree clear roles, responsibilities and meeting dates, and ensure staff attend Bricks meetings where relevant.</i>	 Completed	09/07/26 to 01/09/26	GN	Medium
Implement new RE curriculum <i>Plan and launch the new RE curriculum, with agreed sequences, resources and assessment points. Ensure staff know what is to be taught, when it is to be taught and how learning will be checked. A Diocesan adviser will visit in Term 2 to be part of the curriculum implementation.</i>	 Not Completed	04/12/26 to 18/12/26	EG	Medium

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Review Computing curriculum <i>Audit current provision in Computing to identify strengths, gaps and needed revisions. Use the review to update curriculum plans, progression and resources. Identify and implement any changes necessary.</i>	● Not Completed	02/07/27 to 16/07/27	MK	Medium
Develop mixed-age planning <i>Work with Year R and Year 1 staff to create coherent mixed-age planning that supports progression across both year groups. Plan this approach for other mixed-age year groups where appropriate for 2027/2028.</i>	● Not Completed	02/07/27 to 16/07/27	GN	Medium
Monitor action delivery <i>Review the completion and quality of agreed actions through regular SLT-led monitoring. Record next steps, hold named staff accountable for follow-up, and adjust plans where needed.</i>	● Not Completed	02/07/27 to 16/07/27	GN	Medium
Implement new PSHE curriculum <i>Teachers will use the Jigsaw scheme of work to deliver PSHE lessons. This will be monitored through the curriculum teams, with staff meeting time allocated to address issues and ensure consistency of approach.</i>	● Not Completed	04/12/26 to 18/12/26	Ben Robinson	Medium
Review DT curriculum <i>Audit current provision in DT to identify strengths, gaps and needed revisions. Use the review to update curriculum plans, progression and resources. GN to provide subject training to teachers. Identify and implement any changes necessary.</i>	● Not Completed	04/12/26 to 18/12/26	GN	Medium
Focused TD Day on wider curriculum <i>Use TD Day on 2/11/26 to update staff and establish agreed improvements to the wider curriculum, including use of assessment, recording, monitoring and evaluation.</i>	● Not Completed	09/09/26 to 02/11/26	GN	Medium

Personal Development and Wellbeing

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	GN
Team:	SLT	Monitor:	MK
		Dates:	01/09/26 - 16/07/27

Description: Personal development and wellbeing will be strengthened through clearer pupil leadership opportunities and improved playtimes. This will support pupils to understand roles and responsibilities and contribute to a more positive school experience.

Monitoring \ Evaluation: 21/9/26 Initial meeting with external OPAL adviser. Audit of playtimes to take place in December and CPD for all staff organised for 4/1/27.
25/9/26 Impact of new celebrations positive (pupil voice) and certificates/celebrations used by all staff.

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Define pupil leadership roles	● Not Completed	09/07/26 to 30/09/26	EG	High
<i>Create a clear set of pupil leadership roles, with agreed responsibilities, expectations and selection criteria. Share these consistently with staff and pupils so that roles are understood across the school.</i>				
Train staff on new celebration systems	✓ Completed	09/07/26 to 30/09/26	GN	Medium
<i>Provide staff briefing and training on how pupil recognition will be more targeted. Celebration assemblies will focus on core values and key curriculum areas to celebrate.</i>				

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Launch OPAL playtimes <i>Audit current playtime provision and Implement OPAL as the whole-school approach to playtimes, with clear routines, agreed equipment use and safety expectations. Organise CPD with external input on a TD Day. Ensure staff understand their roles in supporting active, inclusive and well-managed play; implement use of play leaders within existing staff structure.</i>	● Not Completed	09/07/26 to 19/02/27	Ben Robinson	High
Review playtime provision <i>Carry out regular observations of playtimes and use findings to refine routines, resources and supervision. Use this to check that provision is consistent, safe and engaging for pupils. Opal to support with review and audit of provision.</i>	● Not Completed	04/12/26 to 18/12/26	MK	Medium
Use pupil voice regularly <i>Gather pupil views on leadership opportunities and playtimes at planned points across the year. Use the feedback to identify what is working well and what needs adjusting.</i>	● Not Completed	09/07/26 to 23/07/27	Ben Robinson	Medium
Engage parents and pupils with Opal changes <i>Communicate the purpose of the changes to parents and pupils so they understand the expectations and benefits of the approach. Use simple, clear messages through school communication channels and pupil-facing materials.</i>	● Not Completed	09/07/26 to 19/02/27	Ben Robinson	Medium
Develop a shared definition of spirituality <i>Teaching staff will be given CPD on a shared definition of spirituality which can be used across the school with children and adults. This will help to prepare for the next SIAMS inspection as well as strengthen spiritual wellbeing in the school.</i>	● Not Completed	10/03/27 to 24/03/27	GN	Medium

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Strengthen worship planning	 Not Completed	02/07/27 to 16/07/27	EG	Medium
<i>Further develop the worship planning for the school, ensuring there are clear liturgical links and ensuring that teaching staff feel confident in leading class worship through the use of a script and other resources. Ongoing throughout the year.</i>				

Teaching and Learning including SEND

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	MK
Team:	SLT	Monitor:	MK
		Dates:	01/09/26 - 16/07/27
Description:	High-quality first teaching and learning will be strengthened through careful lesson design, with adaptations and retrieval practice used to support pupils' learning. Regular assessment will inform targeted intervention so that support is matched to pupils' current needs.		
Monitoring \ Evaluation:	14.09.26 Monitoring SEND plans in purple files (Y2-Y6)		

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Revise lesson design expectations <i>SLT will set out clear non-negotiable expectations for lesson design, including use of prior knowledge, retrieval practice, modelling, scaffolds and planned adaptations. This will be based on the lesson design structure already in place. These expectations will be shared with all staff as a reminder and revisited in line with the school improvement cycle.</i>	● Not Completed	09/07/26 to 17/12/26	MK	Medium
Train staff on adaptive teaching <i>Provide staff development on how to plan for different learners, use scaffolds effectively and adjust teaching in response to assessment. Training will include examples from the school curriculum and opportunities to rehearse planning and delivery.</i>	● Not Completed	10/03/27 to 24/03/27	TW	Medium

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Strengthen TA deployment <i>Review how teaching assistants are deployed so they support access to high-quality teaching and build pupil independence. Leaders will clarify roles and ensure support is linked to class teaching and planned intervention needs. Regular monitoring by TW.</i>	● Not Completed	09/07/26 to 18/12/26	TW	Medium
Check planning and classroom practice <i>Subject leaders and phase leaders will carry out regular planning reviews, lesson visits and work scrutiny to check that agreed lesson design features are in place. Findings will be fed back promptly with follow-up support where needed.</i>	● Not Completed	09/07/26 to 22/04/27	MK	Medium
Use assessment to target support <i>Review assessment information regularly to identify pupils who need additional help and allocate interventions accordingly. Intervention plans will be matched to current need and adjusted when pupils' progress data shows a change in support required. Review after first Pupil Attainment Meetings in Jan 27.</i>	● Not Completed	24/12/26 to 07/01/27	TW	Medium
Track intervention impact <i>Leaders will monitor the delivery and impact of interventions through scheduled review meetings, progress checks and pupil work. Interventions that do not show sufficient impact will be amended or stopped. Review after first Pupil Attainment Meetings in Jan 27.</i>	● Not Completed	24/12/26 to 07/01/27	TW	Medium
SEND monitoring of targeted cohort - Y4 <i>SENCo to monitor and evaluate provision for Y4 children as a priority given changes to the cohort and increased needs.</i>	● Not Completed	08/09/26 to 16/10/26	TW	Medium

