



# **SCHOOL DEVELOPMENT PLAN**

**Parent version**

**2021 – 2022**



## St Peter's C of E Infant School

### Ethos Statement

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level.

### Learning for Life

#### Our Ethos

As a church school our ethos is rooted in our Christian faith and we seek to encourage an understanding of the meaning and significance of faith in the lives of our children.

We believe that our children have unlimited potential and we strive to play our part in the promises of God for their future;

***“For I know the plans I have for you,’ declares the Lord, ‘plans to prosper you and not to harm you, plans to give you hope and a future.” Jeremiah 29:11***

## Our Core values – what makes us who we are

### Respect – Resolve – Aspiration – Well-being

Our school is built upon our four core values which are founded in our Christian ethos and reflect who we are as a community. These four pillars lie at the heart of all that we do and underpin our work and how we go about achieving our vision. Our four core values are;

#### 1. Respect

We believe that every one of us is made in the image of God and is therefore uniquely valuable and worthy of the highest respect. We are an inclusive, loving community, which seeks to model empathy and understanding to everyone, learning to place our trust in one another.

***“Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable - if anything is excellent or praiseworthy - think about such things. ...And the God of peace will be with you.”*** Philippians 4:8-9

#### 2. Resolve

We encourage our children to be enthusiastic about learning and positive about the future, developing their own emotional strength and resilience. We promote a ‘have-a-go’ culture where children develop confidence in who they are and what they can achieve.

***“Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.”*** Joshua 1:9

#### 3. Aspiration

We strive for and value intellectual, sporting, and creative achievement, supporting and celebrating one another’s endeavours. We strive to deliver excellence and innovation in our teaching. We seek to nurture and encourage everyone to further their own development and contribute to our school community. We promote and value aspiration and the courage to take risks.

***“I can do all things through God who gives me strength.”*** Philippians 4:13

#### 4. Well-being

The well-being of all our children is our top priority and we strive to create a safe, supportive environment for everyone. We seek to promote and safeguard the physical, emotional and spiritual well-being of all those in our care, ensuring that all our children develop a high self-esteem and know that they are valued.

***“I lift up my eyes to the mountains - where does my help come from? My help comes from the Lord, the maker of heaven and earth. He will not let your foot slip.”*** Psalm 121:1-3

## Principles Underpinning the School Development Plan

- The School Development Plan (SDP) provides a framework of identified development priorities successfully negotiated and agreed by the Head teacher, staff and governors.
- At St Peter's C of E Infant School our aims and vision for the school underpin all that we do, and these are embedded across all aspects of the SDP.
- St Peter's C of E Infant School is a committed community that both initiates and responds to change; it reflects the needs of everyone involved in its development, pupils, parents, staff and governors.
- Pupils and parents contribute to the School Development Plan through, for example, regular questionnaires, feedback throughout the year, 1:1 communication, evaluations from events such as open mornings, class rep meetings and pupils' meetings with the Faith Group, School, Eco and Anti-Bullying teams. This year due to COVID-19 restrictions, some of these end of year contributions were not possible.
- The SDP builds on a comprehensive review of current practice and progress made towards existing targets. It considers last year's plan, New National initiatives, inspection reports and internal and external audits. Importantly this year, it further considers the educational situation of our children, with many of them not having accessed full-time education for the full academic year. This year therefore some of the priorities remain similar to the previous year.
- The Plan's strength is that it ensures a consistent focus on pupil well-being (both socially, emotionally, and physically) as well as achievement, high expectations and outstanding value for money and manageability.
- The SDP provides a detailed 1-year programme which shows the vision and development of the school. It also includes details of future areas for development beyond September 2021-2022.
- It is a working document that forms the starting point for all staff and governors when planning new initiatives. It is frequently reviewed by all those involved in the plan.
- The SDP holds as its basis the underpinning view that 'Learning is for life'.

# Development Priorities 2021-2022

## Quality of Education.

- To continue to deliver a restorative curriculum for identified pupils as required.
- Full implementation of statutory curriculums – EYFS and RSE.
- Implementation of 'Early Language' and 'Literacy for All' Reading intervention programmes.
- Implementation of NCETM 'Primary Mastery Readiness' Maths programme.
- To develop opportunities for children to participate in meaningful outdoor learning experiences.
- To ensure our curriculum offer is ambitious for all including SEND, Pupil Premium and More Able pupils.
- To continue to promote the use of STEAM within a creative and innovative curriculum.
- To continue to embed an enriched and appropriate creative curriculum drawing from research, with high quality teaching and learning where children know more than they did before, (and taking into consideration statutory changes), by developing the role of subject leaders in core and foundation subjects.
- To implement and further develop the RE syllabus and assessment procedures throughout the school, through 'What if Learning' and clear curriculum mapping.
- To allow teachers the opportunity to reflect upon and identify their development needs and refine practice.

## Behaviour and attitudes.

- Restorative curriculum – monitoring of behaviours, barriers to learning, ensuring protective measures are followed, developing safe structures to ensure pupils can self-regulate, concentrate, and engage. (Linked to 'Personal Development'.)
- Ensure all our pupils are staying safe online both at home and school.
- Promotion of perseverance and resilience.
- Continue to advocate anti-bullying and kindness and how our pupils can be ambassadors in this area through the completion of the Ant-Bullying Alliance 'All Together' programme, and participation in the '52 Lives' Kindness project.
- Close examination of attendance and barriers to learning (for example, influences of the COVID-19 pandemic) which may affect learning and attitudes.

## Personal development.

- Restorative Curriculum – To further embed a culture of health and well-being across the school for pupils and staff. (Linked to Behaviour and Attitudes as above.)
- To promote Courageous advocacy and how pupils can be engaged and thoughtful citizens.

- To enhance pupils' awareness and understanding of the ethnicity, culture and races within our own country and beyond, whilst upholding and promoting British values.
- To provide a thoughtful and wide-ranging promotion of pupils' Spiritual, Moral, Cultural and Social Development – linked to above.

### The effectiveness of Leadership and Management

- Enhancing parental engagement to support children's learning both in school and at home. Support parents in transition needs when selecting their next school to alleviate concerns moving in-year or at specific points in their child's schooling.
- To examine the 'attractiveness' of St Peter's school for prospective parents against take up of pupil places through the admissions and marketing processes.
- To ensure financial sustainability for St Peter's School with a financial budget forecast taken over a 3-5-year period.
- To be compliant with changes in legislation including the implementation of the EYFS and RSE curriculums and EIF.
- Prepare for inspections including the new SIAMs Schedule throughout the academic year.
- To continue to embed understanding of placing distinct Christian ethos at the heart of St Peter's School – linked to Quality of Education.
- To ensure all stakeholders have a clear understanding of the school's vision statement and this is embedded across the school community – linked to above.
- To complete an annual safeguarding audit and address any issues that are identified promptly in order to comply with our duty of care for all our children.
- To identify and meet training needs through CDP including induction of new staff to ensure staff have expert knowledge of subjects they teach.
- Support governors to a clear understanding of teaching and learning practises based on first-hand knowledge of the curriculum offer for our children.

### EYFS

- To complete the new Reception Baseline Assessment in a timely fashion and use in conjunction with school's own baseline to assess and plan for cohort on school entry.
- To develop the new Early Years Curriculum linked to use of outdoor learning areas and continuous provision, using the natural resources available to us within our local community to enhance first-hand learning experiences within the Foundation Stage.
- To further develop our expertise in early literacy/phonics thus ensuring a high proportion of pupils are Year 1 ready in their oral and written language skills.
- To ensure we are providing effective information for our parents and volunteers to support the learning journey of our pupils at home and at school.