



SCHOOL DEVELOPMENT PLAN

2024 – 2025

Parent copy



Quality of Education	<ul style="list-style-type: none"> ● Refinement of effective Assessment tracking systems through specific subject areas to ensure all key stages are aligned; specifically focusing on RSE, Maths (Mastering Numbers) and English (spellings/phonics) through EYFS - KS1. ● Implement the new Southwark Diocese RE syllabus and assessment procedures throughout the school, looking at effective curriculum mapping so learning is sequential. ● Continued refinement of English: <ul style="list-style-type: none"> ○ looking specifically at refining the spelling programme and implementing across the whole school. This will include introducing subject specific vocabulary across the curriculum and tier 2 (high frequency words that occur across a variety of domains) vocabulary. ○ Continued development of speech and language skills (linked to above) so all pupils within the school can speak confidently and freely and children can read fluently; through the NELI programme and research project with Cambridge University (Infant Language Link). ● Continued development of ‘Mastering Numbers’ NCTEM project; implementing programme within the Early Years Foundation Stage (EYFS). ● Continued professional development of Higher Order Questioning Techniques and the use of purposeful prompts within the learning environment for Teaching Assistants. ● Continued refinement of the curriculum and how it is mapped to ensure that it remains ambitious and bespoke to St Peter’s School including the More able, disadvantaged and those with SEND. ● Continue to give teachers the opportunity to reflect upon and identify their continued professional development needs and refine practice; through peer observations and lesson study (2nd year of a 2-year study).
Behaviour and Attitudes	<ul style="list-style-type: none"> ● Continue to advocate anti-bullying and kindness and how our pupils can be ambassadors in this area, working towards the Surrey Anti-Bullying Charter Mark, and participation in the ‘52 Lives’ Kindness project as part of being a Kindness School. ● Close examination of attendance and barriers to learning which may affect learning and attitudes – linked to new ‘Working Together to Improve School Attendance’ Government guidance: 2024.
Personal Development	<ul style="list-style-type: none"> ● To Explore the framework of thinking ‘Habits of Mind’ in conjunction with school Christian Values to build resilience and independence. ● To promote Courageous Advocacy and how pupils can be engaged and thoughtful citizens. Social Impact School. Participation in Fairtrade Fortnight and possible application as a Fairtrade School (TBC upon further research). ● To enhance staff and pupils’ awareness and understanding of the Equality, Diversity and Inclusivity (EDI) 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.

Leadership and Management	<ul style="list-style-type: none"> • 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 continue to embed understanding of placing distinct Christian ethos at the heart of St Peter's School; in line with the new SIAMS inspection framework - linked to Quality of Education, ensuring clear church, community and school links. • 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 the biennial and termly safeguarding audits and address any safeguarding issues that are identified promptly in order to comply with our duty of care for all our children. • To identify, support and meet training needs through CPD to ensure staff have expert knowledge of their subject areas including finance and administration finance staff. • Maintain parental engagement to support children's learning both in school and at home. Information sharing re: school teaching and support for learning. Support parents in transition needs when selecting their next school to alleviate concerns moving in-year or at specific points in their child's holistic development.
Early Years	<ul style="list-style-type: none"> • To complete the 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 continue to refine the new Early Years Curriculum so it closes the gap to meet the expected entry requirements for children entering the KS1 National Curriculum. Specific foci: Spellings (align tracking for spellings [common exception words] against phonic scheme of work), reading tracking (PM Benchmark assessments) in summer term. • 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; linked to leadership above. • Continued development of speech and language skills (linked to Quality of Education) so all pupils can speak confidently and freely, and children can in turn read fluently; through the NELI programme and research project with Cambridge University (Infant Language link).