

ST PETER'S SCHOOL



SCHOOL IMPROVEMENT PLAN 2020 – 2024

3 key improvement priorities:

Behaviour for Learning (Disadvantaged boys) (L1)

Consistent high quality teaching from year 7 to 13 (HPA Focus Year 7 - 13) (L5/A1)

Exemplary partnership with all stakeholders (E2)

Our Vision Statement:

To be the Secondary School of Choice in Huntingdonshire

School Improvement Plan (summary) September 2021

LEARN	ASPIRE	EXCEED																				
<p>Curriculum development:</p> <ul style="list-style-type: none"> - Personal Development KS3-5 - Beyond the classroom - STRIVE KS3 towards 20+ hours on site - Nurture KS4 - RSE <p>SEND:</p> <ul style="list-style-type: none"> - Student details to be linked to student profiles (Dec) <p>Student Profiles: - Reviewed for identified students (Disadvantaged students) for years 7-13 (Dec)</p> <p>Teaching and Learning: - Science/Maths 90% effective (Dec)</p> <p>KS3 teaching: - quality of teaching and learning to be 80% effective (Dec)</p> <p>Student work monitoring – overt progress Disadvantaged 80% March Other 80%</p> <p>Quality of Teaching – 90% meets expectations (Dec)</p>	<p>Leadership</p> <ul style="list-style-type: none"> - 60% middle leadership exceeding expectations (100% meeting) <p>Leaders leading review of their areas</p> <p>Quality assurance – QA team established Comprehensive QA calendar instigated (Jul)</p> <p>Primaries - effective working relationships with Thongsley and Hartford primaries (Dec)</p> <ul style="list-style-type: none"> - Develop a cross phase academic provision (Jul) <p>Post 16- all lessons rated as leading to expected progress (Dec)</p> <p>Assessment – Year 11 intervention programme in place (Sept)</p> <p>Post 16 A level: - Average per entry 30 (C) Target 30 (C) Projected 25 (D+)</p> <p>Post 16 vocational: - Average per entry 30 (M+) Target 33 (D-) Projected 30 (M+)</p> <p>Disadvantaged: - overall -0.8 - boys -0.8</p> <p>Attainment 8</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>All</th> <th>E</th> <th>M</th> <th>Eb</th> <th>O</th> <th>E/M 4+</th> <th>E/M 5+</th> <th>Vul</th> <th>YC</th> </tr> </thead> <tbody> <tr> <td>Difference projected/target</td> <td>-0.5</td> <td>-1.0</td> <td>-0.5</td> <td>-0.6</td> <td>-0.2</td> <td>-17</td> <td>-14</td> <td>-1.1</td> <td>-0.9</td> </tr> </tbody> </table>		All	E	M	Eb	O	E/M 4+	E/M 5+	Vul	YC	Difference projected/target	-0.5	-1.0	-0.5	-0.6	-0.2	-17	-14	-1.1	-0.9	<p>Retention - KS 5 recruitment 55% of all and all HPA students indicating to remain at St Peter’s School into Yr 12 (Jan)</p> <p>Students - embed a ‘prefect’ style leadership system for students (Nov)</p> <p>Parental liaison - 90% parents state this is effective (Dec)</p> <p>Attendance - 96% (year 7 – 13) - revised procedure instigated PA 16% Disadvantaged 93.4 % (93.2 national, 94.8 national all) (Dec)</p> <p>Exclusions - fixed term exclusions reduced to 15 days for the term (Dec)</p> <p>Disadvantaged (10 days - 60% of all recorded negative behaviour)</p> <p>NEET=1% - Destinations of disadvantaged students tracked Year 11-13</p> <p>Anti bullying: - incidents reduced to 6 for the term (Dec)</p> <p>Racist incidents: - to be reduced to 7 for the term (Dec)</p>
	All	E	M	Eb	O	E/M 4+	E/M 5+	Vul	YC													
Difference projected/target	-0.5	-1.0	-0.5	-0.6	-0.2	-17	-14	-1.1	-0.9													

Long term – 3 years (2024) - To be the secondary school of choice in Huntingdonshire

LEARN	ASPIRE	EXCEED
<p>Curriculum - Promotes academic, technical, skills, wellbeing and SMSC (PD/RE) development through a combination of the taught and extra-curricular opportunities</p> <p>Cross phase – Students make rapid progress due to the continuous curriculum / pastoral provision</p> <p>Post 16 collaboration – Unviable courses attracting students adding to curriculum breadth / financial viability / positive value added incorporating significant extra curricular activities</p> <p>Exceed curriculum - with embedded collaborative learning to all top sets Years 7-11</p> <p>Premises - Develop the school premises and facilities to address growth in Year 7 intake and future post 16 numbers to support high quality extended school and community provision</p> <p>MAT - Proved to be value added £270,000 plus contributions back to SPS per year</p> <p>Quality of teaching - 100% meets expectations</p> <ul style="list-style-type: none"> - Question effectively to identify and rapidly address misconceptions - Students know their next steps in their learning - Effectively participate in professional development <p>Intervention – students who fall behind are caught up within two weeks</p> <p>Progress 8 is +0.5</p> <p>Progress - Across all subject areas, year groups and identified groups of students is rapid</p>	<p>Leaders - All to have a deep understanding of the school’s effectiveness, taking responsibility for driving forward standards in their subject area, ensuring all students make outstanding progress (progress 8 is +0.5 and Post 16 A level and Applied General value added is +0.5)</p> <p>NPQML / SL – Delivery centre</p> <p>DET /DOT – Delivery centre</p> <p>Literacy and numeracy – Embedded across the curriculum including tutor time</p> <ul style="list-style-type: none"> - 80% of students at/above chronological reading age <p>Student numbers</p> <ul style="list-style-type: none"> - Year 7 220+ - Year 12 100+ <p>Specialism – 6 faculties linked with identified employers</p> <p>Information Technology - To be embedded in the whole curriculum delivery</p>	<p>Communication – Parents value guidance on how to support their child</p> <ul style="list-style-type: none"> - 95% parental feedback is positive <p>Attendance – 96% (year 7 – 13)</p> <ul style="list-style-type: none"> - no group is disadvantaged with low attendee’s attendance/equal to national averages - persistent absence is 1% below the national average <p>Attitude - To learning is high across all subjects / year groups Students are actively engaged in their learning</p> <p>Behaviour - Outside of lessons is impeccable with students being punctual and self-disciplined.</p> <p>Careers advice – Gatsby benchmark is achieved</p> <p>Safety- 100% of students feel safe and promote the safety of others rapidly rising (even online)</p> <p>SMSC – Students are caring and active citizens in school and the wider society</p>

Where are the Ofsted targets addressed in our School Improvement Plan?

Ofsted target	Where addressed in our Plan
Continue to raise the achievement of disadvantaged Students, especially boys, so that it is securely good, by: sharpening the monitoring, intervention and support for Students at key stage 3, so that it has maximum impact on their achievement	L1/L3
Ensure that staff receive precise guidance about how to meet the needs of, and raise standards for, specific Students who have special educational needs and/or disabilities but do not have an education, health and care (EHC) plan	A4
Further develop the positive communication with parents, especially those parents who have concerns, so that they are clearer about what the school is doing to support their child	E2

Progress towards achieving Ofsted targets (March 2017)		
Target (March 2017 Inspection)	How	Impact
<p>Continue to raise the achievement of disadvantaged Students, especially boys, so that it is securely good, by:</p> <p>– continuing to secure high-quality teaching through key stages 3 and 4, which plugs gaps in Students’ knowledge from their previous weaker teaching and/or lower starting points</p>	<ul style="list-style-type: none"> • Allocation of staff to be checked as the new timetables produced. Student recognition events to be continually developed. • Students curriculum experience to be deepened e.g. Year 7 LAE curriculum/ St Peter’s pathway 	<p>Increased quality of teaching and learning at KS3 80% meeting expectations</p> <p>English strength Maths Science Trilogy -1.1</p>
<p>Continue to raise the achievement of disadvantaged students, especially boys, so that it is securely good, by:</p> <p>sharpening the monitoring, intervention and support for students at key stage 3, so that it has maximum impact on their achievement</p>	<ul style="list-style-type: none"> • Schemes of work to be rewritten linked to assessments. Staffing made available to promptly support students’ progress as gaps are identified (KS3, 4 and 5 intervention). 	<p>Disadvantaged girls progress was -0.4 in 2019 with boys being -1.0</p> <p>Disadvantaged boys progress has improved internal assessment but also through triangulation- quality of classwork/learning walks/ students and staff voice</p>
<p>Ensure that staff receive precise guidance about how to meet the needs of, and raise standards for, specific Students who have special educational needs and/or disabilities but do not have an education, health and care (EHC) plan</p> <p>Students curriculum experienced is altered as required e.g. Nurture</p>	<ul style="list-style-type: none"> • IEPs to be written for ‘K’ students at KS4 along with student profiles (Edukey) • SENDCo conducts learning walks to ascertain staffs developmental needs in order to support E/K students appropriately • Students timetable adjusted as appropriate to ensure the requirements of EHCPs are addressed 	<p>Edukey used to communicate strategies to support students with identified learning needs e.g. EHCP requirements or ‘K’ students e.g. dyslexia</p>
<p>Further develop the positive communication with parents, especially those parents who have concerns, so that they are clearer about what the school is doing to support their child</p>	<ul style="list-style-type: none"> • Survey parents using an external consultant on their experience of communicating with St Peter’s School • Parent panel developed to take an active role in the school • Positive comments file maintained • Quality assurance phone calls made and outcomes logged with further developments implemented • Number of communications per day recorded (emails sent /phone calls) 	<p>Student profiles communicated to parents via GFS. 436 communications home on 11th June 2019 (800+ June 2021)</p> <p>Parent Partnership group established and meeting regularly. Parents state that the school is ‘good’ at communicating with parents (survey January 2019) with 98% of Year 11 parents (January 2020) recommending St Peter’s School to another parent.</p>

SEF December 2021		
Learn (Grade 2) Ofsted Quality of Education	Aspire (Grade 2) Ofsted Leadership	Exceed (Grade 2) Ofsted Personal Development/Behaviour
<p>How do we develop staff? (EB)</p> <ul style="list-style-type: none"> 81% (March 2021) of teaching reaches our expectations - We know this because: (Progress 8 score of 'other' students is +0.2) Performance management process focused upon staff development/contributes to the whole school e.g. all teaching staff will have an action research target Due to the Triangulation development for all staff have been identified. This is then addressed through bespoke CPD e.g. Triads / breakfast CPD / subject specific knowledge enhancement. A range of opportunities are available for staff at all levels e.g. ECT 2/3, Middle leaders, Senior leaders. Internal quality assurance team of middle leaders created to e.g. support departmental peer reviews/Student experience activities. Teaching that does not reach our expectations is challenged by the Improving Teacher Support programme (ITSP) conjunction with the performance management policy. The UPS staff/best practitioners are delivering CPD/disseminating examples of effective practice. Coaching for Success programme is available for teaching staff. All new staff are assigned a coach as part of their induction. A CPD plan (linked to SIP/TIPs/PM) has been developed offering up to four training sessions per week e.g. Triads, Teaching and Learning briefing, Trust delivered. <p>Is our curriculum suitable? (EB)</p> <ul style="list-style-type: none"> Extended writing is a focus. All formal assessments now require extended written answers. Extended oral answers are required from all students when questioned. This is monitored during learning walks / student voice / marking scrutiny. Action is taken to ensure all students catch up and then make accelerated progress in Literacy and Numeracy. E.g. a primary teacher is employed focusing on Year 7 catch up/specific training given to identified staff Reading standards are rapidly improving despite being very low on entry e.g. year 11 - 9.5 years on entry The curriculum from year 7 – 11 is broad and balanced leading to significantly more students (currently 96% year 11 students) following 8 courses counting towards Progress 8 The curriculum at Post 16 meets the needs of students allowing them to access HE and apprenticeships. All students who come into the sixth form without GCSE Maths / English, resit. SMSC /PD (Personal Development) programme being enhanced (taught lessons/collapsed lessons) to address local needs (Years 7-13) RE (Religious Education) activities being broadened (Years 7-13) Nurture curriculum to support students who are not secondary ready THRIVE/STRIVE (internal Alternative Provision) supports students who might otherwise be permanently excluded Broadening range of extra curricular activities e.g. Learn Aspire Exceed Year 7/ Learning outside of the classroom, HPA 	<p>What is the impact of our leadership? (CB)</p> <ul style="list-style-type: none"> 92% leadership meets our expectations Balanced budget delivered in 2019/20 due to strong budgetary accountability at all levels Fully staffed Increased student numbers (+100 in one year) Actively seek links both within and beyond the Trust e.g. peer reviews Roles and responsibilities of all leaders are clearly defined with clear accountability including budgetary responsibility/student progress Governors through regular professional development hold senior leaders to account for all aspects of the school's performance as evidenced in minutes/visit reports with an emphasis on safeguarding The performance management process is rigorous. Specific targets for TLR/UPS holders. Development of the senior and middle leadership team is a growing strength. Middle leaders conduct regular walks/ work scrutiny to identify effective practice/ areas of development. These are then immediately acted upon by the middle leader. Identified middle leaders form an internal quality assurance team, staff are developed through to NPQ ML/SL/H, with roles as SLEs developed A risk register that includes the current and future financial positions is now regularly updated by senior leaders and governors together. <p>Are our students safeguarded? (AM)</p> <ul style="list-style-type: none"> 717 student 61% (83% of Disadvantaged) (March 2021) have a safeguarding file Students say they feel safe. Students say that school teaches them how to be safe online and in the community and they have confidence in staff to support them. Regular audits (records available) internally and externally of the safeguarding arrangements, Child Protection files, SCR All staff have received training to identify extremist behaviour with the training being part of our new staff induction process. Monthly whole staff safeguarding briefings including annual retraining e.g. KCSIE updates All students have been trained in E Safety through the personal development programme and Computer Science lessons with parents receiving updates on current e safety issues. e.g. Digital Leaders Students have a strong sense of right and wrong e.g. bullying Students at Post 16 participate in activities designed to help keep them safe e.g. Breck Foundation / CASUS / DriveIQ <p>We have achieved this by:</p> <ul style="list-style-type: none"> Proactively using internal data to: <ul style="list-style-type: none"> Pastoral – employ additional staff who support underperforming students - Year 6/7 transition/Disadvantaged/Post 16/Family Worker Attendance – employment of an EWO across the Trust who will work with identified families Academic – interventions within/beyond the classroom e.g. Year 7 Literacy, Year 8 English/Maths, Year 11/13 subject specific Quality Assurance cycle lead by trained middle leaders Allocating specific responsibilities to SLT / TLR holders with job descriptions Clear accountability with the expenditure of delegated budgets e.g. PP, SEND etc. 	<p>How are our students developed? (AM/JEB)</p> <ul style="list-style-type: none"> Student leadership is becoming stronger, led by an Assistant Headteacher e.g. leading Student Council/Charity events with a wider range of opportunities Student leaders are being trained in Mental Health First Aid to support younger students with low level mental health concerns. SMSC, promoting British values and preparing students for life in modern Britain is led by a senior leader mapped across all year groups and externally reviewed. Post 16 students participate in a comprehensive series of activities including CEIAG / how to keep safe. <p>How positive are students' attitudes to learning? (MG)</p> <ul style="list-style-type: none"> Fixed term/more than one exclusion below national averages (IDSr 2018) 0% permanent exclusions (2014-20) Rewards to sanctions given in the ratio 8:1 February 2021 0% against 25% nationally students enter our Alternative provision with an EHCP Disadvantaged students received a fixed term exclusion compared to their 3.3: 1 compared to national ratio of 4:1 Attendance (90.3 March 2021). There are clear, rigorous and robust attendance systems in place. <p>What is our impact on students' progression beyond St Peter's School? (AM)</p> <ul style="list-style-type: none"> A clear Career Strategy enables the careers team to ensure that the needs of all students are being met (No Year 13 students NEET Oct 2021) <4% National 13% FSR June 2020) <ul style="list-style-type: none"> Included with Schemes of Work Calendar of events Year 11 2020 NEET <1.3% (<5% disadvantaged) All but 1 year 13 leavers had a progression route (2019) – 64% went onto HE and the rest secured apprenticeships and employment. Those that left at the end of year 12 went onto apprenticeships or other FE colleges. Close work with external agencies and the LA to ensure that those students at risk of being NEET have extra support.

Are we narrowing the **progress** gaps between disadvantaged/other students? (AD)

- Pupil Premium is overseen by a designated Governor and led by a dedicated Assistant Head Teacher.
- Profiles written for 'K'/Disadvantaged students incorporating aspirations (Ofsted target)

Outcomes

	E/M (%) 4+	E/M (%) 5+	EBacc (%)	A8	NEET (%)
2022 projection	45	25	7	3.9	0.0
18/19	57	40	12	4.1	3

Year 11	2019 actual	2022 projection	Gap
Disadvantaged	-0.8	-0.4	Narrower
Boys Dis	-1.0	-0.5	Narrower
Boys all	-0.4	-0.2	Narrower
HPA	-0.5	+0.6	Narrower

Year 13	2019	2022 projection
A level	-0.7	-0.2
Applied	-0.1	-0.3

Subjects		
Strong	In transition	Concerns (actions are being taken)
English	Maths	History (KS4/5)
Art (KS4/5)	Science	Geography (KS4/5)
	PE (KS4/5)	Music
		Business Studies

How will we improve the **quality of students' education**? (CB)

KEY AREAS FOR DEVELOPMENT	KEY AREAS FOR DEVELOPMENT	KEY AREAS FOR DEVELOPMENT
<ol style="list-style-type: none"> Literacy for learning – students to reach their chronological reading age by using assessment outcomes to inform intervention strategies (L6) To further improve the quality of teaching and learning across all departments (ensure that teaching and learning is a focus in line management meetings, during CPD sessions and in meetings with HoDs, and that structured and rigorous intervention is built into timetables) to be at least 90% good and outstanding (L5) (EB) (SIP priority) Students school experience is broadened through additional activities in PD / RE / SMSC / CEIAG/ extra-curricular e.g. Duke of Edinburgh/ National Citizen Service (A6/L3 AD/JEB) 	<ol style="list-style-type: none"> High prior attaining (especially disadvantaged) students to be consistently challenged to make greater than national expected (>+0.1)levels of progress from Year 7 (L1) (AD) Using the 2019 examination outcomes to enhance the accuracy of our renewed assessment procedures to ensure they are within +/-2% of the actual outcomes (A3) (EB) 80% of middle leadership to be externally recognised as outstanding (A2) (EB) Intervention strategies to support students to make greater progress within two weeks of the assessment point focused upon these groups of students : (EB overall) <ul style="list-style-type: none"> Disadvantaged - especially boys (AD) Higher prior attaining (especially disadvantaged) (AD) especially in the following subjects: Year 11 DT/ Drama/ Sports Studies Year 13 History/ Psychology/ Sociology/ Geography To increase the post 16 VA to be A Level >-0.3 Vo c >0.0 (A2) (AM) 	<ol style="list-style-type: none"> Develop a stronger series of rewards/ extra-curricular activities in conjunction with the Student Council (E7) (AD) (supporting behaviour for learning SIP priority) Parental engagement to be recognised as a strength of the school (E2) (JEB) (SIP priority)

How is St Peter’s School giving effect to the CAM Academy Trust values?

Principle	Action	Impact
<p>The excellence principle (TP1)(E10) SIP ref L1, L2, L3i, L3j, A1, A8, E4</p> <p>Education must be of the very highest standard</p>	<ul style="list-style-type: none"> Proactive in comparing ourselves to other education providers e.g. organising a unique series of peer reviews to moderate our own perception of our own effectiveness and to ascertain examples of best practice from other providers 	<ul style="list-style-type: none"> Good Ofsted judgement 90% of teaching and learning meets our expectations (February 2020) St Peter’s school is fully staffed Overall progress Year 11 in 2019 +0.2 girls +0.3 other +0.3 English (all) +0.2 Maths (all) +0.6 English (Other) Quality of Alternative Provision recognised by Local Authority
	<ul style="list-style-type: none"> Ensuring staff development is a high priority <ul style="list-style-type: none"> Classroom teachers (Trust CPD-DET, informal CPD - Triad groups) Associate staff - have the knowledge and skills to support students and staff Leaders - developed through NPQML/NPQSL with opportunities to acquire whole school leadership responsibilities Work within other Trust secondary schools Recruitment of high quality teaching staff through embracing close working relationships with providers Instigated the Early Career Framework from Sept 2021 	
	<ul style="list-style-type: none"> Through developing an effective careers programme all students progress onto meaningful destinations (measured against the Gatsby benchmarks) CEIAG strategy ensures appropriate events to raise the aspirations of all students September 2021 <2% students are NEET compared to a national average of 3% (all) and 10% (Disadvantaged) 50% of disadvantaged year 13 (2021) progressed to university compared to 24% nationally 	
	<ul style="list-style-type: none"> Nurture curriculum builds key literacy skills for students with speech and language difficulties so that they are able to access the full mainstream curriculum THRIVE/STRIVE, our own in school AP, offers a range of GCSE subjects for students at risk of permanent exclusion with a good degree of success. National curriculum expectations embedded in schemes of work in all subjects 	
	<ul style="list-style-type: none"> Safeguarding is a strength of the school and is recognised as best practice – we are open in sharing our expertise with other schools 	

	<ul style="list-style-type: none"> • Staff are encouraged to take risks in the classroom planning engaging lessons. We have a rigorous Teaching and Learning framework that identifies staff in need of further support to improve their teaching • Student leadership opportunities encourage students to contribute to the school and local community 	
	<p style="text-align: center;">Next steps</p> <ul style="list-style-type: none"> • Develop the quality of teaching to ensure students make expected progress: (SIP ref L4) <ul style="list-style-type: none"> ○ KS4 <ul style="list-style-type: none"> - Drama - Product Design - Geography - PE ○ KS5 A Levels <ul style="list-style-type: none"> - Further Maths - Sociology - Applied Science 	<ul style="list-style-type: none"> • Monitor the progress of students and the impact of the support and intervention for students.
<p>The comprehensive principle (TP2) SIP ref Outcomes L1, L2, L3b, L3c, L3g, L4, L5, A1, A4, A7, E1</p> <p>Education must be for all types and abilities of Students</p>	<ul style="list-style-type: none"> • Students of all abilities are catered for within our comprehensive curriculum, notably <ul style="list-style-type: none"> – Disadvantaged especially boys (how we meet our equal opportunity objectives are monitored on a monthly basis) – Internal Alternative Provision (STRIVE) – Cabin – enhanced provision for students with an EHCP for autism – SEND (Nurture) – Most vulnerable – High Prior Attaining – LAC • Development of the Mental Health Champion’s role • Student’s personal development is enhanced by <ul style="list-style-type: none"> ○ Leadership opportunities (Student leadership team) ○ Students working in partnership with: <ul style="list-style-type: none"> - Duke of Edinburgh - National Citizen Service - Combined Cadet Force • Personal , Social, Health Education/RE/SMSC provision is growing • Co-ordinated overview KS3-5 	<ul style="list-style-type: none"> • STRIVE - for students who find mainstream education a challenge. Positive Ofsted comments and Trust report (monthly impact reports) All students passed the examinations sat in years 10 and 11 with 4 out of 5 of year 11s progressing to a high quality destination. • Quality of provision noted by Local Authority (January 2020) • Quality of SEND provision noted by Local Authority • Students speak 29 different home languages • Staff/students to be appropriately trained with the CHATBar opened and promoted

	<ul style="list-style-type: none"> Continue to implement the Trust IT strategy 	<ul style="list-style-type: none"> STRIVE students supported by remote learning Catalogue populated Every post 16 student to have a device
	<p style="text-align: center;">Next steps</p> <ul style="list-style-type: none"> Further develop our provision for the most challenging through enhancing our STRIVE unit (SIP ref L3G) High Prior Attaining students to make expected progress from KS4 (SIP ref L3C) Develop our Post 16 collaboration Develop cross phase joint working relationships 	<ul style="list-style-type: none"> Leadership capacity of the SEND team is developing
<p>The community principle (TP3) SIP ref A2, E2, E3b, E8,E10</p> <p>Every Academy must be at the heart of its local community and serve it well</p>	<ul style="list-style-type: none"> Local community links continue to be developed: Business mentors ‘WOW Wednesdays’ use the Alumni community to help raise aspirations amongst students Business – 40 businesses and local FE/HE providers are happy to give their time to attend CEIAG events such as the Annual Careers Fair 	<ul style="list-style-type: none"> Support both Business students and identified students for CIEAG
	<ul style="list-style-type: none"> To work with social worker training provider 	<ul style="list-style-type: none"> Trainee social worker to be based at SPS
	<ul style="list-style-type: none"> Close working relationships with <ul style="list-style-type: none"> Further Education providers Universities (NEACO support) Business 	<ul style="list-style-type: none"> Close working relationships are resulting in 2% NEET in Year 11 September (2021) 0% NEET in Year 13 (September 2021) (National 13 % FSR June 2020)
	<ul style="list-style-type: none"> Primary schools <ul style="list-style-type: none"> Specific role within Head of Year responsibilities Staff time/resources allocated to support cross phase working e.g. CPD, lesson delivery, extra-curricular provision Governing body supports both St Peter’s and Thongsley Fields 	<ul style="list-style-type: none"> Programme of teaching opportunities in other schools in place Support for pastoral provision developing in primary schools e.g. with EHA
	<ul style="list-style-type: none"> Use of facilities 	
	<ul style="list-style-type: none"> Parent Panel group provides a useful forum for dialogue 	<ul style="list-style-type: none"> Issues addressed e.g. home/school contact
	<ul style="list-style-type: none"> Electively Home Educated (EHE) students are encouraged to use St Peter’s School as an examination centre for GCSE exams 	<ul style="list-style-type: none"> Young people are engaged to participate in full time education at the next level e.g. progression to 6th form
	<ul style="list-style-type: none"> Student leadership activities (mentoring, charity work etc.) encourage a strong whole school community 	<ul style="list-style-type: none"> Greater numbers of students applying for Year 11 leadership positions (32 in 2019)

		<ul style="list-style-type: none"> • Post 16 students using relevant experiences to support university applications
	<p style="text-align: center;">Next steps</p> <ul style="list-style-type: none"> • Further develop effective cross phase working practices focused on Thongsley and Hartford Junior (SIP ref E8) e.g. Art/PE staff 	
<p>The partnership principle (TP4) SIP ref A1, E4, E5, E8</p> <p>Each Academy must seek to work positively in partnership with others for mutual benefit</p>	<p>We continue to develop partnership working practices with:</p> <ul style="list-style-type: none"> • Locality - wider social issues/ safeguarding/ NEET • Trust - staff development and quality assurance • Mental Health/Well being – working with partners to support staff/students mental health through a variety of projects • Work Force Reform (Flexible Working Project) – working with identified partners to pilot flexible working projects • Police – working with ex police officers to provide prompt impact/ support/ intervention • Teaching School Alliance - staff development (NPQ M/S/QL) • Primary schools – increasing number of applications • Extra-curricular events - Grafham Water, Business mentors, Arkwright, Villiers Park, Duke of Edinburgh, National Citizens Service, Combined Cadet Force in conjunction with Kimbolton private school • CEIAG – The Skills Service, NEACO, Hogan Lovells 	<ul style="list-style-type: none"> • Measure the impact of the redeployment of staff to these primary schools <ul style="list-style-type: none"> - Pastoral (SSM/ Family Worker) - Teachers – Science and French <p>SPS staff have supported:</p> <ul style="list-style-type: none"> • Delivery of Music - Melbourn • Two whole school peer reviews • HoDs leading curriculum groups across the Trust • School Business Manager leading upon the implementation of GDPR • SPS hosting an SLT placement • Supporting LA SEMH/AP steering groups • Working with the Oxmoor action group
	<ul style="list-style-type: none"> • There is a joint Governing Body for St Peter’s and Thongsley Fields. This is ensuring that a developing joint curricular provision is emerging along with cost saving measures • ITT provision – Bedfordshire/Cambridge/Cambridge Partnerships/CTSN/ NowTeach/SEP 	<ul style="list-style-type: none"> • Staff have been allocated time within their allocation to support cross phase working: <ul style="list-style-type: none"> - CPD e.g. Science/History - Pastoral support - SENDCo support - Premises management - HR support
	<p style="text-align: center;">Next steps</p> <ul style="list-style-type: none"> • Increase of work with external organisations e.g. Centre 33 regarding Young Carers (SIP ref E8) 	
<p>The international principle (TP5) SIP ref L3e, E9</p> <p>The curriculum inside and outside the</p>	<ul style="list-style-type: none"> • Close working relationships with the twinning association facilitating visits to European destinations • Celebration of diversity amongst our own staff/ student population 	<ul style="list-style-type: none"> • International Award Foundation level achieved

<p>classroom must have a clear international dimension</p>	<ul style="list-style-type: none"> • Increased MFL staffing supports a broader curricular delivery of French 	<ul style="list-style-type: none"> • French delivered by SPS staff in one primary school
	<p style="text-align: center;">Next steps</p> <ul style="list-style-type: none"> • Apply for the Foundation International Award 	<ul style="list-style-type: none"> • All KS3 students are taught French in each of years 7, 8 and 9 • We have the capacity to deliver French to 75% of KS4 students
<p>The Broad Education principle (TP6) SIP ref L3g, L3k, A6, E3b, E6</p> <p>Education in all of our schools will be broadly based. The Arts, Sport, Physical Education and technological Education will be provided. The well-being and personal development of every Student is core to all educational provision.</p>	<ul style="list-style-type: none"> - Personal Development (PD) (inc Healthy Schools) - Religious Education - Careers Education, Information and Guidance (CEIAG) - Spiritual, Moral, Social, Cultural (SMSC) - STRIVE – additional capacity added to the team <ul style="list-style-type: none"> - contact hours increased - PD/careers contact increased provision - STRIVE – curriculum developed to overtly include: <ul style="list-style-type: none"> • Personal Development • RE • Computer Science 	
	<p style="text-align: center;">Next steps</p> <ul style="list-style-type: none"> • RE/PD assessments written • Healthy Schools mark achieved • Enhance curriculum provision KS3-5 (including Post 16 enrichment afternoon) (SIP ref L3g) 	<ul style="list-style-type: none"> • Monitor the effectiveness of the revised RE/PD arrangements/ delivery

School Improvement Plan 2021/22													
LEARN													
Target	Actions	Monitoring Point						Monitoring Notes	Who	Cost £	Outcomes		
		13 Dec		21 March		11 July							
		Actual	Target	Actual	Target	Actual	Target						
L1 Progress (7-11) Progress of identified sub groups to be improved to be at least in line with national standards (Trust Principle 1 and 2)	All schemes of work revised to include: – HPA Literacy development – Numeracy Vocational (September 2022 focus) – New specifications – HPA focused differentiated down – Clear per lesson breakdown – Tailored to context of students opting for the qualification – overview/resources/knowledge organiser – Example exam questions				✓						EB		Students achieve target grades
	Disadvantaged (boys) Aspire students identified - mentoring Staff training (NPQSL/Future Leaders/CPD) Pastoral team supporting primary phase (transition/EHA) Nurture provision expanded into KS4 National tutoring programme for identified students Ensure all KS5 students have IT access as appropriate Link Governor develops links with PP Governor in other schools	✓	✓					November Relationship Foundation November Courses applied for November Students identified	AD				
	Year 7												
	Year 8	4.8					4.7						
	Year 9	4.6					4.6						
	Year 10												
	Year 11	3.9					4.4						
	High Prior Attaining (all)								AD				
	Year 7												
	Year 8	6.4											
	Year 9												
	Year 10	6.4											
	Year 11	6.2					7.1						

	Maths	-1.4							AD		
	EBacc	-1.2							AD		
	Open	-1.0							AD		
d) MFL provision to be enhanced (Trust Principle 5)	Develop the coherence of the KS2-3 MFL progress for students via allocating resources Trust MFL Lead to support		✓					Sept '21 MFL staff deployed to primary school	JEB		Progress made towards 90% student studying the Ebacc
	Plan to work towards 75% of Year 10 students studying the Ebacc by 2022 and 90% by 2025		✓					November Planning for more delivery at primary level	JEB JEB		
	Identify where the academic curriculum develops students 'international' awareness							September International Award achieved			
e) Curriculum review (KS2-5) to be completed (Trust Principle 6)	To work with Trust Education Director and school representatives All subjects KS3 assessment routines – use of HoYs		✓ ✓					November Assessment policy rewritten	EB		Effective cross phase work
f) Curriculum development in identified areas (across years 7-13) (Trust Principle 6)	<ul style="list-style-type: none"> - Personal Development (PD) (inc Healthy Schools) - Relationships and Sex Education (RSE) - Careers Education, Information and Guidance (CEIAG) - Religious Education RE - Spiritual, Moral, Social, Cultural (SMSC) - KS4 Develop the additional provision required to meet the Computer Science aspect of the National Curriculum - Added to Science - STRIVE – additional capacity added to the team - contact hours increased - curriculum developed to overtly include <ul style="list-style-type: none"> • Personal development • RE • Computer Science 		✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓					Paul Lawrence meeting – update curriculum maps 2 nd November Focus of trust review 2 nd November PD/RE developing post 16 provision	JEB JEB AM JEB EB		Curriculum meets statutory and needs of our students
g) High Prior Attaining student curriculum programme developed (Trust principle 2)	Year 10 HPA (Exceed) curriculum developing for September 2022 Stretch and Challenge (KS3) amended to be included during the school day PA3 use ASPIRE support plan Careers	✓ ✓	✓		✓			November Exceed extra – curriculum being developed	AD		

	Learning outside of the classroom Incorporate an online learning element		✓					November Tute contacted			
h) Children in need of help and protection (Vulnerable learners) progress tracked/ with intervention to improve outcomes	Subject specific targets entered into Edukey Tracked as a separate cohort	✓	✓		✓			Tracking of vulnerable learners now available	EB		Progress to improve between Year 11 mocks/actual outcomes
i) Develop our cross phase working relationships (Trust principle 1)	Reinforce successful cross phase work <ul style="list-style-type: none"> Curriculum Science/French/ PE (appropriate staff employed) Pastoral – Student Support Manager/ Pastoral worker (EHA writing)/ Extra curricular 		✓				November Job description written	CB CB			
j) Develop our post 16 collaboration (Trust principle 1)	To develop a meaningful Trust wide collaborative approach to support provision from September 2021 <ul style="list-style-type: none"> Computer Studies Geography Psychology Identify further subjects for collaboration Extra curricular 							AM			
k) Broaden students experience beyond the classroom (Trust principle 6)	Develop a SPS Pathway <ul style="list-style-type: none"> Resource need identified 						✓ November SPS pathway updated	AD			
	Embed new TLRs: Learning outside the classroom one activity planned per half term for year 7 LAE Lead curriculum planned, delivered, reviewed Every Faculty to run an extra curricular activity per year HPA Lead One activity per year per Faculty Sports Leaders reintroduced Active Learn	✓ ✓ ✓	✓ ✓ ✓				✓ ✓	W/C 20 th Sept Activities started			
l) Develop THRIVE curriculum	Staffing structure created Identify students Activities planned Monitoring process confirmed	✓ ✓ ✓	✓ ✓ ✓				W/C 20 th Sept Activities started/ pilot scheme evaluated	MG			

<p>L4 Subjects whose examination outcomes were relatively negative compared to the school average to receive additional support focussing upon Year 11 and Year 13 students</p>	<p>Subjects identified:</p> <ul style="list-style-type: none"> • Key students identified • Individual Student Profiles written (ASPIRE students) - Boys <ul style="list-style-type: none"> - Disadvantaged HPA • Staffing appropriately deployed <p>CAT colleagues/ Teaching School Alliance will support as appropriate</p> <p>KS4: Grade 4+ projected/target</p> <p>PE (OCR) 4.9</p> <p>Geography (GCSE) 3.4</p> <p>Product Design (GCSE) 4.1</p> <p>Maths (GCSE) 4.0</p> <p>History (GCSE) 3.8</p> <p>Drama (GCSE) 4.1</p> <p>Business Studies (OCR) 32</p> <p>Trilogy Science (GCSE)</p> <p>KS5: projected/target value added difference</p> <p>Applied Science 15</p> <p>Biology 33</p> <p>Further Maths 35</p> <p>History 34</p> <p>Maths 40</p> <p>Physics 33</p> <p>Psychology 28</p> <p>Sociology 32</p> <p>Business Studies 36</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>4.9</p> <p>3.4</p> <p>4.1</p> <p>4.0</p> <p>3.8</p> <p>4.1</p> <p>32</p> <p>15</p> <p>33</p> <p>35</p> <p>34</p> <p>40</p> <p>33</p> <p>28</p> <p>32</p> <p>36</p>	<p>✓</p> <p>✓</p>					<p>January Advertise for a Vocational Lead role</p> <p>Average point score</p> <p>5.3</p> <p>3.7</p> <p>4.2</p> <p>4.1</p> <p>4.1</p> <p>4.0</p> <p>38</p> <p>25</p> <p>24</p> <p>40</p> <p>34</p> <p>37</p> <p>33</p> <p>28</p> <p>36</p> <p>36</p>	<p>SLT</p>		
<p>Actions being taken: Schemes of Work re written Student impact reports from September</p>											
<p>L5 95% of lessons to result in students making at least expected progress</p>	<p>Quality of teaching and learning</p> <p>Outstanding</p> <p>Good</p> <p>Requires Improvement</p> <p>Inadequate</p> <p>Good or better Post 16 teaching</p> <p>Science</p> <p>Maths</p> <p>Business Studies</p> <p>Geography</p>	<p>76</p> <p>20</p> <p>70</p> <p>5</p> <p>-</p> <p>75</p> <p>64</p>	<p>90</p> <p>20</p> <p>75</p> <p>5</p> <p>-</p> <p>75</p>	<p>95</p> <p>20</p> <p>75</p> <p>5</p> <p>-</p>	<p>95</p> <p>20</p> <p>75</p> <p>5</p> <p>-</p> <p>90</p>				<p>EB</p> <p>EB</p> <p>EB</p> <p>EB</p>		

<p>L6 Literacy is a focus for the school to support students ability to learn independently</p>	<p>Monitored through learning walks and work scrutiny</p> <ul style="list-style-type: none"> Schedule of SLT work Audit departments –how are the literacy skills of HPA students being developed 	<p>✓</p>						<p>January Advertise for a whole school TLR role</p>		<p>Literacy catch up</p>	<p>All marking includes support for developing literacy Students reach their chronological reading age</p>
	<p>Students achieve chronological reading age SoW written to include academic challenge Appoint TLR holder to lead upon 'Literacy' Reading ages</p>										
<p>Year 7</p>											
<p>Year 8</p>	<p>10.9</p>										
<p>Year 9</p>	<p>11.2</p>										
<p>Year 10</p>	<p>11.6</p>										
<p>Year 11</p>	<p>12.4</p>										

School Improvement Plan 2020/21											
ASPIRE											
Target	Actions	Monitoring						Monitoring notes	Who	Cost £	Outcomes
		13 Dec		21 March		11 July					
		Actual	Target	Actual	Target	Actual	Target				
A1 Develop the skills of Middle leaders to enable them to be able to identify, plan, action and evaluate whole school priorities for development through a quality assurance cycle developmental priorities, supported by internal/external partners (Trust principle 4)	Middle Leaders, working with CAT colleagues , lead the reviews of their subject areas: Framework to demonstrate student/ departmental progress against set targets to include: Succession planning NPQs being studied		80		85		100	2 nd November Courses from NPQs confirmed SSAT – applied for	JEB CB JEB	Cost from dept budgets	Middle leaders to be graded 60% exceeding expectations 100% meeting expectations (July 2020) The recommendations made from focused reviews lead to specific action plans with sources of support delivered. This leads to an increase in the number of students making progress.
	Middle leaders to receive training through CAT support in the expectations of the Ofsted inspection framework: • Lesson visits • Schemes of Work (7-13) reviewed • Articulation of their curriculums • Faculty structure review with focus on: - Science/Computing - PE/French	✓						9 th November Courses/staff identified 7 th December Humanities trained	SLT		Staff to take ownership of their own CPD
A2 Three year finance and premises plan updated for 2024/2025 (Trust principle 3)	Three year plans maintained for Finance -to achieve 5% reserve Premises CAT support incorporated into planning External sources of finance sought • SCA • Charitable donations • Bids for identified activities • Plan with the Trust/LA – development of our facilities to address increased roll	✓ ✓ ✓			✓		September Reserves not currently being accumulated due to school expansion W/C 27/9 Bids submitted Trust SIF x1 HBK Trust x3	CD CD Team	-	Maintenance of accurate financial planning resulting in a 3 year plan being completed	

<p>A3 Review impact of the tracking procedures to ensure projections are +/- 5% of actual outcomes</p>	<p>GfS worksheets reviewed Progress reports for all years Disadvantaged students tracked by HoY Post 16 – student impact reports KS3 assessment grids (including Nurture)/procedures</p>	<p>✓</p>	<p>✓</p>			<p>✓</p>	<p>November - Nurture completed</p>	<p>EB</p>		<p>Commonality in assessment procedures for all depts</p>
<p>A4 Review and amend the process for setting and monitoring the academic targets and personal goals given to LAC, SEND, vulnerable and 'K' students (Trust principle 2)</p>	<p>Establish revised process for identifying academic targets using GFS/schools assessment process Revise the assessment policy LAC students Disadvantaged Post 16 cause concern students Vulnerable</p>	<p>✓ ✓ ✓ ✓</p>	<p>✓ ✓ ✓ ✓</p>			<p>✓</p>	<p>29th November Vulnerable student list confirmed 1st November Post 16 targets reviewed</p>	<p>EB EB AM</p>		<p>All LAC, SEND and 'K' students have targets which are monitored/amended every half term Year 12 assessment rigorously tracked in line with the monitoring calendar</p>
<p>A5 Tutor time to be used effectively</p>	<p>Pastoral CPD (inc coaching) Tutors trained to deliver PD/SMSC/ British values/daily activities as appropriate Tutor time resources % Tutor sessions meeting our expectations</p>	<p>75</p>	<p>85</p>			<p>✓ ✓</p>	<p>December Monitoring Bespoke CPD with staff</p>	<p>MG MG MG</p>		<p>95% of tutor time to be at least effective</p>
<p>A6 Develop leadership opportunities for students to enhance their position as role models for younger students (Trust Principle 6)</p>	<p>Student Leadership team planned for then implemented with calendar of activities published</p> <ul style="list-style-type: none"> • Student leadership team (AM) • Kick Ash (JEB) • CCF (AD) (SR) • D of E (AD) (JR) • NCS (AD) (JR) • CHATBAR (AM) • Year 6/7 Transition (JM) • Sports Leaders (AD) 		<p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p>		<p>✓</p>		<p>1st November Rape Crisis support training of ambassadors 30th November Sports Leader training planned</p>	<p>AM JEB AD SQR JR JM</p>		<p>Students further develop such skills as organisational, communication and resilience</p>
<p>A7 To lead in the development of Trust ICT strategy to enhance student progress</p>	<p>CAT support with developing IT infrastructure/ working practices Exceed curriculum to incorporate a significant online element Teams to support the STRIVE curriculum delivery</p>		<p>✓ ✓</p>			<p>✓</p>	<p>November Network upgrade (summer 2022) being planned</p>	<p>AD</p>		

(within identified sub groups of students) (Trust principle 2)											
A8 To maximise their potential, all students to know their target grades and the next steps required to achieve that grade (Trust principle 1)	Building upon the impact of the research within the English department. Each faculty to instigate own processes for ensuring students know their target grade and next learning steps English Maths Science Humanities Creative Design Personal Development		✓	✓	✓	✓	✓		SLT		90% of students to know their target grade and next steps in their learning

School Improvement Plan 2020/21												
EXCEED												
Target	Actions							Monitoring Notes	When	Who	Cost £	Outcomes
		13 Dec		21 March		11 July						
		Actual	Target	Actual	Target	Actual	Target					
E1 Safeguarding Implement learning from latest government/regulations/examples of best practice to ensure safeguarding practices and impact is exemplary <i>(Trust principle 2)</i>	Safeguarding structure reviewed with any recruitment completed Focus on developing the reporting of: <ul style="list-style-type: none"> Bullying Sexual harassment Peer-on-peer abuse Increased staffing supported to become effective (pending filing significantly reduced)	✓	✓					September Completed September Tracking revised September Full time associate staff member appointed		AM		Safeguarding to be an outstanding feature of St Peter's School
E2 Increased parental engagement by 10% <i>(Trust principle 3)</i>	Participation at parents evening - Tutor <i>(Parents of disadvantaged students in brackets)</i> Parents receive individualised invites	29 <i>(14)</i>								MG		Increased performance (attainment and progress) of students whose parents now engage with the school – lower absence rate
	7				85 <i>(75)</i>					AC		
	8						85 <i>(75)</i>			KJ		
	9		85 <i>(75)</i>							LL		
	10				85 <i>(75)</i>					LC		
	11	57 <i>(54)</i>	85 <i>(75)</i>							HXB		
	12				85 <i>(75)</i>					AB		
	13		85 <i>(75)</i>							AB		
	Response to questionnaires (%)		60		60		60			JEB		
Monitor annual daily contact with parents						450			JEB			

<p>E3 Resilience a) Improve behaviour for learning by supporting students to develop their resilience (Trust principle 2)</p>	<p>Implement further strategies to enhance students resilience/ well-being (Years 7-13)</p> <p>Tutor time ✓ ✓ Pastoral support ✓ ✓ Personal Development</p>						November PD curriculum amended		AM		<p>A reduction in the number of fixed term exclusions, isolations, bullying, racial incidents, lateness and absence</p>
	<p>Number of days of :</p> <p>Fixed term exclusions 22.5 15 30 45 Disadvantaged in () 15.5 (10) (20) (30) Disadvantaged Boys (14) (8) (14) (20)</p>								MG	-	
	<p>Isolations 126 330 620 900 Disadvantaged (76) (200) (400) (550)</p>								MG	-	
	<p>Bullying incidents 4 6 12 18 Racial 11 7 14 21 Homophobic</p>						25 th November		MG	-	
	<p>Student voice – bullying is effectively dealt with (87% nationally) 46% nationally state being bullied NSPCC Sept 2020</p>	117	95		100		100		MG		
	<p>Lateness to school</p>		2%		1%		1%		MG	-	
	<p>Student voice – low level disruption in lesson</p>		10%		5%		5%		MG	-	
	<p>Incidents of low level disruption</p>		5000		9000		12000		MG		
<p>b) Mental health To provide training to support the mental health of the members of our school community (Trust principle 3/6)</p>	<p>Additional resources to be provided: Mental Health champions (staff) ✓ ✓ Ensure a DSLMH as identified in Green Paper Trained/Highlighted (staff) CAT support incorporated into planning Enhance pastoral support: <ul style="list-style-type: none"> Mental health training for all staff ✓ Amend PD curriculum ✓ Extra curricular events ✓ Student mental health champions Supporting primary school EHA/EHCP applications ✓ Support for staff through: <ul style="list-style-type: none"> Supervision/counselling Choosday activities Flexible working opportunities Reference to Wellbeing Charter </p>						<p>9th November Supervision places booked</p> <p>2nd November Working with Cath Murphy LA Lead – January PD day</p>	<p>AM</p> <p>JEB AD AM MG AM</p> <p>RB</p>			

E4 Attendance to be 96% for Y7 -13 (Trust principle 1)	Persistent absence to decrease (%) (disadvantaged in brackets)	28	10.5 (19)		10.5 (19)		10.5 (19)		MG	Persistent absence 11.0%
	Attendance of students Disadvantaged Vulnerable	91 87 60	96 93 80		96 93 80		96 93 80		MG	
	Early intervention with students who are or at risk of becoming PA-procedures externally checked. Focus on EHA writing	✓	✓					9 th November Use of Inclusion project 20 EHAs written to date	MG	February 20/26 referrals accepted
	Raise profile of "good" attendance in school via weekly attendance updates in planners and through updates in assemblies							December JR student voice	MG	National average PP 93.2 All 94.8
E5 NEET Year 13 <4% (13at 16-18= 1% (National 3.8 Age 16, 6% Oct 2021) Year 11: National 10% Disadvantaged 3% other 13% white Dis 19% SEND € 38% AP Year 13: Nationally (Nov 2020) 54% progressed to university Nationally : 25% Disadvantaged progressed to university 64% progress to sustained level 4 destination with 6% NEET	Number of businesses		29		30		30		AM AM	16-18 NEET figure school target is 2% (Performance tables note it as 7%)
	Gatsby benchmark activities achieved (including evaluating the nature and depth of employability skills delivered through the subject curriculum) (e.g. careers information into departmental Schemes of work as appropriate for years 7-13) Year 11 NEET overall Year 13 NEET Progression to university Disadvantaged							1% 0 60% 60%		
	Work experience tracked per year group		✓							
E6 Develop extra-curricular provision to ensure all students participate	Schedule for the year developed Duke of Edinburgh award promoted to students Bronze Silver	35 10							AD	All students participate in the programme at least once per year

