

Standard for Professional Development



St Peter's school is focused on developing all members of our community to ensure that students Learn, Aspire and Exceed. A key driving force in improving the life chances of our young people is our determination to ensure our staff continue to have access to the very highest levels of professional development so they are better equipped to provide appropriate support and challenge for our learners.

"Every teacher needs to improve, not because they are not good enough, but because they can be even better." Dylan William

The Department for Education made clear their expectations for a national Standard for Professional Development in July 2016. St Peter's approach to the Continuing Professional Development of all of our staff, teaching and non-teaching is guided by these principles and how we deliver each part of the standard is summarised below:

Professional development should have a focus on improving and evaluating pupil outcomes.

In the Academic Year 2015/16 the school increased spending on CPD by 500% to ensure staff had access to higher quality resources, training and experts. This increased level of funding has been maintained through the following academic years and the impact on teaching and learning and progress at our school has been dramatic.

The quality of Good or Better teaching has improved from 22% in Sept 2014 to 79% in Sept 2016

Students say that they are enjoying lessons more and more challenged in the classroom.

The Progress 8 measure for 2015/16 is +0.2 up from -0.26 in 2014/15

Professional development should be underpinned by robust evidence and expertise.

The professional development on offer covers a wide range of sources, styles and foci as it is tailored to each individual member of staff.

We have worked with several local teaching school alliances to deliver programmes like the Outstanding Teacher Programme (OTP), NPQML and NPQSL which in their nature are research lead and based on evidence models.

All our teaching staff work in triads to develop their teaching and then share the results with the school community. The triads use a research based model to underpin their action research in the classroom and to develop ideas that suit the needs of our learners.

Professional development should include collaboration and expert challenge.

We have built a wide range of supportive networks with colleagues in other schools within our own Multi Academy Trust and in other schools to share best practice, embed quality assurance measures and moderate our assessment. This coupled with regular rigorous external reviews enable us to track the development of teaching in the school and reflect on new areas for improvement.

Professional development programmes should be sustained over time.

Our drive to improve the quality of teaching and learning through professional development has been in place since Sept 2014.

Whilst some aspects of our CPD may be drop ins or idea sharing in the weekly teaching and learning briefing many longer term programmes are also part of the CPD offer.

For instance the Developing Effective Teacher programme and the OTP both run over several months whilst the NPQML and NPQSL usually take around 18 months to complete.

In school the triads are set up to run for the duration of the academic year with regular time set aside for discussing, researching and developing ideas.

Professional development must be prioritised by school leadership.

The school leadership, including the governing body, have been driving and benefiting from our high level CPD for the last two years.

We are sharply focused on developing the very best teachers, from the very first stages like initial teacher training and school experience as we are passionate about giving our students the best educational experience so that they can Learn, Aspire and Exceed.