

Stoborough Primary School Priority Plan 2016 - 2017

Rationale for School Priority Plan 2016 - 2017

Children at Stoborough Primary School deserve to have a transformational learning experience to prepare them for their life journey. We seek to provide inspiring, enriched and aspirational learning opportunities for all children so that they can experience the many different aspects of school life fully and develop the knowledge and skills that will help them to become thoughtful and caring citizens in an ever changing and increasingly complex and challenging world. We seek for all children to secure a deep learning foundation and to achieve academic success regardless of their starting points.

Staff strive to have an in depth knowledge and understanding of the subjects they teach and to have an aspirational vision and passion for the subjects they lead. We continue to strive for all pupils to be successful in all aspects of their learning and to be happy and fulfilled in this and in life at Stoborough School.

Priority 1: To further develop deeper mastery learning leading to transformational thinking across all curriculum areas

Priority 2: To raise standards in mathematics by implementing and establishing a new deeper mastery Mathematics programme (INSPIRE Maths) across the school

Priority 3: To further develop RE and CW across the school leading to transformational spiritual experiences

Priority 1: To further develop deeper mastery learning leading to transformational thinking across all curriculum areas			
Focus	Action/ Success criteria	Funding	Evaluation
<i>Transformational learning</i>	<p><i>All curriculum areas and all lessons to have opportunity for deeper learning through different depths of challenge/open challenging questions and learning across curriculum areas/contexts teachers to be clear what a high level of challenge will look like before the start of each lesson</i></p> <p><i>Teachers to model learning that explicitly shows aspirational outcomes</i></p> <p><i>Bronze, Silver, Gold and Platinum challenges developed and established (as above). All pupils expected to achieve learning outcomes for Bronze and additionally to be challenged to work through the other depths of challenge. They should understand the purpose of this ('learning to dive' rather than paddle for example).</i></p> <p><i>Planning to include a range of open and challenging questions to stimulate thinking and encourage real growth/depth of learning</i></p> <p><i>Maths – regular application of knowledge and skills through problem solving and reasoning across different contexts</i></p> <p><i>Independence – regular opportunity for independent learning within curriculum time is established and celebrated</i></p> <p><i>Most able pupils – continue to develop a programme in relevant curriculum areas to provide stimulating and</i></p>	<p><i>staff development meeting time (on-going)</i></p> <p><i>release time for subject leaders (built in)</i></p>	

	<i>enriching learning experiences (see below)</i>		
<i>Assessment</i>	<p><i>Teachers to reflect/assess carefully on what they children can already do to decrease unnecessary repetition</i></p> <p><i>All pupils given the opportunity to explain what they are learning and why during lessons</i></p> <p><i>AFL - ‘Green’ comments are focused and specific. Challenging questions posed to encourage deeper learning</i></p> <p><i>‘Exit tickets’ established as an assessment tool (Science, Maths, English – SPAG) and used to evaluate learning outcomes/depth of thinking</i></p> <p><i>RE – deep challenging questions asked with pupils having the quality time to reflect on these</i></p>	<p><i>PPA time for planning</i></p> <p><i>staff development meeting</i></p> <p><i>time to make AFL expectations explicit; monitoring by subject leaders built in; discussion time with DC built in</i></p>	
<i>Staff development</i>	<p><i>Subject leaders to give planning guidance to teachers on deeper mastery learning opportunities in curriculum areas including:</i></p> <ul style="list-style-type: none"> ▪ <i>open/challenging questions</i> ▪ <i>progressive sequence of skills to develop within lessons</i> ▪ <i>opportunities to enhance and deepen learning through contexts/curriculum areas</i> ▪ <i>opportunities to develop independent learning (#4)</i> <p><i>INSPIRE Maths programme – all teachers and TAs to receive INSET training (x 5 days) to develop understanding</i></p>	<p><i>Some leadership time to be taken after school</i></p> <p><i>Teachers who require further focused support may require release time (this will be discussed with curriculum leaders) – DC to support and organise as necessary</i></p> <p><i>INSPIRE INSET - £5,500 (budgeted for)</i></p>	

	<i>of the principles to the Shanghai mastery approach and how to deliver the programme to all pupils</i>		
<i>Enrichment</i>	<p><i>Extra- curricular clubs to consider deeper mastery element</i></p> <p><i>Guest visitors to provide an opportunity to extend thinking and learning experiences. Performance groups invited in (budget permitting) to broaden experience</i></p> <p><i>Special learning days (linked to curriculum areas) provide opportunity for a range of skills to be developed, explored and investigated</i></p> <p><i>Visits extend experience beyond that usually experienced by the children</i></p>	<p><i>DC to meet with providers of extra-curricular clubs to discuss</i></p> <p><i>Visitors (free?)</i> <i>Visiting performers (not planned specifically in financial budget 2016 – 2017 and unknown)</i></p> <p><i>Special learning days to be costed by curriculum leaders and discussed with DC (unknown at present)</i></p> <p><i>Additional visits funded by parents</i></p>	
<i>Mastery enrichment programme for most able pupils</i>	<p><i>In relevant curriculum areas establish (as appropriate):</i></p> <ul style="list-style-type: none"> ▪ <i>visits from professional who use skills in every day work (e.g. architect – Maths, authors – English, artists etc.)</i> ▪ <i>create the opportunity for additional projects to challenge and enrich</i> ▪ <i>competitions (internal/ external)</i> ▪ <i>mastery workshops (led internally or by external persons)</i> ▪ <i>club/ regular meeting time</i> ▪ <i>visits to places of interest to challenge thought process,</i> 	<p><i>No known costs</i></p> <p><i>Additional visit to places of interest will be provided through curriculum budget</i></p>	

	<i>enrich and stimulate</i>		
<i>Display/ learning environments</i>	<p><i>Create an expectation that all areas of the school will encourage deeper transformational learning (classrooms, communal areas, outdoor areas)</i></p> <p><i>Criteria for creating transformational learning through display is established with teachers/TAs (How can we deepen learning through our learning environments? What will stimulate growth and transform thinking?)</i></p> <p><i>[The following could be considered:</i></p> <ul style="list-style-type: none"> ▪ <i>controversial visual images (age appropriate)</i> ▪ <i>controversial/challenging statements/facts to consider</i> ▪ <i>open/challenging questions</i> ▪ <i>more mature vocabulary to deepen/extend range usually used]</i> <p><i>Challenging questions evident with children's responses (children explain their thinking and how their thinking has been transformed by ...)</i></p>	<p><i>Staff development meeting time to discuss</i></p> <p><i>DC to monitor with TH during learning walks (leadership time built in)</i></p>	
<i>Wider learning community - parents and governors</i>	<p><i>Parents and governors to be informed of deeper mastery learning by:</i></p> <ul style="list-style-type: none"> ▪ <i>information letters (HT & class teacher)</i> ▪ <i>Teacher welcome meetings</i> ▪ <i>Celebration assemblies</i> ▪ <i>invitation to see classroom environments (after Celebration assemblies)</i> ▪ <i>Parent consultations/reports</i> 	<p><i>No cost</i></p> <p><i>Extra-curricular clubs to be paid for my parents (as required)</i></p>	

	<p><i>Invite parents/governors in as visitors to provide learning sessions for the children (linked to learning or one off sessions & expertise of parent/governor)</i></p> <p><i>Invite parents/governors to lead an extra –curricular club linked to areas of specialism/expertise/passion</i></p>		
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Priority 2: To raise standards in mathematics by implementing and establishing a new deeper mastery Mathematics programme (INSPIRE Maths) across the school			
Focus	Action/ Success criteria	Funding	Evaluation
<i>Empower and equip Maths leader</i>	<p><i>DC to support AD in any leadership development required</i></p> <p><i>AD to establish a regular monitoring schedule and to discuss this with DC; DC to release AD to carry out monitoring.</i></p> <p><i>AD to discuss support for staff in relation to findings from monitoring</i></p> <p><i>DC and AD to work together on half termly maths analysis</i></p> <p><i>AD to hold teachers to account for progress in pupil progress meetings (DC to support as required)</i></p>	<p><i>AD to have 2.5 hrs leadership time alternate weeks (this will be reviewed with AD before the end of Autumn 1st half)</i></p> <p><i>Staff development meeting time as required</i></p>	
<i>Successfully implement and establish INSPIRE Maths programme</i>	<p><i>AD to organise transition to new programme</i></p> <p><i>AD to organise and lead INSET training (provided by external INSPIRE team) and follow up with support for teachers/TAs as required</i></p> <p><i>AD to establish how support for out of step pupils will be implemented and to monitor the effectiveness of this holding</i></p>	<p><i>INSPIRE programme £7,500?</i></p> <p><i>INSPIRE INSET £5,500</i></p> <p><i>AD leadership time (every other week)</i></p>	

	<p><i>teachers to account</i></p> <p><i>AD to complete a resource list and to provide this to DC; resources to be evaluated throughout the programme to ensure children have the right toolkit</i></p>	<p><i>Maths resource budget</i></p> <p><i>£2,000</i></p>	
<p><i>Raise standards in Maths</i></p>	<p><i>AD to established 'exit tickets' as part of on-going assessment</i></p> <p><i>AD to establish INSPIRE end of topic assessments and clear record keeping for these</i></p> <p><i>AD to include in monitoring schedule:</i></p> <ul style="list-style-type: none"> ▪ <i>mental arithmetic</i> ▪ <i>showing and explaining working out (written and verbal evidence)</i> ▪ <i>effective support for SEND and low achievers (this may be additional learning or evidence of prior learning)</i> ▪ <i>effective challenge for most able pupils</i> ▪ <i>regular application of skills using reasoning, investigations and problem solving</i> ▪ <i>children's ability/capacity to explain what they have learned</i> <p><i>AD to discuss professional development needs for teachers preparing pupils for KS1 and KS2 SATS ; AD to discuss any requirements with DC early in the autumn term</i></p>	<p><i>Staff development meeting time (on-going as required)</i></p> <p><i>AD leadership time built in (alternate weeks) covered by sports provision</i></p> <p><i>Additional time for development of staff to be discussed with DC; funding provided from training budget</i></p>	
<p><i>Further develop deeper mastery opportunities for most able pupils</i></p>	<p><i>AD to form an action plan for most able pupils which may include elements of the following:</i></p> <ul style="list-style-type: none"> ▪ <i>visits from professional who use skills in every day work (e.g. architect – Maths etc.)</i> 	<p><i>No known costs</i></p> <p><i>Additional visit to places of interest will be provided</i></p>	

	<ul style="list-style-type: none"> ▪ create the opportunity for additional projects to challenge and enrich ▪ competitions (internal/ external) ▪ mastery workshops (led internally or by external persons) ▪ club/regular meeting time ▪ visits to places of interest to challenge thought process, enrich and stimulate <p>AD will evaluate the impact of any additional provision for most able pupils</p>	through curriculum budget	
Engagement with parents	<p>AD to organise a parent workshop delivered by the INPSIRE Maths team</p> <p>AD to discuss what information regarding the new programme needs to be presented in teacher's welcome meetings (September); staff should feel supported by AD</p> <p>AD to provide information update letters to parents (possibly termly?)</p>	Cost for parent information session by INSPIRE team to come from Maths resource budget	
Engagement with GB	<p>AD to provide regular reports/ feedback on the development of the programme by attending School Improvement Committee meetings</p> <p>AD to meet regularly with link governor to:</p> <ul style="list-style-type: none"> ▪ share maths action plan ▪ monitor aspects of maths ▪ give an overview of standard of attainment and progress in maths across the school ▪ overview of CPD and professional support to teachers ▪ discuss any leadership issues ▪ discuss strengths and areas for further development (on-going) 	AD allocated leadership time	

Priority 3: To further develop RE and CW across the school leading to transformational spiritual experiences			
Focus	Action/ Success criteria	Funding	Evaluation
<i>Create transformational prayer spaces to encourage spiritual growth</i>	<i>A big question board (& images) will be established in the atrium to encourage pupils to reflect/think deeply on the chosen theme giving the opportunity for transformational thinking/spirituality Regularly changed prayer space to encourage deeper spiritual thinking Collective worship group to assist with developing prayer spaces Spiritual garden – further planned use of the area to enable pupils and staff to experience quiet spiritual time</i>	<i>Resources required for display/prayer areas to be purchased from SPP budget; TH to provide DC with list and cost</i>	
<i>Develop spiritual self of pupils and staff by participating in the 'Growing the Soul' project (Diocese led)</i>	<i>Staff receive Diocese training (Neil revel) which develops understanding of spiritual self</i>	<i>Training £2,200 from CPD budget (planned for)</i>	
<i>To attain RE Quality mark – Bronze and to work towards the achievement of Silver level</i>	<i>TH will apply for the bronze level for RE Quality mark (October 2016) TH - Evidence gathered to support achieving bronze level TH to analyse the requirements for Silver and to work towards these during the academic year – action plan established; all staff will be on board and striving to achieve this award for the school. Standards in the teaching of RE rise – evidence of deeper reflection and deeper thinking connected to the RE curriculum</i>	<i>£200? from SPP budget</i>	
<i>To involve all pupils in lines of enquiry</i>	<i>Pupils across the school will be given the opportunity to ask deep questions in RE and quality reflection time given to respond to these in these lessons. Pupils are encouraged to submit their own deep questions for</i>	<i>Staff development meeting time (on-going as required)</i>	

	<p><i>the big question board – these will related to faith, beliefs, The Bible, The Divine and the world today.</i></p> <p><i>AFL marking will effectively question pupils to a deeper level giving the opportunity for transformational thinking/spirituality</i></p>		
<p><i>To provide deeper mastery challenging questions and transformational reflection opportunities in RE & CW</i></p>	<p><i>RE topic title pages highlight:</i></p> <p><i>KS1: paddling, snorkeling and diving opportunities for deeper thinking</i></p> <p><i>KS2: bronze, silver, gold, platinum (#1 – #4)</i></p> <p><i>Additionally an overview of the topic is covered at the beginning of each half term</i></p> <p><i>Planning always includes opportunities for big questions and these are progressive across the school and differentiated (deeper mastery) to reflect the capability of the pupils in each class</i></p> <p><i>AFL marking and feedback is effective and ensures that there is good challenge of thinking. Deep questions are posed and pupils allowed sufficient time to reflect and answer.</i></p>	<p><i>Staff development meeting time (on-going as required)</i></p>	
<p><i>TH to partake in a professional leadership review</i></p>	<p><i>TH to work with Neil Revell (Diocese) to support self-reflection of effectiveness as RE/CW leader and to devise further actions to increase her capacity; the quality of RE/CW should increase across the school</i></p> <p><i>TH to work with DC in developing a monitoring schedule for RE/CW leadership capability</i></p> <p><i>TH to work with DC in monitoring RE and CW more rigorously;</i></p>	<p><i>£300 (planned from training/Diocese budget)</i></p> <p><i>TH leadership time (built in)</i></p> <p><i>Unknown cost relating to staff development needs – TH to discuss with DC</i></p>	

	<p><i>a clear plan is to be provided by TH as to how this will look.</i></p> <p><i>TH to provide DC with information on staff development needs and progress reports linked to support put in place</i></p>		
<p><i>TH to join NATRE and to implement best practice from guidance</i></p>	<p><i>TH to join as a platinum member and to use resources to enhance RE and CW across the school and raise standards in both.</i></p> <p><i>TH to share resources to keep staff up to date with national developments in RE and to provide further professional development as required and needed.</i></p>	<p><i>£300 NATRE annual joining fee</i></p> <p><i>Staff development meeting time to update staff on developments in RE/CW</i></p>	
<p><i>TH to establish and lead an RE forum for Purbeck Primary RE leaders</i></p>	<p><i>TH to establish an RE forum for local RE leaders (items to be discussed organised in the first instance by TH)</i></p> <p><i>TH to develop a programme for professional development for RE leaders across the Purbeck Primaries</i></p> <p><i>TH confidence as RE/CW leader increases</i></p>	<p><i>TH leadership time – built in and part of deputy head provision (unlimited leadership allocated time)</i></p>	
<p><i>TH to take part in a class based action research (possibly linked to Growing the Soul project or in developing a deeper mastery approach to learning)</i></p>	<p><i>TH to research an aspect of RE/CW and to develop action research with her own class or to deliver sessions to another year group if preferred</i></p> <p><i>Learning to be evaluated and recorded re impact on children's spiritual growth/understanding</i></p> <p><i>TH to report findings to DC for discussion</i></p> <p><i>Learning from the above to be shared with teachers to enhance own understanding and to support the development of RE/CW in school</i></p>	<p><i>TH leadership time</i></p>	
<p><i>TH to evaluate professional development linked to raising standards</i></p>	<p><i>Evaluation forms to be devised and completed by staff attending training</i></p> <p><i>Above to be analysed alongside monitoring of RE/CW to ensure future CPD is effective</i></p>	<p><i>TH leadership time</i></p>	

<i>in RE & effectiveness of CW</i>			
<i>To develop transformational Collective Worship</i>	<p><i>TH to provide clear guidance for teachers on the requirements of deeper spiritual experiences in CW looks like</i></p> <p><i>TH to provide a termly overview for CW that will encourage spiritual growth for pupils</i></p> <p><i>TH to provide support to teachers in delivering CW as required</i></p>	<i>Staff development meeting time and personal support sessions (as required)</i>	
<i>To develop transformational RE Journey days to enrich, stimulate challenge and deepen thinking</i>	<p><i>TH to plan three journey days (1 x termly) and will liaise with Hilary (as appropriate)</i></p> <p><i>TH to provide teachers with clear year group plans and expectations for the journey days</i></p> <p><i>TH to evaluate learning from journeys days by talking to pupils and recording their responses; TH will additionally gain feedback from teachers and take this into account when organising and planning forthcoming journey days</i></p> <p><i>TH will invite Foundation governors in and/or will report to governors in Foundation committee meetings</i></p>	<i>Any additional resources for journey days to be purchased from RE budget - TH to provide resource requirements/cost to DC</i>	
<i>To further develop creativity and originality in RE learning</i>	<p><i>TH to meet with teachers before the start of the half term to consider effective use of:</i></p> <ul style="list-style-type: none"> ▪ <i>cross curricular learning to develop RE concepts (e.g. through music, art, drama, poetry etc.)</i> ▪ <i>visitors and visits to enhance spirituality</i> ▪ <i>visual images/art work</i> ▪ <i>knowledge from NATRE and other best practice</i> ▪ <i>competitions (internal/external)</i> 	<i>TH leadership time – built in External competitions cost unknown</i>	