

## Stoborough Primary School Priority Plan 2019 - 2020

### Rationale for School Priority Plan 2019 - 2020

*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 within a Christian, caring and loving environment.*

*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 raise standards in mathematics**

**Priority 2: To raise standards in English - writing**

**Priority 3: To develop and prepare the school for SIAMS**

**Priority 4: To raise awareness of our responsibility to care for our One Planet**

<b>Priority 1: To raise standards in mathematics</b>			
<b>Focus</b>	<b>Action/ Success criteria</b>	<b>Funding</b>	<b>Evaluation</b>
Analyse SATS results	<ul style="list-style-type: none"> <li>○ <i>KS1 and KS2 SATs papers are analysed for weaker/stronger curriculum coverage/accuracy</i></li> <li>○ <i>Outcomes to be shared with teachers &amp; TAs (separate meetings)</i></li> <li>○ <i>Weaker outcome questions to be planned in to ensure not only coverage but confidence building over time</i></li> <li>○ <i>Weaker outcome question - skills, knowledge and problem solving/question acquisition skills to be discussed and explored during staff development sessions (improve teacher knowledge)</i></li> </ul>	<i>Maths leadership time – within AD scheduled time</i>	
Quality First teaching of Mathematics	<ul style="list-style-type: none"> <li>○ <i>Teachers to fully understand the maths curriculum for their year group</i></li> <li>○ <i>Teachers to understand the steps leading to and from the expected learning</i></li> <li>○ <i>Teachers and TAs to deliver Maths using the three step approach: concrete, pictorial, abstract – resources should be used to support pupils’ understanding in the first instance</i></li> <li>○ <i>Teachers to ensure there is effective questioning during learning and pupils are expected to explain the processes they are completing</i></li> <li>○ <i>Careful on-going assessment to be an integral part of the learning cycle</i></li> <li>○ <i>Pupils who are expected to attain the Higher standard by the end of the key stage will be expected to be exposed to further problem solving, reasoning and investigation of number - using cross curricular contexts as appropriate</i></li> </ul>	<i>INSET - £1,000 for INSPIRE training fee</i>  <i>Staff development time (weekly)</i>         <i>INSPIRE Assessment tool to be used</i>	

	<ul style="list-style-type: none"> <li>○ All pupils will be expected to explain their thinking, strategies and ways of working out</li> <li>○ Teachers and TAs to support independent learning; this will mean effective scaffolding of learning to SEND pupils and those pupils with barriers to mathematical learning</li> <li>○ New teachers to visit an Outstanding Maths school (as required)</li> </ul>		
CPD for TAs	<ul style="list-style-type: none"> <li>○ Maths leader to meet with TAs (individually) to discuss the Maths curriculum for their year group/individual pupils (SEND). This is to ascertain where gaps in mathematical knowledge lie.</li> <li>○ Professional development is to be organised by the Maths leader - either for individuals or collectively</li> <li>○ The Maths leader will work with teachers to ensure Maths planning/teacher book is shared so as to enable TAs to understand the content coming up</li> <li>○ TAs working with SEND (out of step) pupils – Teacher books relating to the appropriate curriculum content is to be provided for personal use</li> <li>○ Maths leader to review subjects knowledge requirements with TAs at least termly</li> </ul>	<p>AD Maths leadership time</p> <p>INSET training (budgeted as above)</p> <p>Further training for individual staff to be discussed with AD &amp; DC (cost unknown)</p>	
Quality intervention	<ul style="list-style-type: none"> <li>○ Teachers and TAs will have full understanding of gaps and barriers in pupils' knowledge</li> <li>○ Clear targets for the half term (or weekly as appropriate) will be set for each pupil; learning sessions will focus on gaps/barriers to learning in the first instance</li> <li>○ Personalised programmes will be implemented for SEND pupils with EHCPs; these will be shared with parents and the SENCo</li> </ul>	<p>Intervention time built in to AD leadership and TA working time (see staffing costs)</p> <p>Mathletics programme to be</p>	

	<ul style="list-style-type: none"> <li>○ <i>Pupils will be additionally supported by using Mathletics internally and as additional practice at home)</i></li> <li>○ <i>Intervention sessions and outcomes will be rigorously monitored by the Maths</i></li> <li>○ <i>AD will support out of step pupils</i></li> <li>○ <i>Teachers to devise further challenges for quick thinkers and to give opportunity for Mathematical investigations and more complex problems</i></li> <li>○ <i>Continue to use Plus 1 and Power of 2 as intervention programmes</i></li> </ul>	<p><i>purchased £500 (PTFA)</i></p> <p><i>£300</i></p>	
<i>Parent Partnership</i>	<ul style="list-style-type: none"> <li>○ <i>Welcome meetings and termly curriculum update meetings will explain the content and expectation of the maths curriculum.</i></li> <li>○ <i>Guidance on aspects of the Maths curriculum will be sent home</i></li> <li>○ <i>Parents will be invited in to school if their child is out of step. Discussion will take place between parent and teacher regarding targets set for the half term and support required at home</i></li> <li>○ <i>Maths based workshops to take place across the school where required and in consultation with AD</i></li> </ul>	<i>AD to support staff (leadership time built into budget)</i>	
<i>Problem Solving</i>	<ul style="list-style-type: none"> <li>○ <i>Teachers to use yellow Maths books (KS1 &amp; KS2) for additional problem solving/reasoning/ number investigative learning – this will enhance learning completed in class</i></li> <li>○ <i>Further problem solving to be given to all pupils who are excited by the challenge of Maths, who are required to meet the Higher Standard. There should be no ceiling on who should be given the opportunity to</i></li> </ul>	<p><i>Staff development sessions for whole school monitoring</i></p> <p><i>TT Rockstars - £300 annual cost</i></p>	

	<p><i>achieve the higher standard in Mathematics – this must be open to all.</i></p> <ul style="list-style-type: none"><li><i>○ A thorough grounding in mental arithmetic is essential. Pupils must be using Mathletics (across the school) and additionally TT Rockstars in Y3 &amp; Y4 (linked to the national arithmetic test in Y4)</i></li><li><i>○ Problem solving needs to be fully established in all year groups (including YR). The Maths leader will monitor coverage and opportunity of all pupils (half termly)</i></li><li><i>○ INSPIRE assessment questions to be used to provide additional problem solving practice.</i></li></ul>	<p><i>INSPIRE on-line resource – within INSPIRE</i></p> <p><i>Further problem solving resources - £200</i></p>	
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<b>Priority 2: To raise standards in English - writing</b>			
<b>Focus</b>	<b>Action/ Success criteria</b>	<b>Funding</b>	<b>Evaluation</b>
<i>Improved spelling outcomes</i>	<ul style="list-style-type: none"> <li>○ <i>Teachers to ensure spelling follows the national Curriculum guidance</i></li> <li>○ <i>Pupils out of step to work through phonic scheme (RWI and related spelling programme) and/or earlier National Curriculum spelling lists. Parents to be informed and ask for regular (daily) support</i></li> <li>○ <i>Spellings to be taught during English skills (at least weekly) and consolidated through dictation (for context)</i></li> <li>○ <i>YR – Y2(?) to deliver a workshop on strategies to support spelling at home</i></li> <li>○ <i>All year groups to send spelling lists home at the start of the year to parents for their information</i></li> <li>○ <i>Spelling to be assessed on entry (start of the year) and termly thereafter – outcomes to be shared with pupils (personally – not in front of the class) and sent to parents</i></li> <li>○ <i>Spelling words for topics to be sent home before the start of the topic so pupils can learn these over half term/term holidays in preparation for learning</i></li> <li>○ <i>Y2 &amp; Y6 to show copies of the previous year's SATs spelling tests to ensure parents understand the expectation</i></li> </ul>	<i>Additional spelling resources - £300</i>	
<i>Enriched and enhanced vocabulary</i>	<ul style="list-style-type: none"> <li>○ <i>All pupils encouraged to read challenging books (Bob Cox list) by a range of authors</i></li> <li>○ <i>All pupils to read graded books (schemed books)</i></li> </ul>	<i>Replenish Bob Cox books - £300</i>	

	<p><i>to ensure their reading diet is extended and exposure to enriched vocabulary is progressive</i></p> <ul style="list-style-type: none"> <li>○ <i>Pupils to regularly borrow a book from the school library. Additional recognition to be given for those pupils who are putting in top effort/challenging themselves.</i></li> <li>○ <i>Reading ambitious books (end of day) and explain new vocabulary through context</i></li> <li>○ <i>Ambitious words to be displayed in classroom, read and used in learning (changed and updated regularly)</i></li> <li>○ <i>Parents to be made aware of the importance of learning new words (welcome meetings, workshops, SATs meetings etc.)</i></li> <li>○ <i>Teachers and TAs verbally use a range of sophisticated language</i></li> <li>○ <i>Weak language, e.g. 'nice' and weaker verbs and adjectives etc. to be challenged in lessons and learning</i></li> </ul>		
<p><i>Grammar &amp; Punctuation</i></p>	<ul style="list-style-type: none"> <li>○ <i>Teachers to be clear of the curriculum expectation for year group and to plan effectively for coverage.</i></li> <li>○ <i>Teachers to try to teach grammar and punctuation content by Summer 1<sup>st</sup> at the latest (Y2 &amp; Y6 – by end of Spring 2<sup>nd</sup>). Summer 2<sup>nd</sup> to be used to consolidate grammar and punctuation</i></li> <li>○ <i>Rigorous assessment of grammar and punctuation against expected knowledge (termly/on-going)</i></li> </ul>	<p><i>CPG Grammar and Punctuation books - £200</i></p>	

	<ul style="list-style-type: none"> <li>○ <i>Grammar and punctuation taught through aspirational texts (Bob Cox or others) in at least weekly sessions – English skills</i></li> <li>○ <i>Grammar and punctuation to be fully embedded and consolidated across all curriculum areas (writing)</i></li> <li>○ <i>Information of coverage to be sent home to parents at the start of the year (similar to spelling lists)</i></li> </ul>		
<p><i>Cross curriculum writing</i></p>	<ul style="list-style-type: none"> <li>○ <i>Writing to be encouraged in all curriculum areas</i></li> <li>○ <i>A range of writing to be planned for and covered – fiction and non-fiction (at least 2/3 different genres each half term).</i></li> <li>○ <i>Reflective writing using grammar and punctuation skills applied in RE and other curriculum areas (spirituality)</i></li> <li>○ <i>Writing to be carefully planned in all curriculum areas using inspirational texts. Pupils to benefit from studying challenging texts by well-known authors</i></li> <li>○ <i>Pupil analysis of aspirational/inspirational writing supports understanding of how authors build quality passages</i></li> <li>○ <i>Rigorous assessment of skills being applied (against national curriculum)</i></li> <li>○ <i>Opportunities given for creative writing across the curriculum and for displays etc.</i></li> </ul>	<p><i>Class sets of books – teachers to discuss with DC (some sets already in school) – cost unknown</i></p>	

<b>Priority 3: To develop and prepare the school for SIAMS</b>			
<b>Focus</b>	<b>Action/ Success criteria</b>	<b>Funding</b>	<b>Evaluation</b>
<i>Pupils to lead CW</i>	<p><i>CW group and other pupils to focus on the themes of:</i></p> <ul style="list-style-type: none"> <li>○ <i>Deprivation</i></li> <li>○ <i>Disadvantage</i></li> <li>○ <i>Exploitation of the natural world</i></li> </ul> <p><i>Pupils (alongside teaching staff) prepare and deliver CW</i>  <i>Teachers give opportunity for further reflection on CW</i>  <i>through class reflection time (complete reflective class journals)</i></p>		
<i>Prayers to be written by pupils</i>	<p><i>Pupils write prayers in response to:</i></p> <ul style="list-style-type: none"> <li>○ <i>global issues</i></li> <li>○ <i>planet devastation</i></li> <li>○ <i>topical world/national/local events</i></li> <li>○ <i>fundraising organisations</i></li> <li>○ <i>These are shared with pupils in CW, Key stage/class reflection/ lunchtime</i></li> <li>○ <i>End of day school prayers continue to be shared</i></li> <li>○ <i>Prayers for special school events/celebrations written by pupils, e.g. Harvest, Christmas Carol concert, ECO Summit – Earth Day etc.</i></li> <li>○ <i>Books of Prayers to be developed over the school</i></li> </ul>		
<i>Care for the Earth to be highlighted and explored through Christian perspective</i>	<i>See ECO Summit for Children below</i>	<i>See below</i>	
<i>Spirituality across the curriculum</i>	<ul style="list-style-type: none"> <li>○ <i>All teachers and teaching assistants to understand and know the foundations of our Spirituality Policy</i></li> <li>○ <i>All staff to understand Spirituality through:</i></li> </ul>	<p><i>Staff development time</i></p> <p><i>Reflection journals for school – £50</i></p>	

	<p><i>mirrors, windows, doors (self, others, wider world and beyond) – TH to deliver further CPD training (as required)</i></p> <ul style="list-style-type: none"> <li>○ <i>Opportunities for Spirituality to be planned in RE and across the curriculum. This includes a range of quality stimulus for the pupils to reflect upon alongside big q/searching questions: videos, art work, poetry, natural environment, news articles etc.</i></li> <li>○ <i>Spiritual reflections are recorded (but not assessed) in class journals and in written learning across the curriculum. These continue to be highlighted by the Dove stamps.</i></li> <li>○ <i>Use Spiritual garden for quiet reflective thinking</i></li> </ul>	<p><i>Spirituality Dove stamps - £100</i></p>	
<p><i>RE curriculum to be reviewed</i></p>	<ul style="list-style-type: none"> <li>○ <i>Knowledge and skills to be planned across year groups and across key stages</i></li> <li>○ <i>Progression is developed (spiral curriculum) taking into account a greater ability for pupils to reflect, consider and discuss</i></li> <li>○ <i>RE curriculum to reflect the new Ofsted framework: Intent, Implementation, Impact</i></li> <li>○ <i>RE curriculum to include opportunities for pupils to consider the impact that Christianity has had on our own cultural heritage and additionally on our global family</i></li> <li>○ <i>RE curriculum to include opportunities for philosophy (big questions about life)</i></li> </ul>	<p><i>TH RE leadership time (already planned in)</i></p> <p><i>Staff development time</i></p>	
<p><i>RE monitoring</i></p>	<p><i>Observations to include the following:</i></p>	<p><i>TH &amp; DC RE leadership</i></p>	

	<ul style="list-style-type: none"> <li>○ Discussion with pupils to ascertain quality of learning over time (long term memory, depth of spirituality and quality of reflection time)</li> <li>○ Opportunities for written reflective work</li> <li>○ Opportunities for links with other curriculum areas, e.g. Art, English (drama, poetry etc.), Science and Humanities</li> </ul>	time	
<p><i>Christian global partners/fundraising</i></p>	<ul style="list-style-type: none"> <li>○ The school chooses which organisation/organisations to engage with as part of fundraising efforts, prayers and learning about within the RE and wider curriculum</li> <li>○ Pupils understand why Christian organisations are formed and some of the work they do to support people across the world</li> <li>○ Pupils understand the role of volunteers and how their own faith drives them to support others in need</li> <li>○ Pupils understand the importance of sharing (fairer wealth distribution) and the joy of giving in a range of ways</li> <li>○ Pupils who have a Christian faith, understand that prayer is a way to talk to God about things that concern us. They know that we can think about those people who find themselves in challenging circumstances</li> <li>○ School to continue to support Lady St. Mary's Church Foodbank with monthly donations by pupils, parents and staff</li> <li>○ School to work with Lady St. Mary's Church to tackle local homelessness/loneliness in</li> </ul>	<p><i>Sign up to global organisation - £200? (unknown)</i></p>	

	<i>innovative ways</i>		
<i>Governor training</i>	<ul style="list-style-type: none"> <li>○ <i>Governors to have an in depth understanding of the SIAMS framework</i></li> <li>○ <i>Governors to attend any Diocese (DBE) SIAMS training (as available) and internal training</i></li> <li>○ <i>SIAMS inspection criteria to be discussed at Foundation meetings</i></li> <li>○ <i>SIAMS action plan to be reviewed in Foundation meetings and governors to support elements of this</i></li> </ul>	<i>Governor SIAMS training £500?</i>	
<i>Develop links with a range of churches</i>	<ul style="list-style-type: none"> <li>○ <i>Work with Lady St. Mary's clergy team to further develop links with other churches – discuss possibilities/opportunities that will benefit all</i></li> <li>○ <i>Suggest 'Power Down Fridays' as a starting point</i></li> </ul>		

<b>Priority 4: To raise awareness of our responsibility to care for our One Planet - <i>One Planet... One Chance...</i></b>			
<b>Focus</b>	<b>Action/ Success criteria</b>	<b>Funding</b>	<b>Evaluation</b>
<b><i>ECO Summit for Children - Earth Day</i></b>	<ul style="list-style-type: none"> <li>• <i>ECO Summit to take place on 15<sup>th</sup> October 2019</i></li> <li>• <i>Special guests invited in to support learning, raise awareness of planet issues and to support (as appropriate) on-going projects. Guests include:</i> <ul style="list-style-type: none"> <li>○ <i>The Bishop Nicholas of Salisbury</i></li> <li>○ <i>Rev. Mike Perry – C of E Environment group</i></li> <li>○ <i>Rev. Hilary Bond</i></li> <li>○ <i>National Trust Knoll Beach, Studland representative</i></li> <li>○ <i>Tearfund representative</i></li> <li>○ <i>Christian Aid representative</i></li> <li>○ <i>Seb McEwen – Purbeck artist</i></li> </ul> </li> <li>• <i>Hold a range of workshops and other activities on the theme of Climate Change:</i> <ul style="list-style-type: none"> <li>○ <i>Story telling</i></li> <li>○ <i>Learning about St. Francis of Assisi (Franciscan monks)</i></li> <li>○ <i>Creation and Christian guardianship of the planet</i></li> <li>○ <i>Art work based on the theme</i></li> <li>○ <i>Big question time</i></li> <li>○ <i>Videos, facts, discussion etc.</i></li> </ul> </li> <li>• <i>Parent/pupil workshop to take place after school (Tearfund) to raise awareness</i></li> </ul>	<i>£2,000 has been set aside for this additional project (already budgeted)</i>	
<b><i>ECO action plan for school and local community</i></b>	<p><i>ECO group to draw up an action plan based on the following:</i></p> <ul style="list-style-type: none"> <li>○ <i>Purchase scooter rack</i></li> <li>○ <i>Continue ‘Walk to school’ during Autumn 1<sup>st</sup> and continue Spring term onwards</i></li> </ul>		

	<ul style="list-style-type: none"> <li>○ <i>Replace front hedge with native hedge planting</i></li> <li>○ <i>Help to choose some of the planting for the front of the school and plant up</i></li> <li>○ <i>Organise for guest speakers to come into school to discuss specialised areas, e.g. conservation, ecology, habitats etc. and liaise with HT regarding environmental awareness days</i></li> <li>○ <i>Organise rain water collection butts</i></li> <li>○ <i>Stock and organise feeding stations</i></li> <li>○ <i>Organise community 'clear up' projects</i></li> <li>○ <i>Organise ECO friendly stalls for the summer fete</i></li> <li>○ <i>School ECO Newsletter for pupils and parents (termly)</i></li> <li>○ <i>Provide HT with ideas on how the school can be more ECO/planet friendly, e.g. how to further reduce the use of plastic</i></li> <li>○ <i>Open up ECO club to a greater range of pupils</i></li> <li>○ <i>ECO club for KS1 pupils as well as KS2 (to be discussed with ECO leaders)</i></li> <li>○ <i>Plant trees where possible</i></li> <li>○ <i>Devise a 'Lifestyle' audit for families to encourage positive change</i></li> </ul>		
<p><b>Proactive change projects</b></p>	<ul style="list-style-type: none"> <li>● <i>Investigate Toilet Twinning scheme. Raise awareness of Toilet twinning with pupils, staff, parents and governors. Encourage fundraising and work towards twinning as many of our 12 school toilets as possible. Encourage families to also take up toilet twinning in their homes.</i></li> <li>● <i>Continue to implement Power Down Fridays (heat down, jumpers on, reduce use of computers,</i></li> </ul>	<p><i>Toilet Twinning = £60 per toilet. School has 12 toilets in total = £720 to be raised</i></p> <p><i>Future Earth days - £1,000</i></p>	

	<p><i>careful with water usage, lights off as far as practically possible) and continue to target local businesses to cut down also</i></p> <ul style="list-style-type: none"> <li>• <i>'Clean up' community events (as above)</i></li> <li>• <i>Create 'Earth days' – these to have a different focus and link in with learning, spirituality and the proactive pursuit for change</i></li> <li>• <i>Regular (termly, if possible) news articles to be published in local papers to inform the public of what Stoborough School is doing regarding all things ECO</i></li> <li>• <i>Reuse/recycle/reduce swapping event - to have different focuses</i></li> </ul>		
<p><b><i>Creation of additional nature spaces within the school grounds</i></b></p>	<ul style="list-style-type: none"> <li>• <i>Dead trees to be cut down and placed within the school grounds (adhere to health and safety) – providing further bug hotels for insects and small mammals</i></li> <li>• <i>The area in front of the school to be planted up with insect loving plants</i></li> <li>• <i>Spiritual garden to have additional planting – herbs(?)</i></li> <li>• <i>Pond area to have additional planting to encourage pond life</i></li> <li>• <i>Plant trees (where possible)</i></li> </ul>	<p><i>Tree surgeon - £500</i></p> <p><i>Plants for front of the school - £500 (includes £250 donation from Wessex water)</i></p> <p><i>Spiritual garden plants £200</i></p> <p><i>Pond area plants £150</i></p> <p><i>Trees – donated by ECO parent</i></p>	