

LEADERSHIP AND MANAGEMENT

Revisit Vision and values for the school to ensure shared purpose and clarity school values promoted at all times
Review of workload management and continued focus on life balance for staff
Staff protection from bullying, harassment and other stress such as allegations management
Governance – change of clerk
Review of curriculum and of related policies especially maths policy and marking policies in addition to statutory policies such as CP and GDPR
Review of subject leadership
Further enhancement of community involvement- parents, carers, services
Review of assessment and change of online assessment provider to INSIGHT and support trial of Reception baseline
Enhanced use of FFT for data management
Continued focus on PREVENT
Attendance /exclusions vigilantly monitored including off rolling
Safeguarding, My Concern, focus on neglect,



CULTURAL CAPITAL opportunities fully utilised

Vision Statement

Stow-on-the-Wold Primary School will be at the heart of the community; a place where everyone is keen to achieve and share in success, making best use of all resources and celebrating diversity. Everyone will have a clear understanding of their contribution to the School in its central role of raising standards; educational, physical moral and social.

Stow - Be Safe
Primary- Persevere
School- be Supportive

SUBJECT LEADERSHIP redefined with training for all



AMBITIOUS CURRICULUM-coherent and sequenced planning



HEART

Be supportive of others , be kind, be tolerant

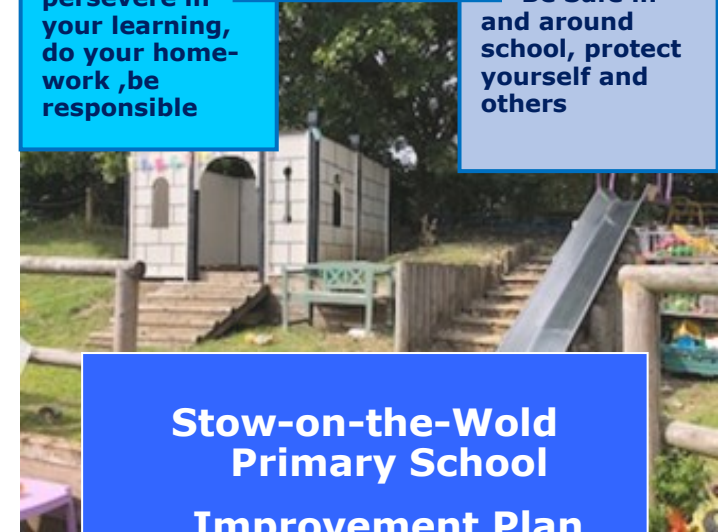


HAND

Be Safe in and around school, protect yourself and others

MIND

persevere in your learning, do your homework ,be responsible



Stow-on-the-Wold Primary School Improvement Plan Priorities 2019-2020



Enhanced Staff CPD leading to enhanced curriculum knowledge



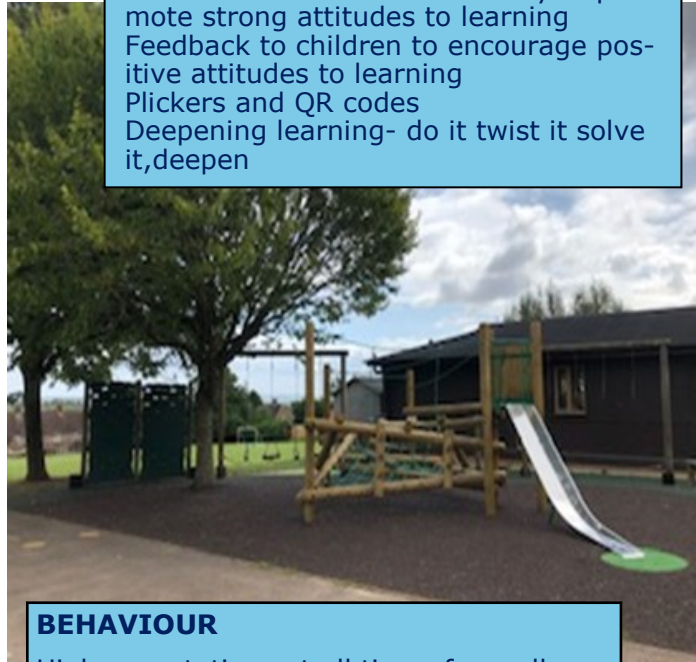
SKILLS KNOWLEDGE CONCEPTS clearly defined and progressive

QUALITY OF EDUCATION

Curriculum enrichment days/activities- Gecko, International Day, Science days
Improved standards in Reading, writing and SPAG and at greater depth at KS1 and 2, and sustained phonics standards Increased numbers achieving GLD in EYFS Use of VIPERS, APE strategy, Fluency Rubric, spelling schemes
Maths standards in arithmetic and problem solving raised at KS1,2 and GD
Develop use of targeted interventions for SEND pupils in all core curriculum areas
Develop whole school incentives and rewards to encourage greater reading and maths practice at home by all pupils
Improve standards in writing – develop independent writing opportunities across the curriculum, celebrate successes
Writing moderation and spelling assessments – develop internal moderation processes – 3 times a year to monitor progress in writing with all staff
Develop consistent approach for feedback and marking across the curriculum
Subject leaders to overhaul all policies
Encourage vocabulary skills across the curriculum through use of **VIPERS, Frayer Model, semantic networks, Vocabulary Ninja and Tier 1-3 model**
Develop culture of reading for pleasure Bugclub, digital texts and library visits
Explore Power of Reading training
Focus on **M in Ms, Maths Nav, learning pathways, TT Rockstars, times tables, Passports Concrete resources, reasoning bubbles in maths**
Larry The Language Llama
Vocabulary in class and assembly
Poetry in assembly every day
Build on Storytime phonics at Y1 and Y2
Use of INSIGHT to record assessments
Science Weeks and celebrations

ATTITUDES

Learners attitudes carefully monitored
Emphasis on showing commitment and resilience to set backs and teaching those skills,
Use of HUB and PSA to support children
Encouraging outdoor learning and creative learning opportunities- trips and visits
Use of local facilities and library to promote strong attitudes to learning
Feedback to children to encourage positive attitudes to learning
Plickers and QR codes
Deepening learning- do it twist it solve it, deepen



BEHAVIOUR

High expectations at all times from all staff with clear rewards & sanctions
Three rules/values continually reinforced
Focus on peer on peer abuse, bullying, and discrimination, focus on attachment and emotion coaching
Respect for all- staff and pupils



Early Years– creative curriculum, enhanced provision ,high quality observations rigorous effective assessment, focus on communication and social/emotional development, purposeful play ,outdoor learning and hands on experiential opportunities

PERSONAL DEVELOPMENT

Mental Health and Well being- Mental Health Champions Award, Emotion coaching
Protected characteristics- focus on these throughout school life-gender, race, age
Citizens in Modern Britain- picture news and PSHCE teaching children how to contribute effectively to society
Continued promotion of British Values and celebrating diversity- assemblies, special days and events
Community activities/community events
Promoting physical health and effective use of the SPORTS GRANT,daily mile, wake N shake, Platinum Sports Award
Broader curriculum- clubs, visits/visitors, promoting talents and interests of the children, FOREST SCHOOL, orienteering
Breakfast club- continued development
Building links to the HUB and continued links with Stow Nursery
Attendance plans/raffle/rewards
First aid lessons for children
Nurture development- more displays
House teams and house ambassadors
Promoting growth mindsets and learning behaviours
Supervision for individuals at break/lunch
Individual plans for vulnerable children (matrix of support)
Pupil premium case studies (PSA)
Lockdown and fire drills
Keep safe pants work
Online gaming and addictions
School use of facebook
Healthy schools (Birthday books not cakes)
charity work- cancer research, Myeloma Uk, Little Acorns

