



Heart

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

- To further develop medication records for individual children
- To improve consistency of application and context of sanctions
- To improve consistency of rewards, merits, bonuses
- To develop a system for the most disaffected who are outside the usual behaviour policy
- To develop buddy reading and shared activities more consistently
- To develop lunchtime play through a play pod or scrap store idea
- To further develop house groups and house treats
- To further develop mixed age treats and activities
- To embed SEAL and raffle tickets system
- To develop aspects of breakfast club relating to well being for vulnerable pupils
- To revisit merit points system and cumulative rewards, linking house points / merits
- To revisit and review medicine policy in light of pupils with increasingly complex needs in school
- To improve health alert systems with regard to asthma, epipens, and other reactions
- To improve parental information sharing about school systems
- To revisit class parents system
- To address any grounds maintenance issues such as stingers, hedges, fencing around forest school and outdoor areas
- To embed and develop Tesco Fare Share scheme
- To implement bump book for each class and class first aid bag
- To improve effectiveness of SEND, medication and vulnerable pupil records and files in each class
- To ensure staff have read and understood revised Keeping Children Safe guidance and relevant policies
- To ensure compliance with all aspects of Annual Safeguarding Audit
- To explore mental health champions award / outreach
- To update child mental health first aid training for key staff
- To ensure staff and governors are fully trained in all aspects of Prevent, FGM and other safeguarding at the appropriate levels.
- To explore new links with Cotswold School tutor time activities and whole school PSE and topical themes / assemblies

Together we can succeed! Hand

OUTCOMES FOR CHILDREN

- To ensure increased % at expected and above in every year group and every subject
- EYFS- focus on writing strand
- Improve standards in mental maths
- Improve standards in arithmetic, continuing with 10 in 10 sessions
- Further improve and embed calculations policy and schemes of work to raise standards
- Further improve and embed fractions policy and schemes of work to raise standards
- To raise standards in spelling at KS2
- To raise standards in phonics acquisition at KS1
- To raise standards in maths using maths passports, times tables and number facts
- To raise standards in reading comprehension at KS1 and KS2
- To further embed bug club and other reading activities to engage readers
- To track progress and attainment in reading comprehension more closely
- To further utilise Mathletics and other online learning at home and school
- To embed new approaches in EYFS to secure higher levels of GLD for all children
- To explore and closely track outcomes for vulnerable pupils
- To explore and closely track outcomes for gifted pupils
- To explore with COSMIC group and teaching school other options for gifted children
- To explore and closely track outcomes for SEND pupils
- To explore with advisory teaching service and EP service other alternative interventions
- To explore and closely track outcomes for vulnerable pupils

LEADERSHIP AND MANAGEMENT

Persevere

- To lead and manage the changes in staffing in each class
- Lead and manage the changes of teachers in four out of five classes
- Lead and manage the changes in teaching assistants in all five classes
- Lead and manage the staff undertaking new subject responsibilities in English
- Lead and manage the staff undertaking new subject responsibilities in ICT
- Lead and manage the staff undertaking new subject responsibilities in Maths
- Lead and manage the staff undertaking new subject responsibilities in Science
- Lead and manage the staff undertaking new subject responsibilities in Art
- Lead and manage the staff undertaking new subject responsibilities in RE
- Lead and manage the staff undertaking new subject responsibilities in PE
- To continue to develop the changes in SEND provision particularly MyPlan plus and new county paperwork
- To focus on standards in Class 2 with changes due to maternity leave, adoption leave and new teaching assistant
- To continue to develop the Local Offer of Early Help
- To continue to develop links with the nurture hub at BOTW with particular reference to changes in the children's centre
- To ensure continuity for breakfast club with staff changes and increased numbers
- To assist staff in new year and class responsibilities

Mind



TEACHING LEARNING AND ASSESSMENT

- To play a full and active role in the N Cotswolds teaching schools partnership
- Power of reading to be further embedded and training explored
- To further embed the new frameworks for English reading, writing and maths
- Use of laptops and iPads to enhance learning further
- Further development of themed weeks and days
- New ICT support from September 2016 via Chipping Campden school
- PE overhaul and revisit in light of new coordinator and sports teacher
- Achievement of Gold award for PE
- Pupil Premium- file for each child as a case study of impact on individuals
- Gecko maths days and problem solving to be further enhanced
- Planning time in all classes to be rigorously monitored and improved
- Formalise parents information meetings and revisit timings
- EYFS developments – observation techniques and skills and use of tapestry
- EYFS- development of new ideas / objectives led planning
- EYFS environment continuation of changes
- FIZZY groups to be reinstated using SEN time and TA time
- Black sheep/S&L groups to be continued and developed
- Embed spelling and handwriting schemes
- Further develop spelling in light of new writing assessment criteria
- Changes for TAs to include planning time and teacher/TA planning meetings
- Pupil premium, pupil progress reviews
- My Plan and My Plan plus reviews to be continued and further developed
- Use of itrack to track and assess children and % at expected levels for reporting purposes
- To ensure increased % at expected and above in every year group and every subject
- Revisit licences and software
- Explore balance between visitors and visits
- To utilise further cross class and cross phase activities and visits
- To revisit marking policy for writing and maths
- To ensure balance and breadth and depth in the curriculum
- To explore ways to promote creativity in school
- To further utilise computing and use of iPads across the curriculum
- To clarify and develop homework purposes and expectations

- To assist staff to develop the learning environment in each of the five classes
- To initiate and implement the early stages of the Children's centre plans
- To focus on the changed dynamics of class 3, 4 and 5 with 50 :50 splits in year groups
- To develop the KS2 team
- To develop the EYFS/KS1 team
- To develop the play pod idea at lunchtimes
- To better collate and manage after school clubs
- To explore after school care clubs at the children's centre
- To develop the English pages on the website to help parents and home learning
- To develop the Maths pages on the website to help parents and home learning
- To develop the SEND pages on the website to help parental partnership and transparency
- To develop Forest School throughout the whole school
- To improve premises management and lettings income
- To review grounds maintenance and use of school grounds for educational purposes
- Staff training following changes of year groups
- Continued development of The Governing Body
- To improve storage through the school including outside shed and cupboards for PE resources