

Dear Parents/Carers

Welcome letter from the Headteacher

Welcome to Stow-on-the-Wold Primary School. We are proud to present you with our prospectus. We hope that you find it informative and helpful. Please take time to read it carefully as it contains important details about the school and it is a useful reference document. Our website www.stowprimaryschool.co.uk is also a very useful source of information and gives you up-to-date news and events, including a daily calendar and ticker tape messages.

At Stow-on-the-Wold Primary School we believe in providing the best possible education for your child. The school provides a happy, positive and supportive atmosphere where children grow in self-esteem and develop a love of learning. We aim to work closely together in a partnership between home, school and the community. We hope to maintain an open dialogue between all members of the school community and as such, we are always happy to meet with parents/carers at a mutually convenient time.

We actively encourage community and parental engagement in the life of the school. We do expect parents/carers to actively engage in their children's learning at home.

Please let us know if you are able to help us in any way either in school time, in after-school activities or fund raising events. We have a very proactive PTFA who welcome new members and are keen to embrace your ideas/suggestions.

In addition, please let us know if you have any questions or concerns, so that we can help to answer them. Please do not allow small concerns to become big ones and try to avoid using social media to express concerns over your child's education. My door is always open.

We are very pleased that you have chosen Stow-on-the-Wold Primary School for your child and we are confident that as he/she progresses through the school you will be happy with the educational progress made and that you will be delighted with your choice.

Together we can succeed!

Yours sincerely,



Rebecca Scutt
Headteacher



School Statements

Children's Vision Statement

- The children of Stow-on-the-Wold Primary School want to be part of the community.
- We want school to be a place where we learn, through having fun and making mistakes.
- We respect that others may be different to us and want everyone to be happy when we do well.

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.

Community Cohesion Statement *Written by the School Council*

- At Stow-on-the-Wold Primary School we welcome children who may have a disability or learning problems; we try to make them feel better about themselves by helping them to feel included. We welcome children who aren't confident and we will help them with their learning.
- We also welcome children from another country and if they belong to a different religion.
- Whatever your family background we will include children however long they want to be here. We welcome children back when they have been away and show everyone in our school respect.

School Values

Together We Can Succeed

- Heart** We encourage and value kindness and caring. Children and staff have respect for one another, helping and supporting each other. We have a strong focus on diversity and inclusion. We celebrate and welcome diversity amongst our wider school community. We expect openness and honesty at all levels.
- Persevere** We expect everyone to do their best at all times. We encourage responsibility and co-operation. Appropriate behaviour and manners are expected and encouraged from all.
- Hand** We focus strongly on enjoyment and opportunity, developing these through a creative and stimulating learning environment with rich and memorable experiences. We always recognise, reward and encourage, with an expectation of success.
- Mind** We expect and celebrate the achievement of all members of our community. We learn from our experiences and strive to enhance future performance.

School Details

Headteacher

Mrs Rebecca Scutt BEd(Hons) MEd NPQH

Chair of Governors

Mrs Trudy Bartlett

School Address

Stow-on-the-Wold Primary School, St Edward's Drive

Stow-on-the-Wold, Gloucestershire. GL54 1AW

Tel/Fax: 01451 830784

School Administrator: Clare Stubbs: admin@stow-on-the-wold.gloucs.sch.uk

School SEN Co-ordinator: head@stow-on-the-wold.gloucs.sch.uk

Website: www.stowprimaryschool.co.uk

Status

Community Primary School for boys and girls aged 4 -11 years

Number on roll: 130

Local Authority

Children & Young People's Services

Gloucestershire County Council

Shire Hall

Westgate Street

Gloucester

GL1 2TP

Governors

Chair of Governors: Mrs Trudy Bartlett
Clerk to the Governors: Mr Ian Massey

The Governors are responsible for all matters concerning the school. The full Governing Body meet on alternate months. Dates of the meetings are published a year in advance and agreed minutes are published and are available in the School Office.

The most recent minutes are displayed in school on the Governor's noticeboard along with pen portraits of the Governors. Anyone with a matter they wish to be discussed at a Governors meeting should write to the Clerk to the Governors at the school. Staff, parents and children may attend meetings as observers by prior arrangement, please contact the Clerk. The pupil voice is encouraged through School Council representation at Full Governing Body Meetings.

The committees of the Governing Body meet regularly throughout the year. Details of all Governors and their roles, responsibilities, terms of reference and declarations of interest are published on the school website, along with their attendance at meetings.

Name and address for Clerk to the Governors:

Mr Ian Massey
 Clerk to the Governors
 Stow-on-the-Wold Primary School
 St Edward's Drive Stow-on-the-Wold Gloucestershire
 GL54 1AW

| Governor | Category |
|-----------------|-----------------|
| Mrs R Scutt | Headteacher |
| Mr D Glazier | Co-opted |
| Mrs D Roseblade | Co-opted |
| Mrs B Magson | Co-opted |
| Mrs J Ashforth | Co-opted |
| Mr N Cox | Staff |
| Mrs A Swallow | Staff |
| Dr D Neill | Co-opted |
| Mr J Allen | Local authority |
| Mrs S Lane | Co-opted |
| Mr N Harrison | Parent |
| Mr D Goode | Parent |
| Mrs T Bartlett | Co-opted |
| Mr S Hills | Co-opted |
| Mrs L Clough | Associate |
| Mrs A Page | Associate |
| Mrs L French | Associate |

Staff

Headteacher

Mrs Rebecca Scutt

BEd (Hons) MEd NPQH

Class Teachers

Mrs Hannah Betley

BA PGCE

Mrs Lisa Clough

BA (Hons) PGCE

Mr Nathan Cox

BEd NPQSL

Mrs Alison James

BA (Hons) PGCE

Mrs Lucy Salter

BSc PGCE MEd

Miss Rebecca Paveley

BA PGDE

Teaching Partners

Mrs Natalie Christian

Higher Level Teaching Partner

Miss Susie Health

Teaching Partner Level 3

Mrs Sonja Pulham

Teaching Partner Level 3

Mrs Hayley Luney

Teaching Partner Level 3

Mrs Denise Neville

Higher Level Teaching Partner

Mrs Natasha Nicholson

Teaching Partner Level 3

Mrs Alison Swallow

Higher Level Teaching Partner

Mrs Mareille Meakin

Teaching Partner

Mrs Rowena Rapley

Teaching Partner

Sports Teacher

Mrs Ros Ratcliffe

Parent Support Advisor

Mrs Elizabeth Hamilton

School Administrator & Head Teacher's PA

Mrs Clare Stubbs

Pupil Premium and Attendance Champion

Mrs Alison Swallow

Mid Day Supervisors

Mrs Edna Akerman
Mrs Joyce Barber
Mrs Natasha Nicholson
Mrs Denise Neville
Mrs Hayley Luney

Cleaner in Charge
Cleaner
Catering Supervisor
General Assistant

Mr Jaye Catley
Mrs Karen Cato
Mrs Hannah Taylor
Mrs Karen Cato

Designated Safeguarding Lead
Designated Safeguarding Deputy
Designated Teacher for Children in Care
Designated Staff for Managing Medicine
Educational Off Site Visits Coordinators (EOVC)
Deputy EOVC
Adults in the Workplace
First Aider

Mrs Rebecca Scutt
Mrs Alison Swallow/Mr Nathan Cox
Mrs Rebecca Scutt
Mrs Alison Swallow
Mrs Rebecca Scutt
Mr Nathan Cox
Mrs Alison Swallow

All staff have first aid qualifications.
All staff in Class 1 and MDSAs have Paediatric First Aid qualifications.

The Curriculum

Society is ever changing and to enable children to develop and take their place in that society it is important that we plan our skills based curriculum very carefully. Staff plan closely together, across the school, to ensure a broad and balanced curriculum that fully meets the new National Curriculum (2014) requirements, whilst presenting children with stimulating challenges relevant to their needs. Our aim is for learning to be rich and memorable with opportunities for deeper learning at all levels and ensuring application of maths and English skills in other subjects.

We endeavour to provide children with an appropriate and interesting education. As children progress through the school we aim to build their self-esteem and confidence so that they develop into independent, self motivated learners, safeguarding themes such as keep

safe pants, internet and cyber safety permeate other subjects. We promote a love of learning through regular creative days and themed weeks and topics balanced with rigorous evaluation of children's progress. We place a strong emphasis on adjusting learning to meet the needs of pupils. At present all classes are mixed gender and ability. British values are promoted throughout the curriculum and specifically in assemblies and taught session.

The Staff and Governors are committed to ensuring equality of opportunity for all pupils regardless of gender, race, social circumstances or ability. Equal opportunities permeate all aspects of school life and we aim to enable all pupils to grow spiritually, morally, culturally and socially. We hope our curriculum has a strong moral purpose and prepare children for their next step in learning.

Art and Design

Art and Design stimulates imagination and creativity. It provides a unique way of understanding the world. Children will use colour, texture, form, pattern, different materials and processes to communicate what they think, see and feel.

They will explore ideas and meanings in the work of artists and craftspeople from Britain and other cultures around the world from the past and the present.

Children will develop their skills and improve their control of materials, tools and techniques. They will draw from first hand observation, paint, make collages and print,. They will learn to look at a range of artwork, commenting on what they think and feel about it.



Computing & Communication Technology

Children are taught to be digital communicators, digitally creative and innovative. Computing and Communication Technology (CCT) prepares children for today's digitally driven world. At this school we are focussing heavily on the use of computers and coding.

At Stow Primary School, children learn to use CCT tools to find, explore, analyse and present information. They also develop their research skills and learn to make choices about when and where to use CCT to good effect, and how to use IT safely (e-safety).

As part of the taught CCT curriculum, children learn to use a variety of software packages for word processing, desktop publishing, data handling and analysis. They also learn how to use control and monitoring equipment such as beebots, roamers and digital sensors. They are given the opportunity to develop and use these skills when working in other curriculum areas.

The older children have the opportunity to be part of CCT control and monitoring workshops provided by external specialists with appropriate equipment. Children are given supervised access to the internet, email and online learning platforms through a bank of wireless networked laptops and more recently iPads. The school is fully committed to e-safety principles and children are taught how to keep safe online and in their use of other digital technologies.

Each classroom is equipped with a range of digital technology including an interactive whiteboard, visualiser and digital camera. This enables CCT to be used as a teaching and learning tool in every lesson.

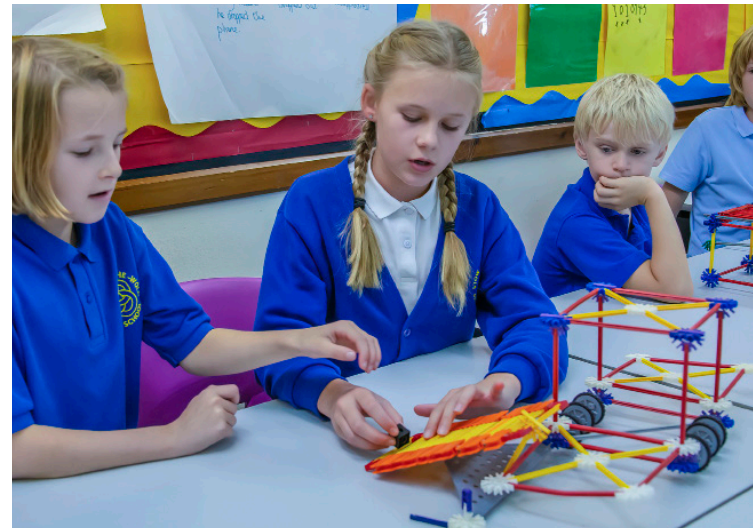
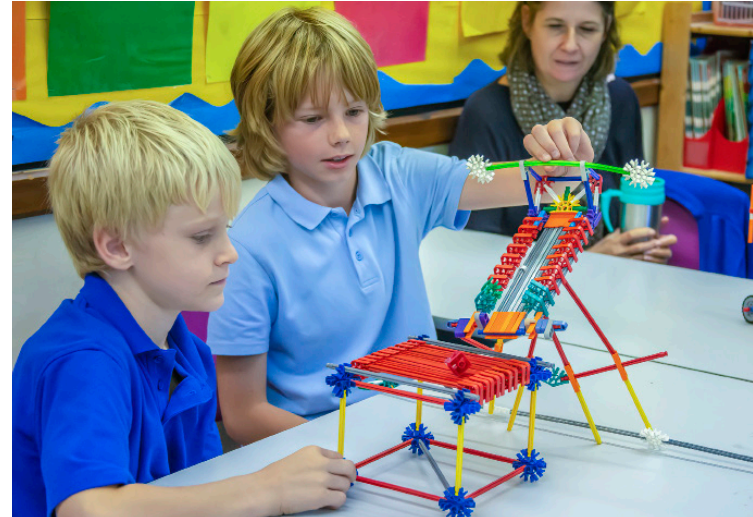


Design and Technology

Design and technology prepares children to take part in our ever-changing world. They learn to think creatively, to plan and evaluate their designs. They have to consider the purpose and need for their designs and make sure that they are appropriate.

Children will learn to plan, design and assemble their products. They will consider who will use their designs, be able to describe them clearly and consider how to improve their work.

Children will work with a variety of equipment, tools and materials. They will learn how to select the right tools and materials, to measure, mark, cut, shape and assemble materials. There will be an emphasis on safety and the use of correct techniques when handling tools and materials.



English

English is a vital way of communicating and understanding in school and in life in general. In studying English children develop skills in speaking, listening, reading and writing. It helps them to express themselves creatively and imaginatively and to communicate effectively.

Children learn to speak clearly and with confidence, adapting their speech to a range of audiences. They learn to listen attentively to each other and to respond appropriately. We place a strong emphasis on story telling and creative thinking.

Children learn to become enthusiastic and critical readers of stories, poetry, plays, and non-fiction from a wide variety of cultures and times. Parents are asked to be actively involved in encouraging their children to read daily at home and to foster a love of reading.

A home/school reading system is in place and we have a well stocked library, in addition to class libraries, which children are encouraged to use.

We also have links with Stow Library, fostering the habit of reading for life. Phonics are taught systematically from nursery through to juniors, in phases giving children the skills they need for reading and writing. Again, active parental involvement in helping children learn their phonics at home is expected.

Children learn to write accurately and fluently for a variety of genres. We emphasise the importance of writing, helping children to understand how language works by looking at its patterns and structures. They

are encouraged to use this knowledge to write for a range of audiences using a variety of styles.

Presentation skills and handwriting are taught throughout the school and children's work is displayed with pride. We also teach grammar, spelling and punctuation as discrete areas and as part of other English lessons. Where appropriate, extra support in English is offered, using a range of intervention programmes throughout the school, or through individual education plans.

We enhance children's literary experiences through visiting writers and poets and from visits to local theatres and drama groups in addition to staff sharing their own love of books and reading.



Geography

Geography develops knowledge of places and environments throughout the world. It develops an understanding of maps and a range of investigative skills both inside and outside the classrooms.

Through geography, children encounter different societies and cultures and learn how people rely on each other. It is a subject that encourages them to think about their environment, locally and globally and to develop a sense of responsibility for it.

The school is committed to environmental education and has an Eco Council and Gardening Club.

Field work in the locality and further afield is given high priority to engage children in their learning. Children will study a variety of people, places and environments at different scales, both in the United Kingdom and abroad. They will study their locality and will develop skills using maps and photographs.

They will start to make links between different places in the world and how people affect the areas they live in. Themes such as rivers, settlements and environmental issues are studied in line with the new curriculum.



History

History inspires children's curiosity about the past. It helps them to understand how the past influences the present. They will learn about earlier societies and build up a sense of chronology.

Children will learn to find out about the past by researching a range of evidence, considering it and drawing their own conclusions. To do this they will need to be able to research and argue their points of view. These are skills for life.

Children will learn about significant people, places and events from both the recent and more distant past. They will study periods of time in Britain and other parts of the world. They will see the diversity of human experiences and understand more about themselves as individuals and as members of society.

Hands-on experiences such as visits to museums and historical places of interest in Stow and beyond are an integral part of the curriculum



Mathematics

At Stow Primary School, mathematics is taught through a daily maths lesson following the principles of the new National Curriculum where children 'do twist and solve' the maths. Teachers use a range of different teaching and learning strategies to support and develop children's understanding of mathematics.

The children learn about numbers and the number system and how to calculate and solve problems using a range of mental and written methods. Use is made of CCT to support teaching, such as online teaching aids and to support learning through interactive games and activities and home learning.

They also study shape and space, develop measuring skills and learn how to process, represent & interpret data. They are encouraged to discuss their work with others and present their methods and reasoning.

Opportunities are provided to develop and apply key mathematical skills when children are working in other subject areas and in real life situations, whether in the classroom, or the playground. Each week the children take part in our '99 Club'. Teachers and children challenge the multiplication knowledge against the clock in a fun and engaging way.

In each lesson they are taught to apply mathematical skills to problem solving and real life contexts. We have been successfully doing Gecko maths approaches to problem days and take part in many active creative problems. The children problem solve in mixed age teams.

We therefore encourage all parents to help their children develop their understanding of this core subject at home. This might include recalling number bonds, or practicing multiplication tables. Class teachers can

provide ideas to support this if required. We also use online games, programs and software that create the link between home and school.

The children each progress through a numeracy passport scheme providing them with a sound basis of numeracy skills which they can apply to their learning in school, and daily three minute morning maths skills sessions. Children requiring additional support in maths will have access to a bespoke intervention package such as Rapid Maths, Stile Maths, 123 Maths, Power of 2, Plus One and other catch up programmes as appropriate.

Mathematics provides children with essential life skills. Mathematics is important in every day life. It helps children make sense of the world around them. It allows them to solve problems, reason logically and think in abstract ways.



Music

Music is powerful. It can change the way children think and act. It brings together intellect and feeling. It is an important part of any culture. The teaching of music develops children's ability to listen and appreciate a wide variety of music and to make judgements about music quality. Through making music, they learn to work together, develop self-discipline and sensitivity.

Children will sing, play instruments and develop their skills and confidence. They will take part in creating their own music, using tuned and un-tuned percussion and other instruments. They will develop knowledge of rhythm, pitch, tempo, dynamics and texture and the different ways that sounds are organised. We sing regularly at public events, including locally and national events in Birmingham, in which children are encouraged to participate.

They perform regularly at school and at community events. The children are fortunate to experience whole class instrumental tuition from county specialist music teachers. In recent years junior aged children have enjoyed ten weeks tuition in trumpet, clarinet, violin and drumming. These lessons culminate in a concert for parents. Children who wish to continue to learn as an extra curricular activity can choose clarinet, trumpet, flute and guitar. There is a charge for the hire of the instruments and the tuition which is provided by professional peripatetic music teachers



Physical Education

PE helps to develop children's physical competence and confidence. It provides opportunities for them to develop their physical skills; to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards healthy and active lifestyles.

The school devotes the first part of each day to Wake and Shake dancing for all. Children will enjoy being energetic as they learn and develop new skills. They will improve their movement and coordination, and enjoy expressing and challenging themselves. They will move towards planning, performing and evaluating their actions.

The school employs a specialist sports coach and class teacher who work in all classes every week and provide lunchtime and after school opportunities using our Sports Premium grants.

Children will learn how exercise affects the body. They will take part in activities such as swimming, games, gymnastics, dance and athletics, outdoor and adventurous activities.

The children will have the opportunity to spend a week at a PGL residential holiday to enjoy pursuits such as canoeing, abseiling and zipwires.



The school earned the School Sports Gold Award for the last 3 years. Children are encouraged to be physically active at break times and they have access to a range of indoor and outdoor equipment and play activities.

We have many after school sporting clubs such as football, netball, cross country, multi-sports, cricket and rugby. Children are encouraged to participate in many inter and intra school sports and tournaments.

We celebrate sports day and a range of other sporting events throughout the year. The oldest children lead play opportunities for the younger children and we have a recently appointed childrens PE organising crew.



Personal, Social, Health & Citizenship Education

PSHCE helps to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives.

They learn how to become responsive, informed and responsible citizens. They learn to recognise their own worth and work well with others. They reflect on their experiences and understand how they are developing personally and socially. PSHCE will be taught as a discrete subject, and as part of other curriculum areas.

We have a well established School Council to help children contribute more fully to the life of the school and to give them a voice. The Life Caravan provides bi-annual specialist lessons about health and keeping safe.

The school has been awarded National Healthy Schools status many times over. We focus strongly on anti-bullying work with children ensuring they have strategies to cope with and address all forms of bullying including racism, cyber bullying and other online bullying exploitation threats, homophobic bullying and other prejudices.

We have a zero tolerance policy on bullying in all its forms. We have strong links with other service providers such as the local police, school nurse, midwife, health visitor, fire officers and road safety officers.



Religious Education

The school follows the Gloucestershire Agreed Syllabus for RE. The syllabus helps children not only gain knowledge and understanding about religions and beliefs but it also helps children to develop their own understanding of the world and how to live, in the light of their learning, developing their understanding, skills and attitudes. The curriculum makes a significant contribution to children's spiritual, moral, cultural and social development as well as important opportunities for exploring British Values.

The curriculum in our school offers open, enquiring and exploratory RE suitable for children who have a religious faith of their own as well as those who do not. Children are encouraged to make sense of the religions studied, which include Christianity, Hinduism, Judaism and Islam. They are also encouraged to understand the impact of those beliefs in people's lives and make connections with their own learning and experiences of the wider world.

Children will use the Understanding Christianity resource and approach which takes The Big Picture of Christianity and teaches it through seven key concepts - such as salvation, the fall, creation, and resurrection. A range of other resources will be used for the other faiths including online tours of religious places of worship and the experts from other faiths from within the schools wider community including the children themselves. We are not a faith school but we do hold daily assemblies at school which incorporate broadly Christian beliefs and values, moral and social concerns as well as British values.

We sustain positive links with local churches and religious organisations who occasionally take assemblies such as the fortnightly "Open the Book" team and local clergy.

We encourage visits to places of worship of all denominations such as synagogues, the cathedral, local churches and chapels and visits from a range of representatives from local religious groups and religious leaders. As parents you have the right to withdraw your child from or all part of RE and from collective worship assemblies.

Please speak to Mrs Scutt should you have any special requests or for more information



Science

Science stimulates and excites children's curiosity about the world around them. It satisfies curiosity with knowledge. It links practical activities with ideas, and it prompts critical and creative thinking. Science is about developing and evaluating explanations through experimental evidence.

Children will learn how to conduct experiments safely. They will learn to observe and ask questions about living things, materials and phenomena. Children will learn how to make predictions, put forward explanations and test them to see if they were right, draw conclusions and show how to relate these conclusions to their predictions. They will learn about nutrition, movement, growth and reproduction in humans, animals and plants. They will also learn about evolution and inheritance and how living things have changed over time.

Children will learn to classify materials and study how materials change when squashed, bent, stretched, heated, cooled or mixed. Children will learn how to separate mixtures of materials, and that some things are soluble and others are not. Children will learn about electricity and simple circuits, about forces such as gravity and magnetism, about how we hear and see and how light and sound travels. They will also learn about the sun, earth and moon and how they are interrelated. They will also learn about seasonal changes. Science study also promotes working in groups, encouraging the development of skills necessary for effective team work, such as listening to others and valuing everyone's contributions.



Non Curricular Information

Special Educational Needs

Please read in conjunction with our local offer for Special Educational Needs (SEN) which is posted on the school's website. We believe that all children have the right of access to a broad and balanced curriculum and we will endeavour to provide support and help when and where it is needed. The help might be from the Class Teacher, a Teaching Partner or from the Special Needs Co-ordinator.

The SEN co-ordinator, Mrs Scutt, works closely with the class teachers to identify problems, suggest solutions and ensure that procedures are followed in accordance with the Code of Practice for SEN.

We ensure that parents are involved as much as possible in their child's progress as we firmly believe that the key to success lies in the home and school working together toward the same targets.

Children at My Plan and My Plan Plus or with an Education Health Care Plan (EHCP) have an Individual Education Plan, to address their specific learning needs. Parents are expected to attend all review meetings and their contributions toward the plans are integral to their success.

Parents are also welcome to make an appointment to discuss their child's needs with the Mrs Scutt, at any time. We work closely with all the available external support services such as the Educational Psychology Service, Speech Therapist and SEN Advisory Teachers. We also seek the advice of the School Nurse and Occupational Health, along with CYPs

(Children's Mental Health Services) as required. Children with additional needs are quickly identified and support offered. Children who need additional support in learning are offered small group or one-to-one intervention programmes and catch up activities aimed at meeting their personalised learning targets.

We have an accessibility plan, which outlines our commitment to making reasonable and anticipatory provision in order to meet the requirements of the Disability Discrimination Act.

Our aim is to ensure that the school provides an inclusive education for all children who may wish to attend.

Gifted and Talented Provision

We endeavour to support and challenge children who show particular gifts and talents to enable them to develop their skills and to foster creative thinking. We keep a register of more able children and track their progress closely. We are currently developing programmes of provision for the more able as part of a cluster of schools.

Children are selected to attend gifted and talented workshops in science, maths and modern languages as offered by the local Cotswold School and in partnership with other primary schools. Children are also invited to attend local maths and writing workshops, gymnastics and art days for more able children and county wide Design and Technology challenge days and inter school quiz evenings as available. More able children are given the opportunity to

work with children in older year groups as appropriate in order to stretch and challenge them and meet their learning needs.

Children in Care

Children in care in school each have a personal education plan (PEP) and their progress and welfare is monitored by the designated Children in Care Teacher and Designated governor who act as champions for children in care. The school liaises with the Virtual School learning mentors to support the children and ensure their needs are met in full.

Modern Foreign Languages

Children in KS1 are offered extra curricular language provision in French during the year. Children in KS2 are taught French weekly including specialist language teaching in Year 5 & 6 by our own specialist teachers and by staff recommended by The Cotswold School Teaching is through games, rhymes and fun activities in all year groups. The school has International School Status and encourages special weeks with an international flavour as well as visits to places of international interest.

Relationship and Sex and Drugs Education

Children in all year groups will receive Relationship and Sex Education (RSE) lessons as a discrete unit of work in science and PSHCE lessons. Parents will be invited to see teaching materials before they are introduced in the classroom. Use will be made of guest speakers such as the School Nurse and the Life Caravan as appropriate. Drugs Education will occur bi-annually as part of the children's PSHCE work. It is the school's policy to address issues related to sex and drugs education earlier than Year 6, as and when they are raised by the children and as part of a programme of RSE lessons using the newly agreed

Gloucestershire RSE scheme. Parents are entitled to withdraw their children from all or part of the sex education that is provided, except that which is required as part of National Curriculum Science.

Celebration Assembly

We hold a Celebration Assembly every Friday. This is an opportunity to praise children's attendance, good conduct and achievements in all areas of the curriculum. Those who have performed particularly well in the previous week receive certificates and their names are read out in front of the school community and recorded on certificates displayed on the hall wall for a week. "Star of the Week" is a much coveted award and Bonus merits are awarded for exceptional work. House points and a merit system provide daily rewards to children for behaviour, attendance and effort in learning.

Once every half-term we hold a special celebration assembly, led by each class in turn, to which parents are invited. Children performing and attending well over the half term receive 'special' certificates.

Admissions

The majority of children transfer to Stow-on-the-Wold Primary School from a number of pre-school settings in the locality. Many are from our onsite Nursery School or nurseries and groups in Condicote, Moreton-in-Marsh, and local villages.

Some children transfer to us from child minders and nurseries, others have no pre-school experience in an educational setting.

The Reception Class Teacher visits the children in their pre-school settings, to meet with nursery staff and to help make the transfer to school as smooth as possible. Home visits are arranged during the term prior to

admission. Parents are advised to register their child at school by September of the year prior to admission and to complete the local authority online forms as soon as they are received.

Children are encouraged to visit the school for several induction sessions during the summer term prior to admission, where they join the Reception Class for story time and other activities.

Parents are also invited to attend an Induction Evening where they can meet their child's teacher, Mrs Scutt, and current parents. They will see their child's new classroom and see samples of school uniform and equipment, which can be purchased at Wreal Embroidery in Bourton-on-the-Water.

Those seeking admission to Stow-on-the-Wold Primary School from other schools in the area are encouraged to make an appointment to be shown around by Mrs Scutt, as are those moving to the area from elsewhere.

In the event that the number wishing to join Stow-on-the-Wold Primary School exceeds the number of places available, the following criteria stand:

First: Children in Care and those on an Education Health Care Plan naming Stow-on-the-Wold Primary School as their preferred school.

Second: Children with a sibling at the school (living at the same address).

Third: Children who live closest to the school.



School hours

| | |
|----------------------------|-----------------------------|
| Breakfast Club | 8.00 - 8.40 a.m. (Optional) |
| School Starts | 8.55 am |
| Break time | 10.45 A.M. |
| Lunch time (KS 1) | 12.30 -1.30 P.M. |
| Lunch time (KS 2) | 12.30 - 1.15 p.m. |
| School ends | 3.10 p.m. |

Total hours in school excluding lunch, breaks, registration and collective worship.

| Age | Hours per week |
|------------|-----------------------|
| 4-7 | 23.55 |
| 8-11 | 24.45 |

We ask that children arrive at or soon after 8.45am, when the school gates are unlocked. Staff are involved in preparing their classrooms for the day and are not available to supervise those who arrive before this time. School starts promptly at 8.55am and we ask that the children are not late. Late arrivals must report to the office and parents are asked to sign in at the desk giving reasons for children's late arrival. Late arrivals after the registers have closed at 9.00am will count as an "unauthorised absence" for the session. For safeguarding reasons we expect parents to say goodbye to their children in the playground and not

enter the school without a visitors pass and signing in at the office.

Rates of Authorised and Unauthorised Absence

Authorised Absence means that a child's absence has been explained by a note or telephone call from the parent or guardian and that the explanation is satisfactory and has been accepted.

Unauthorised Absence means that the school has received no satisfactory explanation or the child was late after the register has closed. Any child with more than 10 sessions unauthorised in a 3 month period will trigger the possibility of a Fixed Penalty Notice. Absence Notification Forms are available from the school office for those seeking permission to take children out of school in term time. Permission will not be granted for holidays and requests will only be considered by Mrs Scutt where attendance is at excellent and in highly exceptional circumstances, for example a family funeral.

Most recent figures for Spring Terms 3 & 4 Authorised absence – the percentage of half days missed: 3.3% Unauthorised absence – the percentage of half days missed: 0.8%.

Mrs Scutt, Mrs Stubbs and Mrs Swallow liaise with all parents concerning absences from school. We ask you to inform the school of the reason for absence on the first day. Where no reason is given, you will be contacted by phone by 10.00am by the school, on the first day of absence to find out why the child is away. If the reason is not plausible then the session will be unauthorised. If you have any problems getting a child to school, please contact the head teacher. Attendance under 90% will be referred automatically for additional support and a plan drawn up. A letter will

be sent home prior to this informing parents where attendance is reaching an unacceptable level e.g. below 95%. Children falling below 90% are classed as persistent absentees.

Curriculum Complaints Procedure

Under the Education Reform Act of 1998, the authority has established arrangements to consider parents' complaints about school curriculum and related matters. A copy of the full procedure for this is available for inspection in each school, on the website and public library maintained by the Authority. It covers matters relating to the national curriculum and covers provision of external exam courses, religious education, the operation of charging policies in relation to the curriculum and the provision of information.

The procedure provides for complaints to be directed initially to the Headteacher of the school, and then for an attempt to be made to resolve matters informally. If this fails, then there is a formal appeals procedure available to parents, which is downloadable from the school website or a paper copy can be issued upon request.

Complaints Procedure

The school is required by Government Regulations to establish and make available a complaints procedure. The procedure is available for inspection in the entrance to the school and on the website. It should be noted that there is a distinct difference between this procedure and the Curriculum Complaints Procedure, published by the LA, which is explained in the previous column.

We hope and expect that parents concerns will be resolved by approaching an appropriate member

of staff; however the Headteacher's door is always open. Should you wish to make a formal complaint, the Headteacher should be approached unless the complaint involves the Headteacher when the Chair of Governors should be contacted.

Safeguarding

Safeguarding our children is our top priority and our school was rated by Ofsted as "outstanding" in its care for and safety of the children. As such we insist that all visitors to the school sign in and wear a pass at all times. You will be challenged if this is not visible. Those who cannot produce a valid Disclosure and Barring Services (DBS) Certificate will be accompanied at all times.

All doors and gates will be secured during the school day and access to the school is only permissible by the front door which is supervised and controlled.

All staff and supply staff are recruited in line with Safer Recruitment in Education guidance. All Staff and Governors have enhanced DBS and all volunteers are subject to safeguarding checks before being allowed into the school unaccompanied.

Staff will wear blue name badges at all times. Visitors will wear badges and will be challenged if they don't have them on. There are comprehensive child protection procedures in place and all staff are trained at the appropriate level to ensure the safety and well being of your child. Training is updated in a timely manner.

The school has designated Safeguarding leads and their pictures and contact details are displayed widely. All visitors and staff receive an information leaflet on arrival about how to report any concerns regarding children's safety.

School Holidays

Holidays are in accordance with a timetable drawn up by the Local Authority to apply to all schools in Gloucestershire. The current terms and holiday dates are below:

| School Year 2019-2020 | | |
|-----------------------|---|---|
| Term | Starts | Ends |
| 1 | 2 nd /3 rd September INSET Wednesday 4 th September | Wednesday 24 th October Friday 25 th October INSET |
| 2 | Monday 4 th November | Friday 20 th December |
| 3 | Monday 6 th January | Friday 14 th February |
| 4 | Monday 24 th February | Friday 3 rd April |
| 5 | Monday 20 th April Monday 4 th May Spring Bank Holiday | Friday 22 nd May |
| 6 | Monday 1 st June | Friday 16 th July 17 th /20 th INSET |

School Uniform

Clothing with the school emblem on is available from Wreal Embroidery, Bourton Link, Bourton-on-the-Water, Cheltenham, GL54 2HQ. 01451 822823.

- White or royal blue school polo shirt.
- Grey or black skirt, pinafore, school trousers or shorts. Royal blue school sweatshirt or cardigan.
- Summer dress (royal blue/white checked or striped)/school shorts.
- White or royal blue school polo shirt.
- Grey or black school trousers or school shorts. Royal blue school sweatshirt. Royal blue fleece (optional). Blue sun hat.
- The preference is for black, sensible shoes. No trainers apart from PE lessons.
- School blue book bag (essential).

PE kit to be stored in a school blue draw-string PE bag as follows:-

- Blue or black shorts. Blue or white tee shirt.
- Plimsolls - white or black.
- Trainers for outdoor use only.

All school uniform should be clearly marked with the child's name. We strongly advise against the wearing of jewellery or watches. School will not accept responsibility for the safe keeping of these items. If earrings are worn, studs only are acceptable for reasons of safety. It is strongly recommended that all earrings are removed during the school day. No jewellery should ever be worn for PE, with the exception of studs where ears have been pierced within six weeks. In this event, studs should be covered with plaster or tape for the duration of the lesson, provided by the parents.

Where no plaster is provided, the school will ensure that ears are covered. Long hair should be tied back at all times in school.



Behaviour and Discipline

In order to maintain a caring and safe environment for your children, they are expected to conform to certain standards of behaviour.

Politeness, courtesy and concern for others are actively encouraged, whilst bullying of any kind is not tolerated, and will be addressed immediately. We have agreed levels of expectation and a policy in school relating to discipline, which is reviewed regularly. We expect that children will take responsibility for their own actions and we believe that parents have a vital role to play in promoting good behaviour in school. Children are encouraged to think of the school as a community where adults and children work together. Care of the school and each other is expected. A sense of loyalty and pride in the school is actively promoted. School rules have been generated for the safety and care of the children.

They are encouraged to follow the 3 golden rules:

Be SAFE (hand)
Act safely, protect yourself and others,
keep secure

PERSEVERE (mind)
Be ready to learn, be on time,
complete your work at school and home,
be resilient and committed

Be SUPPORTIVE (heart)
Be kind, be respectful, value others, be tolerant
and act responsibly

The school operates an open-door policy, whereby parents are encouraged to meet with the class teacher or the Headteacher to discuss any problems that may arise. We like to address matters as soon as possible. The School Behaviour and Discipline Policy and the Anti-Bullying and Harassment Policy

which includes cyber safety, explains matters in detail. It is available in the school office and on the website.

Organisation of Classes

There are around 130 children in school in 5 classes. At present there are two classes in Key Stage 1 and three classes in Key Stage 2. The class organisation is flexible depending on numbers from year to year. Currently, the organisation will be as shown below but varies year on year in Classes 3, 4 and 5:

| | |
|---------|----------------------|
| Class 1 | Reception and Year 1 |
| Class 2 | Year 1 and 2 |
| Class 3 | Year 3 |
| Class 4 | Year 4 and 5 |
| Class 5 | Year 5 and 6 |

All classes are mixed year groups and all are mixed ability. Each class is taught by the Class Teacher(s) for the majority of the week. In addition, we have 7 Teaching Partners who work more or less full-time in each infant classroom and as needed in the junior classes. Where a year group is split between two classes, the decision is based on ability, emotional development and in consultation with staff and parents in the best interest of the child's progress.



Opportunity to Discuss Children's Progress

We have a Parents Consultation Evening twice a year in the Autumn and Spring Terms when parents are invited in to school to talk to their child's Teacher.

At this time parents will be able to see samples of their child's work and discuss the targets set to help their child make progress. Parents are also invited to sign the Home/School Agreement at the first parents evening of each year. If the Headteacher and Class Teacher are concerned about an individual child, parents will be asked to come into school to discuss the problem.

Similarly, if parents have a concern regarding their child, they are strongly encouraged to contact the school as soon as possible and make an appointment to see their child's Teacher or the Headteacher. A written report on their child's progress is sent to parents annually during the summer term. The report comments in detail on their progress, attainment, areas for development, attendance and general attitude to work. Parents and children are invited to add their own comments to the reports which will be kept in school from year-to-year. If required a consultation with the Class Teacher can be arranged to discuss the report.

In addition to formal opportunities to attend Parent Consultation Evenings, there are a number of less formal meetings throughout the year when parents are invited to attend workshops or talks relating to education or school policies, and termly class information evenings which cover the basic organisation and expectations in each class, leaving parents evenings free to focus on children's progress and attainment.

Assessment

Teachers judge children against Early Years Foundation Stage (EYFS) and National Curriculum objectives regularly throughout the year. Children are assessed in terms of attainment against age related expectations, as well as rates of progress made and effort made.

National Curriculum and EYFS Levels

Children are expected to make progress as follows:

0-5yrs Early Years Foundation Stage

Assessment against Early Years Foundation Stage Profile. The expectation is to reach a given 12 out of 17 areas of development which is assessed as a 'good level' of development.

5-7yrs KS1 of the New Curriculum

Children are expected to be working at the level 2 of Year 2 National Curriculum expectations by the end of Year 2.

7-11yrs KS2 of the New Curriculum

Children are expected to reach age related expectations by the end of each academic year

Food and Drink in School

Break

Children are encouraged to bring a piece of fruit to school as a mid-morning snack. They eat outside in the playground. Children then put their waste and peelings into a compost in the playground to grow plants and flowers for the school. Other snacks are not permitted. Infant children in class 1 and 2 are entitled to free fruit which is prepared for them daily by school staff.

Milk

Children may like to have milk during the morning

through the Cool Milk For Schools Scheme. If your child is under five or if you are in receipt of Income Support, Family Tax Credit or Job Seekers allowance, he/she will be entitled to free milk. Please ask at the office for a form.

Lunch

The school provides hot cooked lunches on site and children may choose from a menu in advance. If preferred, children can bring in a packed lunch. Every one eats together in the hall. Please, no glass bottles, cans, and fizzy or hot drinks. It is a long day for children, so please ensure they have sandwiches, pasta or similar, as well as other items in their lunch boxes. Please note chocolate covered snacks and salted snacks are actively discouraged in lunch boxes.

If you are in receipt of Income Support, Family Tax Credit or Job Seekers allowance, your children may be entitled to a free school dinner - please ask the Headteacher or School Administrator for details.

Please note that since September 2014 all children in Reception, years 1 and 2 are entitled to a free school meal daily and we hope that everyone will take up this opportunity. Sweets and chewing gum are forbidden.

Water

All children are encouraged to bring a named, clear bottle of water to school that they are allowed to sip in class. This helps to hydrate their brains and assists concentration. Please do strongly encourage your child to bring water every day.

There is a water chiller in the atrium for filling water bottles.

Swimming

Children are permitted to bring an additional healthy

snack on days when they have swimming, which they may eat prior to or after their lesson.

Litter and Rubbish

As children only have fruit at break times, litter is kept to a minimum. We actively promote litter picking with the correct equipment. The children take turns to keep the school grounds free of litter. The school also encourages recycling, by having a compost bin and by paying a small fee to recycle our waste paper.

The children ensure that litter from classrooms is collected in two bins, one of which is for recycling. The school is aspiring to be an Eco School and has dug it's own allotment and made raised beds and has a very active gardening ethos.

Breakfast Club

The Breakfast Club is available to any child at the school and opens at 8.00am. The children come into the school hall, where there are a range of activities on offer and where they choose from toast with good quality spreads and jams, low sugar high fibre cereals, fresh fruit and occasionally yoghurts, fruit juice and even the occasional bacon butty. All healthy options.

If you would like your child to attend please inform the office and ensure that you send in £10.00 weekly. We can also accommodate single days if required at a cost of £2.00. We are fortunate to benefit from the Tesco Fare Share scheme enabling us to access bread, rolls and other products for the breakfast club keeping costs low.

Extra Curricular Activities

In addition to the curriculum subject areas, many

activities and areas of experience are catered for, on a voluntary basis, by a dedicated group of Staff and Helpers. The extra curricular activities offered play a large part in the life of the school and all children are encouraged to take part.

The list below are examples of those on offer at some point in the year. However, we would point out that the activities offered are due entirely to the goodwill and enthusiasm of staff and parents and the present list will vary from term-to-term. We offer something for all year groups.

| | | |
|--------------|---------------|---------------|
| Multi-skills | French | Creative Arts |
| Football | Gardening | Netball |
| Rounders | Tag Rugby | Writing |
| Cricket | Cross Country | Cookery |
| Media Club | Gymnastics | Dance |

Forest School and Outdoor Learning

We are fortunate at Stow-on-the-Wold to benefit from extensive, well maintained grounds which we utilise fully for outdoor learning. Classes 1 and 2 have their own bespoke outdoor learning environments.

All Classes make regular visits to our own Forest School in the school grounds and we have two fully qualified Forest School Leaders on the School Staff who take sessions.

The whole school have access to the adventure play area, sand pit, field, slopes, trees and pond (under strict

supervision). We have a shed full of outdoor equipment for lunchtime play and the playground is marked out for sport activities and a trail. A quiet area includes picnic benches, an outdoor circular 'classroom' area, a rainbow friendship bench and a designated 'Safe Area' for anyone who needs a friend to play with.

Residential and Off-Site School Visits

The children are encouraged to enjoy rich and memorable experiences to enhance their learning during their time at Stow-on-the-Wold Primary School. As such they have the opportunity to attend many off site visits. Include walks to local places of interest, residential trips to Malvern Outdoor Centre in Year 2, PGL outdoor and adventurous holidays and most recently, a Naturebase trip to Wales is planned for juniors this year.

Two members of staff are fully trained Educational Visit Coordinators who ensure that visits are safe as well as exciting! All our risk assessments are up to date and available for inspection at anytime by parents.

Parents, Teachers and Friends Association

The school has a very active and enthusiastic Parents, Teachers and Friends Association (PTFA). Many functions are arranged which help to raise funds for extra items for the children and the school. The PTFA also arranges social events. All parents automatically become members when their children join the school. The association is active in promoting and developing good relationships between parents and Staff.

It is very much hoped that all parents will play an active part in the cultural, social and fund raising events organised each year and we encourage you to get involved and help out. Your help will be very

warmly received. A School Governor is appointed as PTFA liaison officer to ensure good communication between PTFA and the school governors. A committee is elected each year at the Annual General Meeting in the Spring Term. Do try to get involved.

Parental Help

Whilst it is an expectation that all parents will be actively engaged in their children's learning at home we are delighted that so many parents are actively involved in school life. There are many ways that you can get involved. Do you think you could help in school to hear children read or help out with class activities such as art or sewing? Perhaps you could help in organising resources, cataloguing books or perhaps making drinks for after-school clubs?

We are always in need of adult support in the Early Years Foundation Stage helping children with their outdoor learning. Parents are welcome to help with activities such as trips and outings, walking children to the local library or to local events. We assure you of a warm welcome. Maybe you have skills or interests that could be of help to the school?

Whatever you can offer we would be pleased to hear from you. Together we can improve the educational opportunities for your children.

How You Can Help Us

The support of parents is vital at all times but especially when there are problems. If your child feels that school and home are working together he or she will be reassured and will gain in confidence. There are a number of ways in which you can support your child. Make sure your child has enough sleep. Tiredness is not

always noticed at home but in the working atmosphere of a school it is immediately apparent. Make time to talk to your child. A child who can talk with confidence and explain itself adequately has a great advantage.

Please ensure that your child arrives punctually at school so that the start of the day runs smoothly for everyone.

Encourage your child to read and talk about books. Try to avoid too much television watching and computer games and other screen based activities. At Stow-on-the-Wold Primary School your child has the opportunity to develop their skills and knowledge to the best of their abilities. We promote a calm and purposeful working atmosphere.

Children should be happy and secure because they are expected to make the best use of their intelligence, ability and aptitude. High standards of work and behaviour are expected. We are very proud of the school and believe it is a very special place.



Charging Policy

The school finances the majority of activities from funds received from the County Council. There are no compulsory charges for education at the school. This is a principle that the school supports fully. However, there are some additional educational activities, which the school could not provide without seeking financial support from parents.

Where outside visits occur during school time there will be no compulsory charge but voluntary contributions will be invited. However, it must be stressed that in this case, unless sufficient contributions are made, some activities may be cancelled. Full charges may be levied for visits occurring outside school hours, or for the board and lodging cost of any residential activities.

No compulsory charge will be made for equipment and materials except very occasionally when articles are being made for parents by prior agreement.

A charge is made for the hire of musical instruments and tuition. No charge will be made to families in receipt of Income Support or Family Tax Credit or Job Seekers Allowance when their child is taking part in any activity legally classified as happening in school time.

School Office Hours

The school office is open from 8.30am. until 3.30pm daily. There are also staff available to deal with enquiries from 8.00am each morning and to take messages.

Car Parking

For safety reasons the school car park is for staff cars and school taxis/buses only and should not be used as a dropping off point for children before or after

school, or as a turning point. If you need access to the school car park you will need to buzz the intercom for admittance or ring the school.

Please help us to maintain good relationships with our neighbours by being considerate where you park in the nearby roads and avoid the bus layby by the side gate altogether. Never park across driveways near the school.

Visitors to School

We are very concerned for the safety of all children in our care at Stow-on-the-Wold Primary School. All external doors are fitted with security locks. This means that they can be opened from the inside but not from the outside. Internal fenced areas are high and secured with padlocked bolts.

To aid our security process we ask that all visitors report to the office on arrival at school, sign in and wear a visitors badge at all times. The only access to the school during the day is via the front door, which is observed and controlled by the office.

As an additional security measure the St Edwards Road gate is locked during the day, and the main gates are kept locked at all times, only opening electronically via the office all times. Please help us to keep the school as secure as possible by encouraging your children not to use the school grounds as a play area at weekends and in the evenings.

The school grounds are not meant as a community play area, or as a recreation ground for dogs to be exercised. The latter has serious medical implications for the health of the children if dogs are allowed to foul the grounds. Only guide dogs are allowed on the premises.

Lastly, in line with Gloucestershire County Council owned property, smoking is forbidden anywhere on the grounds, not only in the school building. We ask for your support in helping us to maintain the whole school grounds as a smoking free zone, including near the school gates.

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Bringing Money to School

Your child may need to bring money into school for:

- Hire of musical instruments (each term on receipt of bill)
- Swimming lessons (each week, as advised by letter)
- School photographs
- School visits

- Fund raising charity events
- After school tuck shop
- Breakfast Club money

School dinner money may only be paid via Parent Pay, our online system. Please ensure money sent into school arrives in a clearly labelled sealed envelope.

We recommend payment by cheque whenever possible. Please ensure your child gives money to their teacher as they go into class and does not leave money in the cloakroom. All monies are sent straight to the office at registration time.



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