

SECTIONS	SUMMARY EVALUATION	
<p>INTRODUCTION School context</p>	<p>Our school moved premises in September 2014 and grew to 3FE due to a new housing estate being built, enabling us to service these new families. We are now situated at the heart of this estate with a community very diverse and different to the rest of Fleet. Our pupils come from mixed housing, private and community housing (20% of the new estate) and 'overspill' housing for HM Forces personnel which accounts for 20% of our pupils. Due to the majority of Forces' Housing being in Aldershot and this area being used once accommodation there is full; these families come from no particular regiment and therefore feel very isolated. This also has an impact on our mobility and we have a significant number of pupils who join us at times other than the usual phase transfer times. Our PAN was permanently changed from 90-120 in September 2016 highlighting the need for more permanent accommodation for an additional three classes and hence our permanent expansion to 4FE was completed December 2017. The % of our pupils in certain groups are as follows (as of January 2023 with a number on roll of 360, this fluctuates on a regular basis): FSM – 8.4% EAL –9% Forces –5% SEND –11%</p>	
<p>AREAS FOR WHOLE SCHOOL DEVELOPMENT (as referenced on SDP)</p>	<ul style="list-style-type: none"> • SEND 	
	<ul style="list-style-type: none"> • Writing 	
	<ul style="list-style-type: none"> • Staffing 	
	<ul style="list-style-type: none"> • EYFS 	
	<ul style="list-style-type: none"> • GDS 	
<p>PROGRESS IN PREVIOUS INSPECTIONS KEY ISSUES Ofsted (September 2009)</p>	<p>Develop the Early Years Foundation Stage external area to ensure easy access to the outdoor classroom throughout the year.</p>	<p>There is now clear evidence of the impact of provision and practice on developing the environment to enable learning. This is particularly noticeable in the outside environment.</p>

OVERALL EFFECTIVENESS	Strengths	Areas for development (see also SDP)
	<p>Outcomes for pupils, teaching, learning and assessment, leadership and management and the effectiveness of the Early Years Foundation Stage (EYFS) are all 'good'.</p> <p>Personal development, behaviour and welfare are 'outstanding'.</p> <p>All groups make good progress overall, including those with disabilities and special educational needs (SEND).</p> <p>The school is a real family community. Moral and social development is outstanding, and spiritual and cultural development is good with outstanding features.</p>	<ul style="list-style-type: none"> • Opportunities for GD pupils particularly in writing
OUTCOMES FOR PUPILS AND LEARNERS	Strengths	Areas for development
	Pupils enter the EYFS with attainment below what is expected. They are below what is expected in literacy (50%) and 30% below in maths. By the time pupils leave in year 2 (despite our high levels of transience) attainment is above average in R/W/M. (See NC Assessment results).	Liaison and training with pre-schools.
	The school's internal tracking of progress of pupils is robust and shows at least good progress in all NC subjects. There is no difference made by different ethnic groups or SPP.	Continue to identify, track and put interventions in place for our vulnerable groups (especially FSM) and act promptly to diminish the difference.
	2022 attainment was significantly above national and Hampshire at the end of KS1 in EXS. Outcomes are strong in both key stages and our school's assessment data illustrates that pupils are at least in line with LA outcomes. Teachers continually assess their class' understanding, adapt their teaching to respond to gaps in knowledge and use a curriculum that revisits and embeds knowledge over time.	Attending HCC moderation training. DHT trained as a moderator. PD for staff on ARE/GDS writing. HCC re-assessing our KS1 writing results.
	We have effective strategies for teaching phonics and as such results in phonics remain high.	To continue to monitor and address differences within groups of pupils particularly SEN, Pupil Premium, LAC, FSM in our Yr 1 and 2 cohort.
Pupils eligible for PP who have been with us from Year R make rapid progress in KS1 and their attainment is in line with their peers by the end of KS1 at ARE.	Respond and adapt practice with transient pupils, ensure parents on board ensuring difference diminished. Every FSM child has intervention.	

<p>QUALITY OF EDUCATION</p>	<p>Strengths</p> <p>Teaching</p> <p>Support by local authority courses, yearly LLP visits and senior leaders we therefore ensure 100% of teaching, by class teachers, is judged to be good or better. Outstanding features have been engaging hooks, practical hands on sessions with stimulating activities and resources, peel away groups, individualised AFL to ensure all pupils make individual progress in each and every lesson.</p> <p>All teachers have expert knowledge in the areas they teach.</p> <p>ECTs are supported well to ensure they are supported to address gaps in their knowledge due to 'lockdowns.'</p> <p>Teachers present information clearly and in a variety of formats to ensure that all children grasp the content.</p> <p>Peel away groups are established in every room to ensure scaffolding can be increased, examples can be worked through together and therefore knowledge, skills and understanding are embedded prior to tasks.</p> <p>Misconceptions are quickly addressed by both class teachers and teaching assistants to ensure pupils effectively understand the content being taught.</p> <p>Staff are not afraid to abandon a lesson and reteach if pupils are struggling or intervene with mini-plenaries.</p> <p>Key concepts are embedded into pupils long term memories due to topics being revisited and skills built upon year upon year.</p> <p>Pupils are reminded and refreshed quickly and skilfully on prior content and new knowledge builds upon this.</p> <p>This academic year as part of our SHARP alliance 10 schools are having Dyslexia training as part of LA funding that we bid for.</p> <p>We have 2 SENDCOs, 1 for EYFS and 1 for KS1. This academic year they are part of a project to collaborative problem solve across HART as part of a Reflective Conversation group.</p>
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	<p>Planning</p> <p>The intent and implementation of our curriculum is securely embedded at Tweseldown. September 2022 saw the introduction of new curriculum topics for each year group. The curriculum has been constructed to meet the needs of our specific children at Tweseldown to improve their knowledge, skills and ‘cultural capital’ for example our whole school trip to the seaside July 21 due to lockdowns and 3 children from each class never having been. The curriculum in maths has an emphasis in mastery and we use Bug Club as our synthetic phonics programme to ensure all children can read by the time they start KS2. Year teams collectively plan a broad and balanced curriculum for each and every child together in year groups. All 4 class teachers are released together; drawing on each others subject expertise, ensuring continuity for pupils, whether this is live or remote teaching. The curriculum content is taught in a logical progression following our Progression of Skills documents created in tandem with other local schools within an alliance (SHARP). Any gaps in pupils’ knowledge and skills are quickly addressed by daily AFL. Teachers use AFL to plan next day’s lessons based on the range of attainment demonstrated in previous lessons and tracking. Due to ongoing CPD all teachers are adept at monitoring pupils’ progress throughout lessons, feeding back to them and adjusting pupils’ work accordingly. The learning journey is clear to everyone- staff, who clearly understand the pupils start and end points -the parents via weekly newsletters, half termly curriculum maps and parents evenings and the children with working walls, (floor books in Year R, introduced in January 21 after disbanding Tapestry to ensure staff spend the time with children and workload reduced). A Year 2 parent commented Nov 22 “I really enjoy the conversations we can now have following seeing the floor book.2 We work in partnership with local schools and with the LA to moderate and continuously improve practice. Despite having a more diverse catchment than other Fleet schools we perform in line with them. Last academic year we were moderated for both Reception and Year 2. We disputed the GDS statistics and are working with the LA to ensure a common understanding of GDS. This academic year we are using the local authority to moderate within Reception as this is a new team. Curriculum expertise has been achieved by subject leaders by attendance at SHARP cluster meetings, CPD in the form of courses and by carrying out ‘deep dives’ in school with senior leaders. Training is evidence based and of a high quality ensuring all staff have high quality professional development.</p>
	<p>AFL/ Assessment</p> <p>There is an effective match between activities and learning intentions. Our assessment throughout the school is robust and reliable and used to identify pupils’ progress and gaps in knowledge. When marking work staff comment on whether objectives have been met and how to improve. Pupils are given dedicated time to respond to feedback which staff then mark. Assessment embeds knowledge and pupil voice clearly illustrates this at Tweseldown along with book scrutinies. In the past we have identified when teaching has required additional support and quickly rectified this. Our ECTs have additional evidence based training and support from a fully trained mentor (with South Farnham). The curriculum has been constructed to account for delays in learning and topics are constantly revisited. Work across the curriculum is of a high standard which can be evidenced in books and senior leaders monitoring. The FGB agreed to TAs in KS1 to work afternoons academic year 21/22 and this academic year too, to support interventions to ensure all pupils gaps are diminished ASAP. The majority of pupils are junior school ready by the end of year 2 and those that are not are supported with EHCPs, their journey through school shows that they have achieved exceptionally highly from their starting points.</p>

	<p>Phonics</p> <p>Synthetic phonics is strong at Tweseldown. All staff were trained in delivering engaging phonics lessons. Focused lesson observations on phonics following training demonstrated that TAs make an excellent contribution to the teaching of phonics. We use Bug Club phonics (from January 22) and all books match children’s phonic phases. The curriculum has been designed to ensure that pupils are at an age appropriate level in reading.</p> <p>Any gaps identified swiftly particularly with transient children and gaps diminished. Dec 21 only 2 children failed phonics test out of 120 children (98%). Pupils consistently achieve highly at Tweseldown and continue to make good progress at CCJS.</p>
	<p>ICT</p> <p>ICT is used frequently in classrooms. Pupils access reading books on line at home (levels set by CT linked to phonics). Kindles also sent home. Both of these strategies have resulted in highly effective reading results particularly with our boys. Website clear to users. Recent ESafety (6/1/21) ensured that pupils, staff and parents were clear on how to stay safe on line.</p> <p>During lockdowns we provided live teaching covering all curriculum content. Registers were taken, families phoned if non-attendance. Vulnerable children either in school (100 pupils in total) or IT hardware delivered to ensure every pupil accessed the on line learning and made good progress. Our HSLW rang vulnerable families and based on our knowledge, home visits, on line learning these vulnerable families was a fluid and fluctuating group, growing as the pandemic continued. Families were supported well and emails to school demonstrated this. The impact of daily on line teaching clearly demonstrated that pupils had not been adversely affected by lockdowns as compared to statistics within EEF. Sustained writing is now our main focus as this was hard to maintain remotely. Every CT has a laptop and can easily access the system at home for any information. December 21 new laptops and IPADS were purchased for both staff and pupil usage.</p>
	<p>Parents</p> <p>Parents receive regular and frequent updates on their pupils’ progress, together with guidance on what needs to be improved to do even better. Termly parents also receive examples of where their child should be academically in reading, writing and maths. At parents’ evenings parents are informed if their child is in line with age related expectations (ARE), above this or working towards this as well as their child’s next steps in learning.</p> <p>Separate ILP (Individual Learning Plan) meetings are held to ensure parents and staff have the time to thoroughly talk through the plan.</p> <p>This September saw the reintroduction of parents in school for ‘New to Year group’ meetings, coffee mornings, Board Games and Assemblies.</p>
	<p>RSE</p> <p>All pupils are being taught about healthy, respectful relationships, focusing on family and friendships. Our recent Esafety ensured that children were clear that this was on line too. As a result of this pupils created posters with 4 top tips.</p> <p>Pupils are also taught about healthy eating. As a school we are passionate about this and have moved away from Hampshire Catering to The Pantry to ensure children have freshly cooked, homemade healthy food daily along with bring part of the Fresh fruit initiative and offering milk at snack time.</p> <p>Staff have engaged in RSE training, parents have been consulted and an engaging curriculum has been put in place and resources purchased to ensure compliance.</p>

	<p>Mental Wellbeing</p> <p>As a staff we complete twice a year a staff wellbeing survey and actions arising from this are quickly embedded.</p> <p>We pay the additional subscription to HCC to ensure all employees and their families have access to 6 free counselling sessions if and when required.</p> <p>As a school we wrote a document on great reasons to work at Tweseldown and have an action plan on how to improve further.</p> <p>Assessment is not a bureaucratic exercise for staff, it assists in clearly showing each child's next steps therefore at Tweseldown this is not cumbersome for staff.</p> <p>Staff workload is always at the front of leaders minds with 3 data collection points a year.</p> <p>A member of staff has completed Thrive training (December 2021) to further support positive mental health and well being.</p> <p>We have a MH and WB Assistant at school who is running our MH&WB week at school, Spring 2023.</p> <p>Pupils partake in sport, music and cultural opportunities to support their health, wellbeing and wider development.</p> <p>We complete HCC's yearly Safeguarding audit and last academic year we commissioned an external safeguarding audit at which our school was judged as impeccable.</p> <p>Circle times ensure that pupils have the opportunity to discuss feelings.</p> <p>Pupils actively support the well being of others e.g on a recent learning walk the HT overheard a child saying to another 'you can, just keep trying.'</p> <p>Assemblies promote perseverance e.g KS1 took part in listening to and understanding the story of Humpty Dumpty 'After The Fall' and how he got back up again and persevered to get to his goal. Pupils then thought of something they currently find hard either academic or not and how they were going to not give up in 2022 and have positive attitudes to succeed. Examples given by the children were riding without stabilisers, swimming, number bonds to 10, writing on a line, sharing.</p> <p>The Headteacher has completed the Senior MHWB Leader course and an action plan as a result of this training along with two other members of staff who have completed WB training.</p> <p>As a school we have signed up to the Education Staff Wellbeing Charter, building a shared commitment to promoting staff wellbeing.</p>
<p>BEHAVIOUR AND ATTITUDES</p>	<p>Strengths</p> <p>A safe, calm, orderly and supportive environment is embedded at Tweseldown.</p> <p>At the beginning of each academic year pupils and staff spend time embedding our ethos and Golden Rule.</p> <p>Pupils say they enjoy lessons 97% (see year group surveys 2022). 'Lessons are fun.' Pupils think teachers are fair and clear on rewards and sanctions.</p> <p>There is a strong behaviour culture at Tweseldown which ultimately has a positive impact on attainment.</p> <p>Observations identify very good behaviour for learning in all classrooms. Pupils listen to their peers and praise their contributions.</p> <p>Staff know each child and family as individuals and care about them holistically.</p> <p>Pupils are strong at honest self-assessment and in year 2 peer assessment.</p>

	<p>Behaviour</p> <p>Our behaviour and attendance policies are updated in line with our policy review cycle ensuring that they are clear, effective and fit for purpose.</p> <p>Behaviour continues to be very good and lessons are very rarely disrupted.</p> <p>Where there are cases of us working with individuals to improve their behaviour we are consistent, fair and quick to seek support from parents, PBS, EP and any other professionals to ensure effectively and timely specialist support.</p> <p>We always ensure early Intervention of PBS to support pupils at risk of exclusion.</p> <p>September 22 all staff trained in de-escalation and positive behaviour management prior to any physical intervention. As a staff we then updated our PI policy.</p> <p>We have made 3 suspensions this academic year due to unacceptable behaviour.</p> <p>Reintegration meetings occurred on entry to school and the HT has revisited the children and their behaviour on a regular basis after these incidents.</p> <p>“We are really pleased with how the school deals with behaviour. My son is really clear about the boundaries and the rewards.” (July 2022)</p> <p>All pupils understand our golden rule and all pupils sign up to their class charter which is revisited frequently not just in the classroom but during our high quality extra curricular clubs, ‘Beyond the Gate’ (Forest School) and when out in the community.</p> <p>After singing at The Co-Op and the local Care Home the public and staff emailed school to complement the children on their behaviour.</p> <p>Positive behaviour is explicitly taught to the children along with perseverance and explanation of The Learning Pit (which each class has displayed in their rooms).</p> <p>We teach pupils how to engage and be tolerant towards others.</p>
	<p>Throughout the school, instilled in year R, pupils are proud of their work and try their hardest. Pupils enjoy belonging and making school proud of their achievements.</p> <p>Pupils develop a love of learning and great enthusiasm for finding out things for themselves.</p> <p>A range of personal opportunities are on offer to pupils to ensure they are beginning to become responsible, respectful and active citizens ranging from ‘Beyond the Gate’, circle times, ELSA support, clubs (out of hours or before or after school), Thrive, visits (Year 2 had Reptasia linked to their topic of animals where children had the opportunity to handle all types of reptiles). Year R had the farm visiting Spring 2022 and year 1 visited the aquarium in February 2022. We have completed local walks, over 180 children sang at Fleet Festivities in November 2021 (when the Christmas lights are switched on) and year 1 visited Sainsbury’s to look at packaging and where in the world their food has come from. We take part in Trailblazers at lunchtimes and children are involved at the beginning of each topic. They inform staff what they understand about topics and things they would like to find out. These are displayed in floor books.</p>
	<p>Bullying</p> <p>There has been no permanent exclusions for 10 years. We have had suspensions (see above). With these incidents we work with parents to ensure a plan is put in place and the risk of re-exclusion is minimised.</p> <p>Behaviour at lunchtime is outstanding. There are no incidents of bullying as incidents are nipped in the bud, all staff and parents are informed.</p> <p>Bullying is taken very seriously and we work hard on our SMSC curriculum to develop pupils’ understanding of what it is and isn’t. (STOP: Several Times On Purpose).</p> <p>We take part in anti-bullying week and pupils understood why they wore odd socks for the day i.e we’re all unique and difference is valued and nurtured.</p> <p>Peer on peer abuse is not tolerated. Pupils are taught positive relationships from day 1 in Reception. Pupils have very high levels of respect for each other.</p> <p>Pupils are taught cyberbullying as part of our Esafety and know what to do if the situation arises i.e tell a grown up.</p>

	<p>Attendance</p> <p>There is a strong focus on attendance. It is ‘everyone’s business.’</p> <p>We believe in early intervention and as such our Senior Attendance Champion (SAC) is proactive with families and support is put in place for the whole family as soon as possible. Our SAC attends SLT meetings to discuss families, groups, trends, suspensions, PAs and EBSAs.</p> <p>Classes are awarded certificates for 100% attendance on a weekly basis.</p> <p>Termly children receive gold/ silver/ bronze certificates for attendance.</p> <p>PA pupils meet with HT and HSLW to discuss strategies and additional support to improve attendance and re-engage pupils.</p> <p>We keep a register of absenteeism and analyse this data on a weekly basis. Currently we have 18 families who are PA, we have met each family regularly to discuss barriers and support required. These families have also been invited to our Breakfast club.</p> <p>Pupils are punctual.</p> <p>For those pupils who are late more than 3 times our HSLW sends letters and speaks to parents directly.</p> <p>In line with HCC’s policy, parents are fined for non school attendance including holidays in term time.</p>
PERSONAL DEVELOPMENT	<p>Strengths</p> <p>Every adult in school builds pupils’ resilience and confidence to ensure pupils are mentally healthy.</p> <p>Trained ELSAs on site to intervene quickly.</p> <p>Pupils are responsible, respectful and active being junior school ready by the end of year 2.</p> <p>Pupils understand British values and apply them to every day situations.</p> <p>Pupils understand how to keep healthy, eat healthy and have an active life.</p> <p>Clubs reinstated September 2021 (after being suspended during lockdown).</p> <p>All FSM children entitled to 1 free club.</p> <p>All external providers of clubs offer a vulnerable place.</p> <p>Pupils understand what healthy appropriate relationships are and that each of us are unique.</p> <p>Pupil’s moral development is strong and episodes of bullying are very rare. Attendance was 94.7% last academic year.</p> <p>Home/School Link Worker (HSLW) tracks and encourages good attendance along with its importance and meets parents prior to fining.</p> <p>Relationships throughout school are very strong</p> <p>“ a fantastic, caring school with empathy for each child” Year 2 2022</p> <p>1 year 1 parent March 2021 stated “it’s a fantastic school with warm relationships. Everyone is approachable from the office staff to the teachers and the headteacher.”</p> <p>Vulnerable families are well supported by HSLW/ PSA/ Breakfast club/ EHH.</p> <p>Difference is celebrated at school. We are a truly inclusive school. Any incidents of bullying are addressed immediately (including cyber bullying)</p> <p>Pupils are reflective about their own and others beliefs. Within the practical aspects of RE, pupils are engrossed in and eager to learn more.</p> <p>Pupils recognise the difference between right and wrong and understand they have choices to make. Wrong choices result in sanctions and right choices praised. Our golden rule is understood by every pupil quickly and reinforced on a daily basis following our behaviour policy. Pupils work and play well with a range of pupils from different backgrounds.</p> <p>On entry to school, whatever year group, pupils quickly learn to work and socialise together and how to resolve conflicts.</p> <p>Pupils participate and respond positively to music, art, sporting and cultural events from a range of different cultures and countries.</p> <p>Pupils are given a wide set of experiences linked to their ‘Cultural Capital.’ Summer 2021 we completed a very successful whole school trip to the seaside despite a pandemic. A thorough risk assessment was put in place and 12 coaches, 1 for each class ensured everyone was kept safe throughout the trip.</p>

	<p>Questionnaires show that 98% of pupils feel safe at school. The school council takes an active role in site safety and walk round with the site manager spotting areas to be fixed. Safety awareness is covered in the curriculum e.g Computing: Internet Safety/ SMSC: Clever Doesn't Go. For some of our pupils school is a safe haven from some of the challenges they face in the outside world.</p>
	<p>Equality of Opportunity We ensure all children grow up understanding respect and tolerance. This is addressed through assemblies, circle times, RSE and RE curriculums. Tweseldown is a truly inclusive school. We promote difference. Currently we have in year 1 two families who are out of catchment but have chosen us for our equality of opportunity. 1 family have an autistic child and the other is hearing impaired. Last academic year we had a child in year 2 that other schools said they could not meet their need due to a severe nut allergy. Being a non-faith denominational school we ensure that all festivals in major religions are celebrated ensuring pupils have a wide set of experiences and knowledge of other religions. This September we opened a Learning Support Classroom for six pupils with highly complex needs. Where ever possible, these children are integrated into mainstream. All of these children have EHCPs with Exceptional funding. 2 of these children have CIN plans and 1 child is taking HCC to tribunal for a SEND school place.</p>
LEADERSHIP AND MANAGEMENT	<p>Strengths</p>
	<p>SLT have an ambitious vision and communicate this to all. Professional development is tightly focused on both individual needs (identified by PM, monitoring and 1:1 with HT/ DHT) and on school priorities. The SLT has high expectations of all pupils. New curriculum design developed by leaders ensuring it fits the needs of our children today.</p>
	<p>Strong SLT ensuring all staff are held responsible for SMART targets that are set. Succession planning is in place for all year groups.</p>
	<p>The SLT have worked to ensure that teachers work together accepting advice and monitoring from colleagues to strengthen practice and drive strong results. Self-evaluation is thorough and provides clear strategic direction focused on improving outcomes for all pupils.</p>
	<p>Subject leaders ensure requirements are fulfilled. Teachers are released to go on courses to develop subject knowledge and given time to disseminate or INSET time if longer required. SLs request release time to monitor their subject, produce a report which is then analysed by SLT & FGB. Strengths and actions fed back to the whole team. Every curriculum focused FGB a SL presents keeping Governors updated (along with HT's report).</p>
	<p>The school has a good capacity to improve further due to its understanding of strengths and areas of development, We engage, enthuse and enrich pupils on a daily basis.</p>
	<p>SLs and the HT are held accountable by the FGB who ask searching questions (see minutes). They have a wide range of expertise and are highly confident in analysing data to check on the school's performance.</p>
	<p>Financial management is strong, with a particular focus on ensuring PP money is used effectively. Governors monitor policies and see that school meets legislation, ensure CP is robust and H&S is well implemented. The H&S Governor completes every other half term a H&S visit (alternated with HT) and ensures actions are addressed. FGB ensure leaders are rigorous with PM.</p>
	<p>Extra curricular clubs are run by every CT (except ECTs). This data is analysed by gender, ethnicity and vulnerability hence 1 free club this academic year for PP pupils.</p>
EYFS	<p>Strengths</p>
	<p>Pupils enter school below expected in speech and language, reading, writing and maths. We understand the critical role of early language development in building foundations for literacy and numeracy and as such have intervention groups, foci on speech and language in class, new vocabulary a week, singing of songs and nursery rhymes and a daily story time.</p>
	<p>Internal tracking shows that pupils make good+ progress in the EYFS. Statutory Baseline completed by October half term for every year R child. Pupils not on track particularly vulnerable groups a key foci in prime areas plus writing and numbers as labels for counting.</p>

	<p>The quality of teaching in Reception is outstanding leading to rapid rates of progress. The basics of literacy and numeracy are non-negotiable and embedded through our well-designed and well-sequenced curriculum ensuring pupils are ready for KS1. Assessments are frequent, accurate and individualised enabling teachers to plan challenging activities based on what the pupils already know. Taking part in HCC moderation this year.</p> <p>High drive to improve outcomes for each child</p> <p>Teaching high quality lessons based on rigorous knowledge of pupils, assessments and interests of the pupils because of this the pupils find the activities stimulating. Those pupils not on track identified and actions swiftly put in place. Strong comparisons with local schools.</p> <p>Accurate assessments of end of year outcomes for pupils.</p> <p>EYFS has good links within the local community. Pupils visit nearby shops and places of interest to provide a completely new experience for pupils. All activities are firmly based on the areas of learning and contribute to the pupils' progress. Visits also play a key role in pupils understanding how to keep themselves safe. Adults often comment on outstanding attitudes and behaviours when 'out and about'.</p> <p>Pupils spend the first half term settling into Reception. They quickly learn the rules of the setting, to share, co-operate and take turns. They follow our school's golden rule because they are taught that it is the right thing to do in order to let others learn and be happy at school. Pupils are taught to risk assess and analyse their own risk on various equipment and activities.</p>
	<p>Parents are fully involved in their pupils' learning. Weekly curriculum learning is shared with parents (see newsletters) and our open door policy enables good news to be shared with parents at the end of every day. Parents evenings happen termly. Parents are given next steps in R/W/M. Interventions are rapidly put in place to diminish the gap and parents informed of this additional support and how they can help at home. "We are delighted by our daughter's progress and that we have a 'reader' by the end of year R." ID Squirrel 2022. Curriculum meetings (virtually on our website) in R/W/M/ and Phonics for new parents to understand how we teach their pupils at school. Welcome to Year Group meetings are recorded and placed on our website for those parents who couldn't make it. "Thank you to all the teachers and staff that has made Tweseldown a wonderful school to go to." CY Woodpecker 2022. We engage our hard to reach parents through open mornings, welcome meetings, communication books, workshops, topic weeks, breakfast club, 'Bring an Adult' events and hot chocolates. Introduction of floor books has ensured children's views are taken into account and clearly show the journey of learning that children have been on. We share these at regular intervals throughout the year with parents.</p>