



Our Vision:

At Tweseldown, the dedicated team help children acquire the skills to be confident lifelong learners; enabling them to be happy, enthusiastic and independent.

Our Values



Evaluation Area linked to Ofsted Framework	Improvement Objectives	Key Actions / Strategies	Success Indicators / Targets	Timeframe	Responsible Lead(s)	Evaluation
Curriculum and Teaching	Embed a consistent high quality approach to the teaching of writing	-Ensure all staff understand the whole-school writing progression aligned to the National Curriculum. -Develop consistent use of modelled, shared and guided writing. -Embed oracy, vocabulary and sentence construction across all subjects. -Conduct half-termly moderation within school and across the trust. -Deliver staff CPD focused on high-quality writing instruction.	-Writing moderation confirms increasing consistency across year groups. - All lessons show agreed writing strategies. -Improved attainment in writing across all cohorts. -Pupils demonstrate improved stamina and independence when writing.	September 26- August 27	English lead/ yr lead & phase lead	
	Increase opportunities for talk, interactions and deep understanding by reducing low level recording in books	-Introduce "think, discuss, explain" approaches across the curriculum. -Increase use of partner talk and structured questioning via embedded 'pair share' -Audit lessons to identify unnecessary recording. -Develop staff understanding of cognitive load and retrieval practice.	-Learning walks show increased pupil dialogue and reasoning. -Greater pupil engagement and confidence. -Books evidence meaningful recording rather than excessive worksheet completion.	On going throughout the year	Class teachers and SLT	
	Using assessment and data to inform adaptive teaching	-Termly pupil progress meetings. - Use formative assessment strategies consistently.	-Gaps identified quickly and addressed.	Termly progress seen	Assessment Lead / SENDCo	

		-Provide meaningful ILPs linked directly to assessment outcomes. - Continue to train staff on adaptive teaching for SEND and disadvantaged pupils.	- Progress data improves term-on-term. -Teachers confidently adapt learning during lessons. -% of pupils passing phonics in yr1= 80%+and year 2 resits 80%			
Attendance and Behaviour	Promote our good attendance in assemblies and newsletters	-Attendance highlighted in weekly newsletters. -Class attendance rewards. -Share attendance expectations with parents.	-attendance remains above 96%	Half termly throughout the year	SAO HT	
	Work with families requiring support & continue to meet with them 1:1 when attendance dips below 90%	-Attendance meetings every half term for targeted families -Early Help/ LIT referrals where appropriate. -Individual attendance plans. - Multi-agency support for vulnerable families.	-no SPA -Reduction in persistent absenteeism (<23 families) - Improved attendance for targeted pupils.	Half termly throughout the year	SAO HT	
	Ensure every pupil feels safe and ready to learn	- Consistent behaviour expectations. -Pupil voice surveys. -Trauma-informed approaches. -Wellbeing support and ELSA and TALA interventions. -referrals to the PBS	-Positive responses from pupil surveys. -Fewer behaviour incidents. -Increased learning time in lessons.	Expectations in place Sept 2026 and all pupils understand rewards and sanctions	SLT CTs	
Leadership and Governance	Implement a new leadership model in KS1 to strengthen accountability,	-Clear roles and accountability. -Regular monitoring and coaching.	-Improved consistency across KS1 in pastoral support and inclusion	Role developing as year progresses	HT Phase Leader	

	consistency and capacity across KS1	-Distributed leadership opportunities.	-Stronger staff confidence and accountability.			
	Ensure governors continue to challenge robustly and have strategic oversight of our school	-Governor monitoring linked to SDP priorities. -Termly data scrutiny meetings. -Curriculum and safeguarding visits.	-Governors demonstrate informed challenge. -Clear evidence of impact within meeting minutes.	At FGB meetings and sub coms throughout the academic year	FGB	
	Further strengthen leadership at subject leader level	-rigorous self-evaluation -evidence informed decision making -professional development -NPQs in place for leaders at all levels	- Rigorous self-evaluation. -Evidence-informed decision making. -CPD programme for leaders. -Subject action plans linked to school priorities. NPQs completed	Action plans due Jan 27 for new financial year	HT	
Achievement	Improve phonics and reading outcomes in year 2	-Daily phonics interventions. -Half-termly phonics assessments. -Reading fluency programme implemented and timetabled for ATs -Parent workshops. -posters for reading recruitment volunteers	-80%??? of pupils pass phonics screening in year 2 (excluding RP) -Phonics screening above national average and in line with HCC & Hart in year 1 (excluding RP). -Reading attainment improves by at least 10%. -Increased proportion working at age-related expectations.	-team of volunteers recruited and trained by Oct -June '27	Year and Phase leaders and SLT	

	Insure a consistently high quality approach to reading across the school	-Quality first teaching of reading. - Consistent guided reading approach across the school -Vocabulary-rich curriculum. -tier 3 words used in writing - Reading for pleasure initiatives -trained volunteers to hear readers	- Reading outcomes improve in all year groups. -Increased pupil engagement with reading.	-From September 26	English Lead CTs	
	Improve outcomes by closing the gap for disadvantaged pupils	-ILPs in place. -Pupil progress meetings to discuss barriers and how to overcome these. -Access to enrichment opportunities. -Monitoring of provision and impact.	-Gap narrows in reading, writing and maths. -Improved attendance and engagement.	-at half termly in house moderation	Year and phase leaders	
	Increase the proportion of pupils achieving GD in R/W/M	-Develop challenge across the curriculum in each class -no learning capped. -Greater Depth part of moderation. -Staff CPD on mastery approaches.	-Increased GD percentages in Reading, Writing and Maths. -Pupils demonstrate higher-order thinking and reasoning.	Sept 26-July 27 ongoing	CTs	
Inclusion and Belonging	Embed the RP	-Staff training on specialist SEND approaches. -Branch Mapping assessment simplified -Structured integration opportunities.	-Positive outcomes for RP pupils. -Increased participation in mainstream opportunities.	14/7/26 opens and ongoing throughout the academic year	SENDCo HT	

	Create an inclusion strategy	-Develop a three-year inclusion strategy. -Consult with staff, governors and families. -Audit against SEND Code of Practice and Ofsted inclusion criteria.	-Strategy completed by 31.12.26. -Clear implementation plan established ensuring all pupils feel safe, included and belong at Tweseldown	SENDCo and all school staff	By 31/12/26	
	Strengthen early identification of SEND in EYFS	-Baseline assessments on entry and pupils identified to SENDCo -Regular developmental screening. -Strengthened preschool links. -Earlier SENDCo involvement.	-Reduced delays in identification. -Support plans implemented swiftly. -ILPs in place by Oct parents' eve -Improved outcomes for identified pupils. -support given to families	CTs EYFS lead SENDCo	Oct half term and half termly after moderation	
	Inclusion strategy and OAP embedded ensuring every pupil feels valued, included and supported	-Staff training. -Regular provision reviews. -Pupil voice and parent feedback. -SEND coffee mornings	- Every pupil has access to learning. -Strong sense of belonging reported by pupils and families.	SENDCo CTs	Termly throughout the academic year	
Safeguarding	Ensure new Starcare managers are DSL trained	- DSL training completed. -Expectations understood as a DDSL - Attendance at half termly Safeguarding meetings.	-100% compliance. -Staff demonstrate strong safeguarding knowledge. -review of families and any further support identified	Starcare Managers HT	DDSLs trained by Oct 1 st	
	School is compliant with new legislation eg Benedict's Law and Martyn's Law	-Policy written and procedures clear. -Staff training. -autoinjectors purchased - Risk assessments in place	-Full compliance evidenced -Positive safeguarding reviews.	Sept 26 training Autoinjectors in school before Oct 26	DHT Office Team	

		-Governor safeguarding oversight.		Martyn's law- Jan 27		
Personal Development & Wellbeing	Implement changes to RHE curriculum in line with statutory guidance	-Curriculum updated. -Parent engagement	-Curriculum fully compliant. -Pupils demonstrate age-appropriate understanding.	Sept 26	RHE lead	
	Implement outdoor sustainability lessons in KS1 to develop confident, compassionate and resilient pupils	-Develop outdoor learning opportunities. -Sustainability lessons taught to all classes once a week - Link sustainability projects to science and geography. -eco- committee re-established -school working party to ensure grounds fit for purpose	- Increased pupil engagement. -Stronger environmental awareness and resilience.	From Sept 26	Sustainability lead	
EYFS	Ensure outcomes remain strong ensuring pupils ready for KS1	-Focus on Communication and Language, Literacy and PSED. -Quality interactions from all adults both inside and out -Continuous provision review and activities on offer.	-GLD remains above national and in line with HCC & Hart -Smooth transition into Year 1.	From Sept 26	EYFS lead	
	Strengthen liaison with pre-school	-Transition meetings. -Shared assessment information.	-Better understanding of starting points. -Accelerated settling-in process.	Summer 27 (planned by Dec 26)	EYFS lead	
	Early identification of SEND	See above and... -EYFS baseline will identify pupils -SENDCo involvement from entry. -Parental collaboration.	-GLD remains above national/ HCC & Hart -Smooth transition into Year 1.	By Oct half term pupils identified and fluid support put in place	EYFS lead & CTs	

	Rapid progress to support pupils entering school at lower starting points	-Targeted interventions. -Language-rich environments. -Focused support programmes.	-Increased progress from starting points. -Higher proportion achieving GLD. -pupils ready for KS1	By Oct half term pupils identified and fluid support put in place	EYFS lead & CTs	
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