Tweseldown Infant School
Self-Evaluation Form (SEF) 2026

School Address Jubilee Drive, Church Crookham, GU528BW

Website: https://www.tweseldowninfantschool.co.uk

DFE Number 850 2290

Head Teacher: Kim Tottem

Chairs of Governors: Debbie Stephenson and Phil Sanday

Changes made

	TWESELDOWN INFANT SCHOOL SCHOOL SELF-EVALUATION 2026-27
Written September 2026. Updated:	
Context	We currently have 289 pupils on roll. Historically, we were a large four-form entry school serving a relatively new housing estate. However, a combination of factors has contributed to a decline in pupil numbers. The ongoing cost of living pressures have meant that many families have chosen to remain in their existing homes, often extending properties rather than moving. As a result, the housing within our catchment area has matured, reducing the influx of young families. This, coupled with a sustained decline in local birth rates, has led to a gradual reduction in our pupil roll. This academic year we therefore have 3 year 2 classes, 3 year 1 classes, 3 Reception classes and one mixed Year 1/ 2 class. In 2027/28 we will become a 3FE school. Our PAN is capped at 105 for years 1 and 2 and 90 for year R. Our 2 vacant classrooms have been utilised, 1 for Tweseldown pre-school and 1 for our RP which opened on 14/9/26 with autism as its diagnosis. <u>The Current Make Up of Our School (289 pupils):</u> • The majority of pupils are White British, x pupils are Nepalese, x Chinese and x Urdu, x Romanian and x Turkish and Romanian • pupils are eligible for FSMs • 4 Travellers • 5 Post LAC • 15 pupils receive top-up funding due to an EHCP, 27 have SEND support • 35 pupils are Service children • 12 pupils CIN <u>Additional Barriers:</u> Well Being: 8 Young Carers:19 in KS1 <u>Current Awards:</u> Eco Schools Award PE Award

	School Attendance Figures (including persistent and severe absence) 97.2% for last academic year In total 18 suspension sessions throughout 2025-26 in the Autumn (6), Spring (7) and Summer (5) terms for 5 different pupils Academic year 2026/7- 2 sessions have been made of 3 days for violence and aggression towards other pupils. 23 pupils were PA (>10% absence) due to Reduced Hours for 3 pupils (SC/ AD/ AL) Currently we have a SCITT trainee in year 2 (part time: T/Th) and 1 teacher in their first year of their ECT programme who completed their SCITT training with us last academic year. We had 1 pupil attending an AP on a Tuesday at the start of the Autumn term. We work closely within a local school partnerships, SHARP for training, support, subject leadership and local infant schools.

Progress against previous inspection	
Areas to improve	Progress
OFSTED January 23 In some foundation subjects, the curriculum content is too broad. Leaders have not identified with enough precision the detailed knowledge that pupils need to learn. Therefore, pupils are not able to make links between concepts securely enough, so they build and apply knowledge systematically. Leaders need to continue to refine the curriculum so that the exact knowledge that pupils need to learn and when they need to learn it is clear.	• New curriculum in place with links clear • Knowledge built upon day by day, term by term, year by year • Pupils aware of links and prior knowledge that is constantly built upon

School improvement priorities (on 1 page) 2026/7	**Current School Improvement Priorities** Curriculum and Teaching Embed a consistent high quality approach to the teaching of writing Increase opportunities for talk, interactions and deep understanding by reducing low level recording in books Using assessment and data to further inform adaptive teaching Attendance and Behaviour Promote our good attendance in assemblies and newsletters Work with families requiring support & continue to meet with them 1:1 when attendance dips below 90% Ensure every pupil feels safe and ready to learn Leadership & Governance Implement a new leadership model in KS1 to strengthen accountability, consistency and capacity across KS1 Ensure governors continue to challenge robustly and have strategic oversight of our school Further strengthen leadership at subject leader level Achievement Improve phonics and reading outcomes in year 2 Insure a consistently high quality approach to reading across the school Improve outcomes by closing the gap for disadvantaged pupils Increase the proportion of pupils achieving GD in R/W/M Inclusion Embed the RP Create an inclusion strategy Strengthen early identification of SEND in EYFS Inclusion strategy and OAP embedded ensuring every pupil feels valued, included and supported Personal Development & Wellbeing Implement changes to RHE curriculum in line with statutory guidance Implement outdoor sustainability lessons in KS1 to develop confident, compassionate and resilient pupils EYFS Ensure outcomes remain strong ensuring pupils ready for KS1 Strengthen liaison with pre-school Rapid progress to support pupils entering school at lower starting points

SAFEGUARDING – ‘met’		
Strengths	• Regular monitoring shows we have effective systems in place to report concerns • Regular training ensures that staff understand their responsibilities to keep pupils safe. This contributes to a strong culture of vigilance • Our child protection policy is clear, accessible and frequently reviewed, to make sure that we’re delivering comprehensive safeguarding training and everyone understands their roles • We have effective multi-agency working procedures in place, and we collaborate frequently with our local safeguarding partners • Half termly DDSL meetings and cases reviewed • We are open and transparent, sharing information appropriately with relevant schools and agencies • We recognise that abuse may happen to any pupil at any time and every member of staff is vigilant, speaking out and taking action when appropriate • Pre-appointment checks are carried out including on line searches • Pupils voices are heard to enable every pupil to be kept safe and feel safe • We do not wait for significant harm or a threshold to be met, we share when it may help to safeguard or promote a child’s welfare	
Actions from previous year: **1.** Check adoption of HCC updates in all relevant policies and procedures: CP/ Safeguarding/On Line Safety-AI Use/ EYFS/ Alternative Provision checks **2.** Adoption of TED for CPOms entries **3.** Formalise procedure for out of term contact **4.** New BM to be trained in DPO and reports to FGB **5.** DBS refreshers need to be recorded correctly in the SCR and new staff’s DBS’ completed	Impact of actions: -all policies updated when new guidance is issued and shared with staff -CPOMs entries factual using TED -Always have a DSL available during holiday periods -SAO completed training and will be reporting annually to FGB -pupils safe on site from 7.30am-6pm as all adults DBS checked -DBS’ recorded and updated within SCR	
Areas for development	• Further strengthen attendance monitoring and intervention. • Continue developing staff knowledge of contextual safeguarding. • Enhance support for children's mental health and wellbeing. • Review online safety education in response to emerging risks. • Continue quality assurance of safeguarding record keeping. • Strengthen family engagement and early help support. • Ensure new Starcare managers are DSL trained • School is compliant with new legislation and KCSIE eg benedict’s law and Martyn’s Law.	

INCLUSION – ‘expected standard’	
Strengths	• A truly inclusive school, 15 EHCPs in school, most pupils have complex needs and receive exceptional+ top up funding eg catheterisation, non-verbal, Down syndrome • We opened our Resource Provision in September 2026 and currently have nine pupils attending. Of these, six have been allocated their place by the Local Authority and three are existing pupils from our school. We are already seeing a positive impact, with the provision supporting pupils' individual needs more effectively and helping them to access learning, develop social and emotional skills, and achieve improved outcomes. • We have high expectations of each and every pupil, no ceiling is present for attainment for any pupil • Staff scaffold and model ensuring WAGOLL is displayed to support pupils in their learning • A culture is in place of identification and supporting pupils as soon as a need arises whether this is academic, social or emotional • Action plans, individual interventions, ILPs and education, health and care (EHC) plans are in place to identify pupils’ emerging and changing needs, and adjustments are made for them. We’ve seen improvements in attendance and attainment among pupils with EHC plans over the past year because of these adjustments- complex needs pupils still have lots of appointments with professionals in term time • Staff CPD has improved our ability to implement a graduated approach. Our CPD records and staff surveys show greater confidence in delivering a graduated individualised approach through LA delivered PINs training (2026). • Progress and assessment data is scrutinised regularly including daily AFL, and onwards destination data for pupils with SEND and who are disadvantaged, show that strategies to support these groups and eliminate barriers are effective and highly positive outcomes are achieved • In week 3 of the Autumn term the assessment lead and HT met with each class teacher individually to ascertain barriers to learning for cuspy pupils (WTS-ARE and ARE-GDS) and strategies put in place now to overcome these. Regular termly pupil progress meetings remain in place too. • Our pupil premium strategy is evidence-based and we monitor it frequently. We’ve effectively reduced attainment gaps and increased participation in after-school clubs for pupils who qualify for pupil premium • Every pupil at our school feels like they belong and are part of our ‘Tweseldown family’ as demonstrated by surveys and pupil voice
Actions from previous year: • PINS- Increased engagement of parents of SEND pupils, upskill staff in meeting the needs of neurodiverse pupils, including meeting behaviour needs, Improving the lunchtime experience for pupils – including meals provided, noise levels, lunchtime play – considering sensory needs • Enhance support for pupils with complex SEND and disadvantaged pupils- new SEND team and pupils timetabled for support	Impact of actions: • Staff upskilled in neuro-diversity; our whole school’s practice has improved, classrooms calm environments, sensory needs taken into account, Teach trays in place within work stations, • Pupils timetabled for support in cognition and learning, SEMH, gross and fine motor skills, communication and interaction and sensory needs

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- Retrain another member of staff in Thrive (DHT) to ensure best practice is continued to support pupils
- Extending learning for our more able pupils

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- DHT Thrive trained
- More able tasks planned for and delivered, outcomes in year 2 above National in year 6 for the higher standard in R and W

<table>
<tr><th>Year 2 GDS data Summer 26</th><th>Year 6 National GDS Data Summer 26</th></tr>
<tr><td>R 34%</td><td>R 31%</td></tr>
<tr><td>W 17%</td><td>W 13%</td></tr>
<tr><td>M 21%</td><td>M 27%</td></tr>
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<td>Areas for development</td>
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- Embed the RP
- Create an inclusion strategy
- Strengthen early identification of SEND in EYFS
- Inclusion strategy and OAP embedded ensuring every pupil feels valued, included and supported

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CURRICULUM AND TEACHING – ‘strong standard’ Previous Ofsted named ‘Quality of Education’- Good	
Strengths	• Curriculum plans show that our curriculum is engaging, well-planned and sequenced across the school • Pupil book scrutinies show that plans are followed and that pupils gain foundational knowledge and skills through their time at Tweseldown • AFL ensures that pupils are taught what they require and therefore differences may be seen between classes or even within classes • Our CPD programme is effective and allows teachers to gain the expertise they need to develop their practice. • Pupils are effectively supported to gain foundational knowledge and this is built upon year after year. Assessment data and EOY data illustrates this. • EHCPs are used to carefully adapt the curriculum and teaching for all pupils. Pupil progress meetings show that curriculum adaptations and support by ATs, detailed in EHCPs lead to meaningful and measurable progress for individual pupils • Teaching of reading and phonics is prioritised daily, confidence and enjoyment is key using Bug Club Synthetic Phonics. Year 2 pupils are currently receiving 2 sessions of phonics a day. Pupils who failed are also receiving additional phonics in small groups specifically working on split vowel digraphs, digraphs and trigraphs • Highly responsive teaching is in place which ensures pupils receive the knowledge and skills to be successful building upon prior knowledge • All adults are deployed effectively to enable all pupils to access high quality teaching and have tailored CPD to enhance T&L supported underpinned by appraisal targets to understand how to identify and remove barriers to learning • Reasonable adjustments are made to ensure equity not equality to meet pupils with highly complex needs
Actions from previous year: • Continue to use assessment effectively to inform T&L and therefore ensure that it meets the needs of every pupil within a class • CTs to present information in an engaging way to capture and hold the attention of all pupils • CTs clearly know starting points of each pupil • Challenge for GDS pupils ensuring 30% achieve GDS in every year group • Enhance curriculum sequencing; boost pedagogical consistency	Impact of actions: • Teaching is precisely matched to pupils' needs and starting points, individuals AFL is accounted for. • Gaps in learning are identified and addressed quickly. • Pupils make good or better progress from their starting points. • Attainment improved across all year groups, particularly for disadvantaged pupils and those with SEND.

	• Pupils demonstrated high levels of engagement, participation and concentration. • Learning behaviours improved and off-task behaviour reduced. • Pupils retained knowledge more effectively and recalled learning over time. • Increased motivation and enjoyment lead to stronger progress and outcomes. • Learning was appropriately scaffolded from the outset. • Misconceptions were identified and addressed promptly.
Areas for development	• Embed a consistent high quality approach to the teaching of writing • Increase opportunities for talk, interactions and deep understanding by reducing low level recording in books • Using assessment and data to further inform adaptive teaching

ACHIEVEMENT – 'expected standard'

Previous Ofsted: Quality of Education: Good

Strengths

- Assessment data shows strong results and progress over time for all pupil groups. All pupils make progress from their starting points, they know more, remember more and can do more
- Pupils read fluently due to a rigorous phonics delivery by all staff. All pupils read widely and often with age appropriate comprehension
- Lesson observations, learning walks and book scrutinies show that our pupils develop the foundational knowledge and skills they need and produce high quality work (as seen in books and commented in book scrutinies)
- Onward destination data shows that pupils are consistently well prepared for the next stage of education
- Disadvantaged pupils, those with SEND, those who are known to children's social care, and those who face other barriers, are achieving well. They are developing detailed knowledge and skills and are producing high-quality work across the curriculum.
- Pupils are effectively supported to gain foundational knowledge and this is built upon year after year. Assessment data and EOY data illustrates this. Below is our data ARE+ Summer 2026

	Reading	Writing	Maths
Year R	82%	82%	89%
Year 1	71%	72%	85%
Year 2	87%	81%	83%

GLD 2026 was 81.8% (HCC 76.2% and 72.4 National)

- Our Phonics last year (for the first year since 2012) was below National and HCC with 74.5% however, assessment data shows that pupils in year 2 despite not passing the phonics screening have made significant progress from their starting points.
- Teaching of reading and phonics is prioritised daily, confidence and enjoyment is key using Bug Club Synthetic Phonics. Year 2 pupils are currently receiving 2 sessions of phonics a day (even for those pupils who passed as lower pass marks to previous years with 19 pupils scoring 31-34). The 24 pupils who failed are also receiving additional phonics in small groups specifically working on split vowel digraphs, digraphs and trigraphs (as highlighted from the gap analysis of papers sat June 26)

Actions from the previous year:	Impact of actions:
• More able pupils challenged in all lessons • All staff to Understand the Needs of Neurodivergent Pupils	• High-attaining pupils consistently demonstrate deeper thinking, reasoning and problem-solving skills. • Lessons provide appropriate stretch and challenge, preventing pupils from coasting.

• Understanding neurodiversity and meeting pupils' needs • The impact on learning for neurodivergent pupils • Behaviours and equality versus equity • Speech, Language and Communication Needs barriers and reasonable adjustments • Creating a whole school inclusive environment • Maintain 85% + in core subjects in every year group and 30% GDS • 50% of year 2 retake phonics pass (12 pupils in total)	• Pupils achieved Greater Depth Standard (GDS) across the curriculum above National Averages in KS2. • Pupils showed increased independence, resilience and ambition in their learning with less/ no scaffolding • Staff have increased confidence and expertise in identifying and responding to neurodivergent needs. • Pupils received timely and appropriate support to access learning successfully. • Barriers to learning were reduced, leading to improved progress and wellbeing. • The curriculum was rewritten to engage, show progression and be appropriate for our mixed key stage teaching. • Teaching strategies were adapted effectively to support engagement, participation and achievement. If neurodiverse pupils removed from data then 85% achieved in R/W/M across the school. • Neurodivergent pupils accessed the curriculum more successfully and made stronger progress from their starting points although not meeting targets set. • 75% of pupils in year 2 passed their retake in phonics (9/12) • Staff clearly understand the difference between treating pupils equally and providing equitable support. • Behaviour incidents, suspensions (33 2024/5 to 18 2025/26) and dysregulation reduced as underlying needs were better understood and addressed. • An inclusive culture is embedded throughout the school and reflected in classroom practice. • Neurodivergent pupils feel safe, valued and understood. • Attendance is strong (97.2% last year) with 23 families tracked for PA
Areas for development	• Improve phonics and reading outcomes in year 2 • Insure a consistently high quality approach to reading across the school • Improve outcomes by closing the gap for disadvantaged pupils • Increase the proportion of pupils achieving GD in R/W/M

ATTENDANCE AND BEHAVIOUR – 'expected standard'	
Strengths	• Weekly reports show that our school's overall attendance rate has remained above 95% and is above the national average • Punctuality is always prioritised • Our targeted support scheme to improve attendance for key groups has been effective: over the past year post LAC, GRT • We have robust reporting systems for behaviour incidents and we monitor them frequently • We meet parents whose attendance drops below 90% and offer support or signpost to other professionals • Our policies communicate high expectations for all pupils' attendance, behaviour and attitudes • We teach pupils daily routines (following visual timetables) to promote positive learning with clearly defined consequences applied consistently and fairly to all pupils • We work with other professionals to support attendance at school eg doctors, HTs at other schools, Eps, Aps, PBS, EMTAS and LIT team
Actions from previous year: • Revisit Behaviour Policy with staff • Class charters in place and signed by all pupils • Thrive practitioner trained • Helping pupils to manage their behaviour and emotional regulation • Additional support given to a small minority of pupils to help them manage their behaviour • Reduce our Suspension rate • Ensure attendance remains at 90%+	• Impact of actions: • Staff had a clear and consistent understanding of behaviour expectations and procedures. • Behaviour was managed consistently across the school. • Pupils experienced predictable routines and boundaries throughout school and at Starcare, leading to improved conduct and attitudes to learning. • Reduced behaviour incidents, low-level disruption and suspensions (33 2024/5 to 18 2025/26). • Pupils took greater ownership of their behaviour and learning environment. • Positive relationships were strengthened through shared expectations and mutual respect. • Classrooms were calm, purposeful and conducive to learning. • Pupils demonstrated increased responsibility and accountability for their actions. • Improved pupil wellbeing, resilience and readiness to learn. • Pupils developed strategies to recognise and regulate their emotions effectively via Colour Monsters. • Increased resilience, self-awareness and self-control. • Reduced incidents of dysregulation, conflict and disruption to learning. • Individual pupils received appropriate targeted interventions matched to their needs. • Behaviour incidents for identified pupils reduced over time.

Areas for development	• Promote our good attendance in assemblies and newsletters • Work with families requiring support & continue to meet with them 1:1 when attendance dips below 90% • Ensure every pupil feels safe and ready to learn

PERSONAL DEVELOPMENT AND WELLBEING –: ‘strong’ standard Previous Ofsted: Outstanding	
Strengths	• Our school is one that is truly inclusive that ensures pupils are ready for their next steps • Our curriculum for personal, social, health and economic (PSHE) education covers the issues most relevant to our school community, particularly online risks, and pupils feel able to discuss them openly in class • There has been a decrease in behaviour incidents involving discrimination or discriminatory language over the past year, and pupil feedback surveys show that pupils feel valued and respected • We adjust and tailor personal development to make sure every group can participate and benefit fully, including pupils with SEND, pupils who are disadvantaged, and pupils who are vulnerable • Pupils know how to keep themselves healthy and safe • We swiftly identify pupils who require support and carefully match them to pastoral interventions which are highly effective • Our RSE curriculum is carefully tailored to meet the needs of our current pupils • All pupils have access to extra curricular clubs with agreed bursary places • Reasonable adjustments are made to our curriculum to support each and every pupil eg GRT, SEND, Post CIC • Pupils are confident, resilient, independent and cooperate well with peers • We complete a 1 night residential for pupils at an outward bound facility to prepare pupils for 2 nights in year 4 at junior school • We have always prided ourselves on being a truly inclusive school The ethos is visible in the language that we use, the relationships that we make with each and every pupil, the exciting curriculum with great opportunities, systems that are in place, and ultimately our daily practice. • It is our belief that: ➢ Every child belongs ➢ Difference is celebrated ➢ Mistakes are understood to be a way of learning ➢ Behaviour is understood as a way of communication ➢ Equity matters more than equality – pupils receive what they need to succeed, not simply the same as everyone else. ➢ High expectations exist for all, with appropriate support to achieve them. • We work together with families • A range of teaching approaches are used (visual, verbal, practical, collaborative). • Additional needs (SEND, EAL, SEMH, disadvantaged) are anticipated and planned for

	• 2025/6 New school values were formally shared with pupils. The values were carefully introduced and discussed to ensure that pupils understood their meaning and how they support positive behaviour, attitudes to learning and inclusion across the school. Staff reinforced these values consistently through circle times, assemblies and daily interactions, ensuring they were embedded into the school's culture and expectations.

Actions from the previous year:	Impact of actions:
• Training staff to ensure 1 ELSA in each year group • Thrive- training a practitioner • Run parenting classes at school to support the whole family • 1 day a week no IWB • Include outdoor learning opportunities for all subjects during planning sessions • Gather feedback from pupils via pupil voice • Tap into Forest School leader's knowledge and more CPD	• No waiting lists for pastoral support once additional staff were trained • Lessons more engaging • Outdoor learning more prevalent • Pupil voice acted upon • Forest leader CPD for staff • Worked with local church and RAF to implement parenting classes and signposted parents to Best Start in Rushmoor

Areas for development	• Implement changes to RHE curriculum in line with statutory guidance • Implement outdoor sustainability lessons in KS1 to develop confident, compassionate and resilient pupils

EARLY YEARS – ‘strong standard’ Previous Ofsted: Good	
Strengths	• A sense of belonging is quickly established in the Autumn term of Reception • Curriculum plans and lesson observations demonstrate a well-taught curriculum that sequences key knowledge including synthetic phonics, spelling, handwriting and early reading • Lesson observations show teachers are consistently sticking to the sequence to deliver key knowledge and skills • Children are supported to acquire a wide vocabulary and communicate effectively, including children with SEND or who are disadvantaged. • Book scrutiny and lesson observations show that pupils have the ability to articulate their ideas across all groups • Data shows that pupils routinely reach the expected levels of development • High quality interactions from all the adults in Year R ensures vocabulary is strong and learning continues to occur • Daily story time is prioritised building familiarity with high quality texts encouraging a love of reading in every pupil • We build strong relationships and working partnerships with parents even before pupils start school, strengthened by visits to school prior to the Autumn term, home visits and workshops in the first half of the Autumn term
Actions from the previous year: • Upskill new and existing staff • Meet the requirements of the new EYFS requirements • Subject leaders knowledge of EYFS is enhanced • CTS aware of Ordinarily Available Provision (OAP) and implementation in classes • Adults move learning on in continuous provision • A close focus on disadvantaged pupils	Impact of actions: • New and existing staff felt equipped with knowledge and skills to support children in all areas of learning. • Requirements of the new EYFS requirements • Subject leaders knowledge of EYFS is enhanced • CTs aware of Ordinarily Available Provision (OAP) and implementation in classes • Adults moved learning on in continuous provision • A close focus was on disadvantaged pupils and gap closing • Year R was fully compliant with statutory EYFS requirements and reflected current best practice. • The planning supported children's development across all areas of learning. • Children developed the knowledge, skills and behaviours needed for a successful transition into Key Stage 1.

	• Improved quality of teaching and assessment supported stronger outcomes for all children. • Subject leaders have a clear understanding of curriculum progression from EYFS into Key Stage 1 and beyond. • Monitoring, evaluation and curriculum development were more effective due to improved EYFS expertise. • Adult interactions consistently extended children's thinking, language and problem-solving skills. • Children demonstrated greater independence, curiosity and engagement within continuous provision. • Learning opportunities were maximised through purposeful questioning and responsive teaching. • Progress across all areas of learning was accelerated as adults effectively built on children's interests and next steps. • Disadvantaged pupils received timely support that addressed identified barriers to learning.
Areas for development	• Ensure outcomes remain strong ensuring pupils ready for KS1 • Strengthen liaison with pre-school • Rapid progress to support pupils entering school at lower starting points

LEADERSHIP AND GOVERNANCE – ‘strong’ standard Leadership & Management: Outstanding	
Strengths	• The leadership team has a strong understanding of our school’s context, strengths and areas for development, informed by data and evidence. • Our school development plan (SDP) is clearly aligned with data-driven self-evaluation • Staff feel valued, and have opportunities to share their perspectives through meetings, participation in working groups and surveys • CPD build expertise in all staff enabling strong teaching and learning based on evidence • Governors understand the school’s context and improvement priorities, and challenge leaders effectively. • Governors ensure that our school enables every pupil to thrive and to make good progress from their starting points. • FGB meeting minutes and records of committee work show that governors ask probing questions, hold leaders to account, and strategically review key decisions and understanding their key strategic roles. • Staff retention data shows low turnover, suggesting a good working environment and manageable workload.
Actions from previous year: • Strengthen governance oversight, • Improve stakeholder engagement • Governors attendance at meetings >75%	Impact of actions: • Governors have a clearer understanding of school priorities, strengths and areas for development. • Increased challenge and support from governors lead to greater accountability across all levels of leadership. • Strategic decisions are informed by robust monitoring and evaluation, which resulted in improved outcomes for pupils. • Leaders were held accountable, ensuring resources were used effectively. • Governance contributed more effectively to school improvement, safeguarding and educational standards.
Areas for development	• Implement a new leadership model in KS1 to strengthen accountability, consistency and capacity across KS1 • Ensure governors continue to challenge robustly and have strategic oversight of our school • Further strengthen leadership at subject leader level