



Excel at Twerton, the School that cares.

Key Strategic Aim	Lead	Expected Impact	Internal Monitoring	By whom	External Monitoring	By whom
1 Effectively manage Staffing Transition and Interim Leadership Arrangements. <ul style="list-style-type: none"> a. Induction Planning b. Weekly HT meetings with IDHT and IKS1 Leader 	GS	New teachers are clear what/when/how to teach curriculum so that children make very good progress in Reading (inc. Phonics), Writing and Maths. Interim Leaders are supported and able to focus on key priorities with consideration to wellbeing.	Induction Documentation, PDM notes and Key Stage Meeting Minutes. SLT Minutes and weekly meetings. Performance Management conversations. Staff Survey 2022	GS	Governor Meetings CSP visits	Govs JL
2 Effectively manage the introduction and implementation of Read Write Inc. <ul style="list-style-type: none"> a. 5 groups YR and 7 groups KS1 b. Training c. Coaching d. Monitoring 	VR GS	Teachers and TAs teach with fidelity to RWI and children make good progress in early reading. Children receive additional Tutoring when needed. Parents know how to provide support at home.	Termly Assessment RWI Development Days English Hub Visits Learning Walks HT/Key Stage Leader Drop-Ins Pupil Progress Meetings	VR GS CS	RWI Development Days with Louise Patterson English Hub visits with Jenny Violette CSP Visits Y1 Phonics Check 2022	LP JV JL
3 Accelerate Development of PSED and Listening and Attention skills. Ensure consistency in expectations for Effective Learning Behaviours across the school. Development of Outdoor Play and Learning across the school.	HL CS MK EPR	Daily activities in classes provide appropriate opportunities for children to attend and focus on adult-led activities. Interruption to learning due to low-level disruption is minimised.	Key Stage Meeting Notes Learning Walks Review Mornings HT/Key Stage Leader Drop-Ins Pupil Progress Meetings	GS HS HL KP	BANES EYFS Visits Hub Peer Reviews CSP Visits	JE/TC JV JL
4 Implementation of Reading Recovery with appointment of new Reading and Writing Support Teacher.	GS AS	Daily intensive reading tutoring and support provided for children in KS1 to catch-up and reach ARE by end of the year.	Pupil Progress Meetings Drop-Ins	GS	Cerys Stephens, RR Programme Leader CSP Visits	CS JL



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5 Implementation of Language for Life in Nursery	RC NG	Children with delayed speech and language development are identified from the age of 2 and given frequent language intervention to increase school-readiness.	Inclusion Leader Monitoring EYFS Leader Monitoring Pupil Progress Meetings	HL CS SLT	Tracy Curzons, BANES EYFS Team VirginCare SLIP	TC
6 Curriculum Development. Review and adapt Curriculum so that it meets the needs of children and facilitates children widening knowledge, so they know and can do more.	GS	The curriculum enables children to secure learning by regular retrieval and review. Learning builds on prior knowledge. Teaching is well structured to support children knowing and doing more.	Subject Leadership Monitoring Book Scrutiny Learning Walks and Pupil Conferencing	Subject Leaders	BANES Hub Peer Review CSP Visits	3 HTs JL
7 Development of Middle Leadership. Teachers develop Subject Expertise and hold responsibility for monitoring, evaluating and developing an area of the curriculum	GS	All teachers are leaders, undertaking monitoring and evaluation of the quality of teaching and learning in an area of the curriculum. Teachers use their providing	SLT Meetings Performance Management Governor Meetings	Subject Leaders	BANES Hub Peer Review CSP Visits	3 HTs JL

Monitoring and Evaluation - Headteacher (HT); Governors (GOV); Senior Leadership Team (SLT); Key Stage Leaders (KSL); Teachers (T); Teaching Assistants (TA)		
	Term 4 2021-2022	Term 6 2021-2022
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