



Excel at Twerton, the School that cares.

Key Strategic Aim	Lead	Expected Impact	Internal Monitoring	By whom	External Monitoring	By whom
1 Raise attainment in Phonics, Reading, Writing and Maths across the school. <ul style="list-style-type: none"> a. Accelerate progress in Phonics by teaching Speed Sounds twice a day. b. Provide effective interventions in Phonics to enable more children to “keep up” c. Develop effective Subject Leadership, prioritising Core Subjects. 	GS CS LJ KP	70% of Year 1 children achieve expected standard in Phonics Screening Check in June 2023 (33% in 2022). 60% at EXS in Reading at end of KS1 55% at EXS in Writing at end of KS1 55% at EXS in Mathematics at end of KS1 60% of children achieve GLD EYFS 2023	Subject Leader and EYFS Monitoring Pupil Progress Meetings RWI Assessment and Reporting Link Governor Visits SOC Governor Reporting	CS LJ KP GS	Governor Meetings CSP visits	Govs JL
2 Effectively manage Staffing Transition and New Leadership. <ul style="list-style-type: none"> a. Induction Planning b. Weekly HT meetings with <i>New</i> KS1 Leader and EYFS Leader and Inclusion Leader c. Action Planning for all subjects and Key Stages d. BMS School Networks 	GS	New teachers are clear what/when/how to teach curriculum so that children make very good progress in Reading (incl. Phonics), Writing and Maths. 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 T1/T2 2022-23	GS	Governor Meetings CSP visits	Govs JL
3 Effectively manage the teaching of Read Write Inc. Phonics <ul style="list-style-type: none"> a. 4 groups YR and 9 groups KS1 b. Intervention Tutoring from T1 c. Pinny Time in YR d. Training e. Coaching f. Monitoring 	GS	Teachers and TAs teach with fidelity to RWI and children make good progress in early reading. Intervention Tutoring to starting T1w2 (AB) YR make strong start with Pinny Time PM 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	GS CS LJ	RWI Development Days with Louise Patterson CSP Visits Y1 Phonics Check 2023	LP JL



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<p>4 Accelerate Development of PSED and Listening and Attention skills. Ensure consistency in expectations for Effective Learning Behaviours across the school.</p> <p>Development of Outdoor Play and Learning across the school.</p> <p>Introduce Regulation Stations to support children’s self-regulation within classrooms.</p>	<p>HL CS LJ MK EPR HL</p>	<p>Daily activities in classes provide appropriate opportunities for children to attend and focus on adult-led activities.</p> <p>Interruption to learning due to low-level disruption is minimised.</p>	<p>Key Stage Meeting Notes Learning Walks Review Mornings HT/Key Stage Leader Drop-Ins Pupil Progress Meetings</p>	<p>GS CS LJ HL</p>	<p>BANES EYFS Visits Hub Peer Reviews CSP Visits</p>	<p>JE/TC JV JL</p>
<p>5 Implementation of Reading Recovery with appointment of new Reading and Writing Support Teacher.</p>	<p>GS AS</p>	<p>Daily intensive reading tutoring and support provided for children in KS1 to catch-up and reach ARE by end of the year.</p>	<p>Pupil Progress Meetings Drop-Ins</p>	<p>GS</p>	<p>Cerys Stephens, RR Programme Leader CSP Visits</p>	<p>CS JL</p>
<p>6 Transition of Language for Life in Nursery to new Nursery Teaching Team and implementation in YR.</p>	<p>BC CS</p>	<p>Children with delayed speech and language development are identified from the age of 2 and given frequent language intervention to increase school-readiness.</p> <p>A higher proportion of children are school ready at the end of nursery and a higher proportion of children achieve GLD (60%).</p>	<p>Inclusion Leader Monitoring EYFS Leader Monitoring Pupil Progress Meetings</p>	<p>HL CS SLT</p>	<p>Tracy Curzons, BANES EYFS Team VirginCare SLIP</p>	<p>TC</p>
<p>7 New Curriculum Implementation in KS1 with a move away from the child-led Explore Curriculum and a return to discrete subject teaching within termly topics.</p>	<p>LJ</p>	<p>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.</p>	<p>Subject Leadership Monitoring Book Scrutiny Learning Walks and Pupil Conferencing</p>	<p>Subject Leaders</p>	<p>BANES Hub Peer Review CSP Visits</p>	<p>3 HTs JL</p>
<p>8 Development of Middle Leadership. Teachers develop Subject Expertise and hold responsibility for monitoring, evaluating and developing an area of the curriculum</p>	<p>GS</p>	<p>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</p>	<p>SLT Meetings Performance Management Governor Meetings</p>	<p>Subject Leaders</p>	<p>BANES Hub Peer Review CSP Visits</p>	<p>3 HTs JL</p>



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