

Treloweth Primary School SDP 2025 - 26

Vision Statement

We aim to nurture confident, curious, kind and connected learners in a school that is inclusive, aspirational, and calm. Every child is championed; every adult is supported to grow.

Core Messages for All Staff

- Calm, consistent adult behaviours create safe, thriving classrooms.
- Writing is a whole- school priority- embed the new units.
- Every adult is a leader – we grow together.
- Every child can succeed – with the right support.

Priority One - Quality of Education. Secure high standards of quality first teaching for all pupils

A great teacher in every classroom

To embed high-quality teaching strategies across the curriculum, particularly in writing, reading, phonics, spelling, and maths. With a new RWI lead and an enhanced spelling strategy, consistency and clarity are crucial. We are prioritising subject knowledge, independence, oracy, and rich modelling of best practice.

Priority Two- SEND, Attendance & Lowest 20%

To close the gap for our most vulnerable learners through strong adaptive teaching, targeted interventions, and inclusive classroom culture. We aim to embed relational practices using Paul Dix's strategies, while also strengthening our SEND provision and maintaining strong attendance under new leadership.




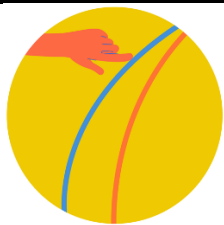


Priority Three- Full Curriculum Development (DLP)

Support high-quality knowledge and understanding; promote progress. The DLP curriculum builds knowledge, skills, and cultural capital. We will improve writing across the curriculum, strengthen key subjects like history and art, and amplify pupil voice and engagement through ambassador roles, careers links, and outdoor learning.

Priority Four - Leadership Ensure that the leadership and management across the school is effective in achieving positive outcomes for all pupils.

Strong leadership at every level ensures our values, curriculum, and inclusive ethos are fully embedded. We are supporting a newly formed SENCO job share, strengthening the role of our Autism Champion, and embedding a highly focused CPPD cycle to drive curriculum leadership and classroom practice forward.

Crofty School Improvement Plan 2024 – 26

School Improvement KPIs						
	All schools Ofsted good or above	Pupil attendance at least in line with national averages for all groups.	Pupil attainment in statutory assessments are in line with, or above, national averages.	No gap in attainment between pupil premium pupils and their peers.	60% of teaching and support staff engage in Crofty or National CPD above that provided through staff meetings and INSET days.	Staff questionnaire shows year on year improvement for workload manageability.

MAT Development Plan – Secure high quality of Education across all curriculum areas to ensure the continued improvement in key outcomes for all pupils		
Trust Leader – Tamsin Lamb		
Objectives	What will success look like?	
1. Ensure every pupil benefits from an ambitious, sequenced and progressive curriculum with clearly defined outcomes.	1.1. Crofty Curriculum principle audit tools are published for all areas of the curriculum. 1.2. Teachers and leaders actively use the curriculum principle audits to support self evaluation and inform action planning. 1.3. The curriculum intent for Modern Foreign Languages and PE is at least good in all schools. 1.4. The curriculum intent for writing is sufficiently challenging and sequenced progressively across all aspects, 1.5. The needs of disadvantaged pupils and those with SEND are considered and planned for to secure ambitious outcomes. 1.6. Improved teacher subject knowledge and resourcing in science, through active engagement with the Crofty/ Ogden Trust training programme leads to improved pupil outcomes. 1.7. Targeted training for EYFS practitioners, in response to audit, improves subject knowledge in Prime areas. 1.8. Analysis of the barriers faced by disadvantaged pupils, alongside use of evidence-based approaches leads to well considered plans to accelerate progress for disadvantaged pupils. 1.9. Sustainability and environmental impact are explicitly taught and woven into our schools' curricula.	
2. Implementation of the curriculum represents high quality teaching for all, including pupils who are disadvantaged and have special educational needs and disabilities, resulting in outcomes at least in line with the national average.	2.1 Teaching (implementation) of the curriculum for writing, MFL and PE ensures that pupils understand key concepts, and that they can transfer key knowledge to long-term memory and apply it fluently. 2.2 Pupils' writing across the curriculum represents high expectations and high standards. Outcomes at the end of the year are at least in line with national averages for expected and GDS. 2.3 Formative and summative assessment is used effectively to check pupil's understanding of the curriculum, to correct misunderstandings and inform teaching. 2.4 Where gaps are identified in pupils learning, provision enables them to catch up quickly, particularly in phonics, number facts and times tables. 2.5 Provision for pupils with SEND is suitably ambitious, adapted to meet individual needs and ensures they are well prepared for the next steps in their education. 2.6 Implementation of the school disadvantaged strategy closes the gaps in attainment for those identified as disadvantaged (there is no attainment gap between disadvantaged and non disadvantaged pupils). 2.7 Teaching in EYFS, in line with agreed principles, leads to increased number of pupils achieving ELGs in Prime areas. 2.8 End of Yr 1 phonics, KS1 and KS2 attainment is at least in line with National averages for reading, writing and maths in every school, including GDS.	
3. Ensure leadership at all levels works coherently to develop a continuously improving system.	3.1 School Curriculum Leaders actively engage with trust wide networks, developing their subject knowledge and that of the teachers in their schools. 3.2 Specialist subject leaders identify best practice across the Trust, facilitating the sharing of this through school to school support. 3.3 Leaders identify and actively promote development opportunities for all staff, linked to continuous performance management. 3.4 Trust and school attendance strategies are effective in improving attendance and punctuality for all and reducing the number of pupils who are persistently absent. 3.5 The Trust staff wellbeing strategy contributes to improved staff attendance and improved scores related to workload in the annual staff survey.	
4. All schools within stage 2 & 3 to be improved to at least stage 1 within 18 months	4.1 The Trust School Improvement Strategy is understood by all leaders. 4.2 Stage 3 schools Rapid Improvement Plans are focussed on key priorities, monitored weekly and enable the school to move to Stage 2 within a term. 4.3 Stage 2 schools Rapid Improvement Plans are focused on key priorities, monitored 3 weekly and enable the school to move to Stage 1 within 2 terms.	

Cross reference where school priority meets **Crofty** objective

Capacity added, capacity from Crofty schools

Priority 1 Quality of Education

Secure high standards of quality first teaching for all pupils

A great teacher in every classroom

To embed high-quality teaching strategies across the curriculum, particularly in writing, reading, phonics, spelling, and maths. With a new RWI lead and an enhanced spelling strategy, consistency and clarity are crucial. We are prioritising subject knowledge, independence, oracy, and rich modelling of best practice.

Objectives	Position July 25	Autumn Priorities	Spring Priorities	Summer Priorities
Writing By July 2026, the new planning will be fully embedded across all year groups, with a clear progression in editing and writing independence from Year 1 to Year 6. Staff will reduce over-scaffolding to increase pupil ownership and self-direction in writing. Sarah F/VickyW	<ul style="list-style-type: none">72% Y6 Exp.New writing curriculum launched in Summer Term.Drawing Club now in place in EYFS.New Y6 have fundamental gaps in the knowledge.	<ul style="list-style-type: none">✓ Refresher training on the S-Plan.✓ Reintroduce editing rubrics/ CPPD on editing.✓ Using new “dashboard” to support adaptations within all classes for inclusion.	<ul style="list-style-type: none">✓ Pupil conferencing✓ Writing book review.✓ Staff feedback/evaluation on new writing curriculum.✓ Update “dashboard” to support adaptations within all classes.	<ul style="list-style-type: none">✓ Evaluate and refine the scheme.✓ Update “dashboard” to support adaptations within all classes.
Spelling & Dictation By July 2026, all staff will explicitly teach spelling using five key metacognitive strategies, supported by weekly dictation tasks linked to current spelling rules and vocabulary. Impact will be evident in improved pupil confidence and accuracy across written work. Sarah F/Vicky W	<ul style="list-style-type: none">Dictation and spelling as part of writing S-plan.Weekly discrete spelling session.New Y6 have fundamental gaps in the knowledge.	<ul style="list-style-type: none">✓ Launch CPD; establish Spelling Shed routines and weekly dictation.✓ Pupil conferencing✓ Discrete dictation session at least weekly in each class.✓ Using new “dashboard” to support adaptations within all classes for inclusion.	<ul style="list-style-type: none">✓ Monitor classroom application and progress.✓ Monitor PPA sessions led by HLTAs.✓ Update “dashboard” to support adaptations within all classes.✓ Discrete dictation at least weekly in each class.	<ul style="list-style-type: none">✓ Assess outcomes; update plans for 2026–27.✓ Update “dashboard” to support adaptations within all classes.✓ Discrete dictation at least weekly in each class.
Reading By July 2026, VIPERS comprehension strategies will be consistently embedded across all classrooms. KS2 pupils requiring support will access Fresh Start, and the Herts Reading Project will be fully implemented to improve fluency, depth, and reading confidence. Tamsin I/Emma W	<ul style="list-style-type: none">Y6 70.5% Exp; 25% GDSReading is taught in every class at 10:15 every morning.New Y6 have fundamental gaps in the knowledge.	<ul style="list-style-type: none">✓ Baselines collected✓ Staff have refresher training in Herts materials.✓ Lead to visit schools with more consistently high reading standards; cross reference and plan changes.✓ Reading Lead conducts observations and reviews comprehension progress✓ Reading Lead to introduce any changes/updates- staff meeting to set out new expectations.✓ Using new “dashboard” to support adaptations within all classes for inclusion.	<ul style="list-style-type: none">✓ Reading lead to monitor lessons/planning to ensure changes have been implemented.✓ Reading Lead to gather pupil voice.✓ Update “dashboard” to support adaptations within all classes.	<ul style="list-style-type: none">✓ Evaluate impact of interventions.✓ Reading Lead to monitor implementation and consistency of changes.✓ Update “dashboard” to support adaptations within all classes.

Phonics (RWI) By July 2026, the new RWI lead will be fully supported through structured coaching, Trust network collaboration, and phased internal handover. This will ensure continued excellence in phonics delivery, with clear leadership capacity sustained across the school. Liz N/Tressa R	<ul style="list-style-type: none"> 90% Year 1 met standard. 88% Year 2 met standard. New RWI lead; want to ensure standards remain high. 	<ul style="list-style-type: none"> ✓ Fortnightly HT/DHT meetings ✓ Release RWI lead to monitor and coach- RWI lead to not have a group. ✓ Coaching mentoring with previous RWI lead. ✓ English Hub support. ✓ Trust RWI lead support. ✓ Using new "dashboard" to support adaptations within all classes. ✓ Develop provision for 12% Y3 who did not pass PSC. 	<ul style="list-style-type: none"> ✓ As Autumn. ✓ RWI lead to arrange training as required. ✓ RWI lead to ensure interventions are happening as required. ✓ Update "dashboard" to support adaptations within all classes. 	<ul style="list-style-type: none"> ✓ As Spring ✓ Analyse phonics data; plan future leadership development. ✓ Update "dashboard" to support adaptations within all classes.
Maths By July 2026, all staff will take part in half-termly CPPD focused on improving fluency, reasoning, and maths talk through the 5 Big Ideas in Mastery Maths. Impact will be measured through lesson visits, pupil voice, and evidence of improved practice in planning and teaching. Kim R	<ul style="list-style-type: none"> 70.5% Y6 exp 65% Y4 achieving 25/25 MTP; average score 23 New Year 6 have significant gaps in their knowledge. 	<ul style="list-style-type: none"> ✓ Ensure mastering number is secure in all classrooms- EYFS to Y5. ✓ Y6 teachers to adapt planning to focus on fundamental mental maths. ✓ Daily fluency- "Tough 10". ✓ Flashcards- KS1 additive facts; Y4 and 5 multiplicative facts. ✓ Using new "dashboard" to support adaptations within all classes for inclusion. 	<ul style="list-style-type: none"> ✓ Update "dashboard" to support adaptations within all classes. ✓ Embed Mastering Number. ✓ Daily fluency. 	<ul style="list-style-type: none"> ✓ Update "dashboard" to support adaptations within all classes. ✓ Embed Mastering Number. ✓ Daily fluency.
Oracy Embed oracy across all subjects with sentence stems, vocabulary scaffolds, and success criteria. Sarah F and Richard S	<ul style="list-style-type: none"> Treloweth Oracy Handbook is in place. Oracy is in every lesson- part of the S-plan 	<ul style="list-style-type: none"> ✓ Launch weekly talking assemblies ✓ Update classroom displays. ✓ Ensure Tier 3 vocab is displayed, taught and used appropriately. ✓ Use of sentence stems- clearly displayed. 	<ul style="list-style-type: none"> ✓ Monitor pupil talk and vocabulary progression. ✓ Ensure Tier 3 vocab is displayed, taught and used appropriately. ✓ Use of sentence stems- clearly displayed. 	<ul style="list-style-type: none"> ✓ Showcase oracy work. ✓ Use pupil voice to refine approach. ✓ Ensure Tier 3 vocab is displayed, taught and used appropriately. ✓ Use of sentence stems- clearly displayed.
EYFS To secure strong foundations in communication, language, reading, writing and number through rich, purposeful early years experiences. Fiona I	<p>Teacher team in EYFS now stable- second year. New TA team starting in one class. Good outcomes.</p> <p>Focus Areas Across the Year 2025/26</p> <ul style="list-style-type: none"> CLL: Vocabulary, narrative structure, active listening Maths: Counting fluency, number bonds, estimation, subitising Writing: Mark-making, transcription, story construction Environments: Indoor and outdoor provision reviewed termly Transitions: Seamless handover into Year 1 with shared expectations 	<ul style="list-style-type: none"> ✓ EYFS team receive refresher training on Drawing Club principles and narrative structure. ✓ Counting Collections planning embedded weekly to build fluency and problem-solving. ✓ Continuous provision reviewed and enhanced using Early Excellence audit tools. ✓ Focused observations and assessment training to support early identification. 	<ul style="list-style-type: none"> ✓ Moderation of Drawing Club outcomes and mark making development. ✓ Teacher-led interventions for early number and concept gaps. ✓ Parental engagement tools trialled (e.g. learning diaries or home task prompts). ✓ Joint planning support with EYFS Curriculum Lead and Trust network. 	<ul style="list-style-type: none"> ✓ Showcase of pupil storytelling and Drawing Club books. ✓ End-of-year review using Early Excellence principles. ✓ Transition profiles created collaboratively with Year 1 team. ✓ Review impact of Counting Collections and adapt for 2026–27.

Priority Two SEND, Attendance & Lowest 20%

To close the gap for our most vulnerable learners through strong adaptive teaching, targeted interventions, and inclusive classroom culture. We aim to embed relational practices using Paul Dix's strategies, while also strengthening our SEND provision and maintaining strong attendance under new leadership.

Objectives	July 2025	Autumn 2025	Spring 2026	Summer 2026
<p>To ensure SEND provision at Treloweth is the best it can be- supporting all learners to achieve.</p> <p>Sue FO and Annie W</p>	<ul style="list-style-type: none"> SENDCO who has been four days a week is dropping to three; job share beginning in Sept. Communication with parents could be improved. Systems are in place but need streamlining. New SEN team to be divided so they take specific year groups. Autism Champion in place. 	<ul style="list-style-type: none"> ✓ New SENCO team to introduce themselves via Dojo. ✓ Coffee morning with parents to talk through SEN at Treloweth. James Taylor from Trust to be present as well as HT/DHT. ✓ Pupil Progress meeting to identify any children who may need more support. ✓ Letters to sent to parents from class teachers explaining any interventions that form part of our universal offer. ✓ First Star plan reviews with parents. ✓ Autism Champion to receive training. ✓ Develop class dashboards with key information for each child regarding adaptations. ✓ Refresh staff with regard to Adaptive Toolkit. ✓ New detailed A3 "dashboards" in place. 	<ul style="list-style-type: none"> ✓ A second drop in coffee morning. ✓ Pupil Progress meeting to identify any children who may need more support or who may need to come off the RON. ✓ Letters to sent to parents from class teachers explaining any interventions that form part of our universal offer. ✓ Second Star plan reviews with parents. ✓ Update class dashboards with key information for each child regarding adaptations. ✓ New detailed A3 "dashboards" reviewed. 	<ul style="list-style-type: none"> ✓ A third drop in coffee morning. ✓ Pupil Progress meeting to identify any children who may need more support or who may need to come off the RON. ✓ Letters to sent to parents from class teachers explaining any interventions that form part of our universal offer. ✓ Third Star plan reviews with parents. ✓ Transition planning; inclusion audit. ✓ Update class dashboards with key information for each child regarding adaptations. ✓ New detailed A3 "dashboards" reviewed and shared with new teachers.
<p>To create a welcoming and engaging culture to support all learners.</p> <p>Sarah F and Richard S</p>	<ul style="list-style-type: none"> PP children not achieving as well as non PP. Curriculum has been planned to support and engage all learners- including outside learning- this needs to be embedded. 	<ul style="list-style-type: none"> ✓ Class teachers identify and plan for lowest 20%. ✓ PP Lead to track interventions with case studies and work sampling. ✓ SLT review of provision for priority pupils. ✓ Scholars program ✓ Team Teach training for some ✓ De-escalation training for all. ✓ Autism Champion Training- CW. ✓ Mental Health Training- CW. ✓ "When the adults change" as part of CPPD. ✓ Meet and greet a focus- all teachers in class first thing. ✓ New Diamond Rules launched. ✓ Paul Dix materials used to support CPPD.\ 	<ul style="list-style-type: none"> ✓ TA coaching. ✓ Gap analysis in core subjects. ✓ Interventions as appropriate. ✓ Team Teach Training ✓ "When the adults change" as part of CPPD. ✓ Walkthrus. ✓ Paul Dix materials used to support CPPD. 	<ul style="list-style-type: none"> ✓ Review outcomes. ✓ Adjust intervention planning. ✓ "When the adults change" as part of CPPD. ✓ Walkthrus ✓ Paul Dix materials used to support CPPD.

<p>To create a welcoming and engaging culture to support all stakeholders.</p> <p>Sarah F</p>	<ul style="list-style-type: none"> Some parents feel that communication is not as good in all areas. 	<ul style="list-style-type: none"> ✓ Open classroom event- at least once a term. ✓ Residentials and EVCs- where possible are shared with parents in Sept. Minimum of one month's notice. ✓ "Meet the teacher" first two weeks of term. ✓ SEND coffee morning. ✓ Parents' Evening where SLT are available. ✓ Star plan reviews. 	<ul style="list-style-type: none"> ✓ Open classroom event- at least once a term. ✓ EVCs are shared with parents with a minimum of one month's notice. ✓ Star plan reviews. ✓ Meet the governors. 	<ul style="list-style-type: none"> ✓ Open classroom event- at least once a term. ✓ EVCs are shared with parents with a minimum of one month's notice. ✓ Star plan reviews. ✓ Meet the governors. ✓ School lunch taster. ✓ EYFS/new parent induction. ✓ SPACE project.
<p>Maintain high expectations for attendance- aim for 97%</p> <p>Annie W and Kim R</p>	<ul style="list-style-type: none"> Attendance sitting just above 95%- often being 96%. Trust letters are being used. Good communication with parents. PNs issued. Good working relationship with EWO. Trust network meetings attended. Due to change in staffing. Attendance is being shared by two SLT in 25-26. Weekly class attendance competition has proved positive. 	<ul style="list-style-type: none"> ✓ Identify PA cohort; begin parent meetings. ✓ Send Trust letters out as appropriate. ✓ Weekly class attendance competition- removing those on part-time timetables etc. Share on newsletter. 	<ul style="list-style-type: none"> ✓ Celebrate improvement ✓ Network check-in. ✓ Evaluate new systems; refine strategies. ✓ Send Trust letters out as appropriate. ✓ Weekly class attendance competition- removing those on part-time timetables etc. Share on newsletter. 	<ul style="list-style-type: none"> ✓ Evaluate new systems; refine strategies. ✓ Send Trust letters out as appropriate. ✓ Weekly class attendance competition- removing those on part-time timetables etc. Share on newsletter.

Priority Three- Through our DLP, support high-quality knowledge and understanding; promote progress.

The DLP curriculum builds knowledge, skills, and cultural capital. We will improve writing across the curriculum, strengthen key subjects like history and art, and amplify pupil voice and engagement through ambassador roles, careers links, and outdoor learning.

Objectives	July 2025	Autumn 2025	Spring 2025	Summer 2026
To develop the teaching and learning of History. Danielle M	<ul style="list-style-type: none"> The History curriculum is in a strong position- flashcards are prepared. The curriculum is well planned and some units link to the newly updated writing planning. 	<ul style="list-style-type: none"> ✓ Build chronology and analysis of evidence. ✓ Develop and plan clear and purposeful opportunities within the curriculum to use “wild tribe” strategies. ✓ Develop and plan clear and purposeful opportunities for orienteering to be used in the curriculum. ✓ Develop and plan clear and purposeful opportunities for oracy to be used in the curriculum. ✓ Staff meeting to introduce changes. ✓ Trust Network meeting. ✓ Diamond Day- History themed. 	<ul style="list-style-type: none"> ✓ Monitor the use of “wild tribe” strategies. ✓ Monitor the use of orienteering ✓ Monitor the use of oracy ✓ Pupil conferencing ✓ Trust Network meeting. ✓ Monitor consistency of quality in books. 	<ul style="list-style-type: none"> ✓ Monitor the use of “wild tribe” strategies. ✓ Monitor the use of orienteering ✓ Monitor the use of oracy ✓ Pupil conferencing ✓ Trust Network meeting. ✓ Monitor use of flashcards ✓ Monitor consistency of quality in books.
To develop the teaching and learning of Art. Strengthen sketchbook use and technical progression. Robyn K and Richard S	<ul style="list-style-type: none"> The Art curriculum is in a strong position- flashcards are prepared; new art lead taking over in Sept. The curriculum is well planned and some units link to the newly updated writing planning. 	<ul style="list-style-type: none"> ✓ Build chronology and analysis of evidence. ✓ Develop and plan clear and purposeful opportunities within the curriculum to use “wild tribe” strategies. ✓ Develop and plan clear and purposeful opportunities for orienteering to be used in the curriculum. ✓ Develop and plan clear and purposeful opportunities for oracy to be used in the curriculum. ✓ Trust Network meeting. 	<ul style="list-style-type: none"> ✓ Monitor the use of “wild tribe” strategies. ✓ Monitor the use of orienteering ✓ Monitor the use of oracy ✓ Pupil conferencing ✓ Trust Network meeting. ✓ Monitor consistency of quality in sketchbooks. ✓ Staff meeting to introduce changes. ✓ Diamond Day- Art themed. 	<ul style="list-style-type: none"> ✓ Monitor the use of “wild tribe” strategies. ✓ Monitor the use of orienteering ✓ Monitor the use of oracy ✓ Pupil conferencing ✓ Trust Network meeting. ✓ Monitor use of flashcards ✓ Monitor consistency of quality in sketchbooks.
Continue to develop our Careers focussed curriculum. Deb W	<ul style="list-style-type: none"> A lot of work has been put in to making meaningful links within our curriculum to careers. Increasing number of visitors from industries/ 	<ul style="list-style-type: none"> ✓ New subject displays to have clear links to careers. ✓ Audit of existing links; begin termly visitor programme. 	<ul style="list-style-type: none"> ✓ Include career-linked writing and oracy tasks. ✓ Class assemblies to have meaningful links. 	<ul style="list-style-type: none"> ✓ Careers week celebration. ✓ Aspirations Day ✓ Transition sessions linked to careers and aspirations.

	careers. Curriculum displays show links to successful people/careers.			
<p>Develop outdoor learning and sustainability.</p> <p>Deb W, Patrick S and Rachel B</p>	<ul style="list-style-type: none"> • Orienteering trail set up with online resource to adapt to link to all subjects. • Trust Eco and Coastal councils have been engaged with. 	<ul style="list-style-type: none"> ✓ PSHE lead and Science Lead to meet with Curriculum Lead to ensure Sustainability has a clear and progressive focus in our curriculum. ✓ Subject leads to monitor and track the use of orienteering and "Wild Tribe" within their curriculum. ✓ School Council to have a focus of Sustainability and developing our school outdoor areas. ✓ New Trust Eco and Coastal crews elected. ✓ New lunch time "active time" during the last 10 mins of lunch with PS. 	<ul style="list-style-type: none"> ✓ Subject leads to continue to monitor and track the use of orienteering and "Wild Tribe" within their curriculum. ✓ Link to careers. 	<ul style="list-style-type: none"> ✓ Sustainability Week. ✓ Diamond Day- PE and outdoor learning.
<p>Continue to develop the use of oracy across the curriculum.</p> <p>Sarah F, Kim. R, Richard S, Danielle M and Clare J</p>	<ul style="list-style-type: none"> • Talking Assemblies in place; school council decide the questions. • Oracy Handbook in place. • Talk protocols on display. • Oracy is part of the S-plan in all classes. • ABC is used in all classes. 	<ul style="list-style-type: none"> ✓ Subject leads to monitor and track the use of oracy strategies within their curriculum. ✓ Staff meeting input to refresh oracy protocols and expectations. ✓ New School Council Lead to develop the council's role-assemblies for Anti bullying week etc. ✓ Globe Trotters Group developed by new Geography Lead. 	<ul style="list-style-type: none"> ✓ Develop opportunities for pupil voice. ✓ Develop links with Scholars program. 	<ul style="list-style-type: none"> ✓ Subject leads to monitor and track the use of oracy strategies within their curriculum.

Priority 4: Ensure that the leadership and management across the school is effective in achieving positive outcomes for all pupils.

Strong leadership at every level ensures our values, curriculum, and inclusive ethos are fully embedded. We are supporting a newly formed SENCO job share, strengthening the role of our Autism Champion, and embedding a highly focused CPPD cycle to drive curriculum leadership and classroom practice forward.

Objectives	July 2025	Autumn 2025	Spring 2026	Summer 2026
Develop SEND Leadership (SENCO Job Share) Sue FO and Annie W	<ul style="list-style-type: none">SEND provision at Treloweth has been on a journey this year; a new SENCO and changes in procedures. New Star plan review cycles have been positive; staff feel supported and more informed about SEN in their class.There is still a way to go to ensure the RON is clearly mapped with clear timelines and dates. Communication with parents need to be tightened.New SENCO job share starting in Sept.	<ul style="list-style-type: none">✓ Two SENCOs split by year groups (e.g. EYFS/KS1 and KS2) to improve ownership and clarity.✓ Support includes coaching, Trust networking, and partnership with St. Day for best practice.✓ SENCO roles clarified; year group allocation shared with staff and families.✓ Training at St. Day initiated; regular shadowing built into timetable.✓ Weekly SEN meetings with HT to review provision and communication.	<ul style="list-style-type: none">✓ Staff training on sensory, emotional, and visual supports.✓ Parent meeting or workshop hosted to build family links.	<ul style="list-style-type: none">✓ Feedback from staff, parents and pupils gathered.✓ Evaluate impact and plan role evolution for 2026–27.
To develop our CPPD & Professional Development Cycle- linked to Walkthrus and Paul Dix. Kim R	<ul style="list-style-type: none">Walkthrus are embedded in our practise. Staff currently have one hour a week for leadership and CPPD meetings; we feel this model needs adapting to ensure more effective leadership and CPPD.	<ul style="list-style-type: none">✓ Half-termly INSET-style release day for all teachers; morning focus on personal and pedagogical development (coaching, peer observation).✓ Launch calendar and expectations.✓ Begin coaching triads- DHT/HT and year group partners; schedule observations.✓ Appraisals	<ul style="list-style-type: none">✓ Half-termly INSET-style release day for all teachers- morning focus on personal and pedagogical development (coaching, peer observation).✓ Adapt CPPD based on staff feedback and school priorities.	<ul style="list-style-type: none">✓ Half-termly INSET-style release day for all teachers- morning focus on personal and pedagogical development (coaching, peer observation).✓ Final coaching reflections submitted.✓ 2026–27 CPPD priorities planned based on curriculum monitoring and staff voice.
To strengthen subject leadership through structured time, coaching and accountability. Richard S	<ul style="list-style-type: none">Currently staff have 1 hour (or part time equivalent) a week for leadership. <p>Aim- To ensure depth and coherence across all subjects, every subject leader requires dedicated time for curriculum improvement, monitoring, and review. A consistent cycle of support and accountability is key to growing confident leaders and ensuring subject expertise aligns with school and Trust priorities.</p>	<ul style="list-style-type: none">✓ Subject leaders allocated half-termly INSET-style release time.✓ Curriculum Lead schedules 1:1 planning and coaching with each subject leader.✓ Monitoring expectations shared (books, pupil voice, drop-ins).✓ Subject leads share good practice with colleagues.	<ul style="list-style-type: none">✓ Mid-year subject leader review: what's going well, what's next.✓ Curriculum Lead supports review of action plans.✓ Subject leads share good practice with colleagues.	<ul style="list-style-type: none">✓ Subject leaders write impact overviews and next steps.✓✓ Line managers meet with subject leads to plan 2026–27 priorities.✓✓ Joint governor-subject leader curriculum review opportunities planned.
To embed inclusive strategies and expertise in every classroom, with a focus on supporting neurodiverse learners. Chad W	<ul style="list-style-type: none">No Autism Champion in place at present. <p>Aim- Our Autism Champion will play a key role in modelling best practice, supporting staff confidence, and ensuring our provision is inclusive and responsive to the needs of autistic children. This role will enhance day-to-day classroom practice and bridge communication with families, external services, and Trust SEND networks.</p>	<ul style="list-style-type: none">✓ Define the role clearly and allocate release time.✓ Autism Champion attends CPD or shadowing with external setting (e.g. specialist provision).✓ Audit sensory needs and supports in classrooms; identify focus pupils for modelling strategies.	<ul style="list-style-type: none">✓ Deliver TA/staff CPD on autism-friendly classrooms (e.g. visual supports, sensory strategies, emotional regulation).✓ Drop-in support sessions offered for teachers and TAs.✓ Strengthen links with Trust Inclusion Lead and Autism Lead.	<ul style="list-style-type: none">✓ Collect feedback from staff and pupils on the impact of strategies.✓ Contribute to planning EHCP provision and transitions.✓ Evaluate role effectiveness and propose priorities for 2026–27 (e.g. pupil mentoring, family support).

