



Learn
Encourage
Aspire
Respect &
Nurture



Rolling Two Year School Development Plan 2024-2026



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CONTEXT

Statutory assessments resumed fully after Covid in the 2021-2022 academic year. the full range of statutory assessment was carried out in 2022-2023 but the end of KS1 is no longer a statutory assessment from 2024.

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HARLAXTON data from 2023-24

EYFS Good level of development 65.2% National 67.2% (2023 data)
 Phonics check Year 1 85% National 79% (2023 data)
 Phonics check Year 2 100% National 54.6% (2023 data)

Key stage 2 comparative report Harlaxton

This information allows you to compare performance at the end of key stage 2 with the attainment of other year 6 pupils in our school and across England.

Subject	Percentage of pupils achieving the expected standard: school	Percentage of pupils achieving the expected standard: nationally:	GDS school	GDS nationally (2023)	Average scaled score: school ¹	Average scaled score: nationally
English reading	75%	74%	25%	29.2%	105	105
English grammar, punctuation and spelling	82%	72%	28%	30.4%	106	105
Mathematics	68%	73%	21%	24.1%	104	104
English writing (teacher assessment)	72.4%	72%	17.2%	13.5%	N/A	N/A
Science (teacher assessment)	76%	81%	N/A	N/A	N/A	N/A
RWM	61%	61%	14%	8.1%	N/A	N/A

- NB one child's data has been removed from this data as they joined during Year 6 and was not able to access the tests.

DENTON data from 2023-24

EYFS Good level of development	70%	National 67.2% (2023 data)
Phonics check Year 1	75%	National 79% (2023 data)
Phonics check Year 2	100%	National 54.6% (2023 data)

Key stage 2 comparative report Denton

This information allows you to compare performance at the end of key stage 2 with the attainment of other year 6 pupils in our school and across England.

Subject	Percentage of pupils achieving the expected standard: school	Percentage of pupils achieving the expected standard: nationally:	GDS school	GDS nationally (2023)	Average scaled score: school ²	Average scaled score: nationally
English reading	100%	74%	33%	29.2%	108	105
English grammar, punctuation and spelling	89%	72%	11%	30.4%	104	105
Mathematics	100%	73%	22%	24.1%	106	104
English writing (teacher assessment)	78%	72%	11%	13.5%	N/A	N/A
Science (teacher assessment)	89%	81%	N/A	N/A	N/A	N/A
RWM	78%	61%	11%	8.1%	N/A	N/A

Summary Page

- 1) **Develop secure and fluent mathematicians through well planned and delivered opportunities for understanding foundations in number in order to deepen mathematical knowledge and application.**
- 2) **Develop secure and fluent readers and writers through the planned development of early reading and phonics and how these harness comprehension and writing fluency.**
- 3) **Ensure assessments are used to have a positive learning impact on current recall of information, future planning, targeting any underachieving groups of learners.**
- 4) **Enhance extra-curricular experiences for all children and those from vulnerable groups in order to maximise learning opportunities.**

E1, Develop secure and fluent readers through the development of early reading and phonics and new phonics interventions and broaden reading diets throughout KS2 and in light of new staff members.

E2, Improve the attendance of all learners, including those from vulnerable or 'hard to reach' families through a consistent, supportive and relentless approach to challenging poor attendance and offering support for families.

E3, EYFS approaches are consistent across the job share and federation.

C1, Curriculum leaders (CL) determine curriculum progression including a focus on learning expectations and SEND and challenge / extend learners

C2, Ensure rigour for the progress and progression of vulnerable groups, focus on SEND, early intervention and TA training to develop integrated and shared approaches Focus: Adaptations Quality first teaching

C3, Robust safeguarding practice; effective training and governance overview.

C4) Continue to develop Church School vision within the community through planned opportunities to learn about diverse cultures and global communities. This is to create opportunities for our community to act as agents of change.

Acronyms

SEND – Special Educational Needs and Disabilities

KS1 – Key Stage 1 (Years 1 and 2)

KS2 – Key stage 2 (Years 3,4,5 and 6)

EYFS – Early Years Foundation Stage (sometimes called Reception)

HFW – High Frequency Words (There is a list in a frequency of use hierarchy)

RWI – Read Write Inc. (Our synthetic phonics scheme)

NC – National Curriculum

PE – Physical Education

CL- Curriculum leader (sometimes SL – Subject leader)

HC- House Captains (a pupil group chosen by the Head teacher following an application in writing by a Year 6 child. We have 3x houses – Romans, Saxons and Vikings)

RE- Religious Education

TA- Teaching Assistant

School development priorities for 2024/ 2025

Together we....	Ofsted Criteria	Intent	Implementation	Impact
<p>Learn Encourage Aspire Respect Nurture</p>	<p>Quality of Education</p>	<p>1) Develop secure and fluent mathematicians through well planned and delivered opportunities for understanding foundations in number in order to deepen mathematical knowledge and application.</p>	<ul style="list-style-type: none"> When using the White Rose PowerPoints, teachers are to edit them to meet the needs off their class. For example, opportunities are to be given for children to ‘have a go at a question’ after they have worked collaboratively to solve a similar questions and appropriate stem sentences are to be added. Where teachers in KS 2 have chosen to use the White Rose workbooks, these must only be used as a textbook, the books are not to be written in. Teachers are to carefully select questions for children to answer. Groups or individual children can answer different questions for differentiation. Presentation of maths books to be monitored – how children set out and organise their work. Alternative questions or those such as graph questions in statistics or lend themselves to a specific representation can be stuck in books when needed. Mastering number KS1 and KS2 is a non-negotiable, if an independent activity is set this can be stuck in or completed in the back of the children’s maths books. KS 2 staff at Denton will implement (hopefully we will be accepted onto the training). Support for staff, including lesson study where appropriate, with maths mastery development. (This is especially for new teachers or those that have changed year groups.) Maths lead to review mixed age planning 	<p><u>Autumn Impact milestone:</u> Input from maths leader during staff meeting – setting expectations, presentation and resources for the new school year shared and discussed to ensure consistency in approach and expectation. Maths monitoring was positive – good use of workbooks. In the main, lesson PowerPoints are being edited to the needs of the class. Mixed age planning is being used effectively at Denton and PowerPoints edited as required. Maths policy has been updated and Curriculum Statement reviewed and updated to reflect the mixed age planning at Denton. KS1 fluency – conciliated. KS2 fluency – all KS2 staff have access to training. ECT – weekly support, this has shown to be effective. Manipulatives and strategies implemented.</p>
				<p><u>Spring Impact milestone:</u> Recent monitoring from SL indicates that the Flashback 4 is established in most classes. Mastering Number is routinely taught, and children at Denton can articulate Mastering number well. KS2 have received training on mastering number. Presentation is neater in books across all year groups. Significant support for staff including lesson study for newer staff and support for team teaching Year 6 at Harlaxton.</p>
				<p><u>Summer Impact milestone:</u></p>
<p>Intended Monitoring</p>			<p>Next Steps</p>	
<p>Governor monitoring: What does maths learning look like in the classroom? Is there evidence of fluency and reasoning teaching? (fluency involves the use of rapid recall of mathematics facts</p>			<p>Continue to monitor the mixed age planning through the spring and summer term. Review the impact of fluency in KS2.</p>	

and reasoning relates to problem solving and being able to solve mathematical problems rather than just straightforward arithmetic questions) Staff monitoring: Investigate impact of mastering number introduction in KS2 both schools Planning scrutiny and support Book look and pupil voice – are there examples of greater depth opportunities in KS1? Learning walks, observations and coaching as a result of findings	Encourage all staff to refer to the Fluency sessions as Mastering Number – staff meeting (22/4/25). Develop times tables at Denton to encourage personal challenge and develop fluency/recall.	
Actioned by	Lead by	Finance
Teaching staff	A. Coupland	Maths Hub membership 1x day per week Miss ironmonger (part funded) £5000 (staffing)

Together we....	Ofsted Criteria	Intent	Implementation	Impact
Learn Encourage Aspire Respect Nurture	Quality of Education	2) Develop secure and fluent readers and writers through the planned development of early reading and phonics and how these harness comprehension and writing fluency.	<ul style="list-style-type: none"> Spelling patterns – vocab limit and using working walls as a word bank and expectations children use these especially in project based writing. Review spelling focus / pattern for homework tasks. RWI phonics sound chart even in KS2 and can also use it for handwriting Reading comprehension pace and drama for comprehension focus Handwriting intervention training – KS1 and EY focus on letter formation and phonics, KS2 focus on letter sound and the visual image associated with this including caps and lower case enhancing child’s own style GDS writing in targeted year groups Broaden reading diets especially through KS2 Attention to detail with presentation 	<u>Autumn Impact milestone:</u> Inset training – paring down vocabulary, spelling patterns and how spellings are given out as homework. Parents have reported that learning the patterns taught makes it easier at home. New handwriting policy is in place and training given. Support being given to individual teachers as required to ensure coverage, consistency in approach and high expectations. Each class teacher has identified GDS in writing and targets to support to ensure high expectations for all pupils. CPD for writing including how to challenge and support GDS was helpful to staff and well received. Books bought based on children’s interests. Denton Class 1 workshop to increase parental engagement – (Drop Everything and Read - DEAR) Parents and children enjoyed sharing a variety of books with majority of parents attending.
				<u>Spring Impact milestone:</u> SL monitoring of writing outcomes for GDS. GDS in writing stronger as a result of the training and focus. RWI reviewed and resources purchased using a Hub Grant to continue using as an appropriate scheme. Writing moderation for Y2, 4 and 6 aids consistency. ECT Y1 writing moderation successful.

				Improvement in presentation for handwriting across KS1 across both schools. PTA invest in books following the World Book Day event and school invest in 101 books for reading breadth.
				<u>Summer Impact milestone:</u>
Intended Monitoring			Next Steps	
<p>Governor monitoring: Can the teachers articulate the benefits of RWI (Read Write Inc Phonics) and Reading comprehension Can children talk about what they are reading at school and home?</p> <p>Staff monitoring: Triangulation of evidence from planning scrutiny, book look and pupil voice. Peer observations. Evidence shows use of drama / activity ideas to support comprehension Monitoring of reading and writing results to show improvement. Monitoring of reading diaries to show parental engagement</p>			<p>Evaluate the impact of the broader diet of what children are reading. Roll out the DEAR workshops across the other classes at Denton. Further monitoring of the impact of the 101 books you read before you leave school. Continue to review phonics resources – training for use of books. Remind all classes of reading for pleasure to be shared weekly/library visits. (22/4/25)</p>	
Actioned by		Lead by		Finance
Teaching staff		M Dodsworth / Sheriden Edwards		RWI books and subscription £2000 annually plus £6000 grant from hub and match funding from PTA from world book day.

Together we....	Ofsted Criteria	Intent	Implementation	Impact
<p>Learn Encourage Aspire Respect Nurture</p>	Quality of Education	<p>3) Ensure assessments are used to have a positive learning impact on current recall of information, future planning, targeting any underachieving</p>	<p>Learning is not what is taught and recorded, it is what is recalled and used.</p> <ul style="list-style-type: none"> • Reflection, recall and assessment gives subject leaders a good understanding of our curriculum and how well it is being learned. • We use out quizzes as a recall and reflection tool • Quizzes subject specific and assess recall of key learning so that essential knowledge is committed to long term memory. • Assess most impactful delivery of quizzes (time within the term / year to have the most positive impact on learning recall and to target individual learners who may have misunderstood) 	<p><u>Autumn Impact milestone:</u> Teachers reminded of the use of quizzes mid-term and end of term. Impact – more discussion, using their books as a form of resource. CPD for staff for retrieval, long term memory and retention-improved lesson structure and recall of prior knowledge. Standardised assessments are used to help teachers inform how children are attaining against standardised assessments – consistency and tracked. Regular pupil progress meeting and discussions ensure the tracker and standardised scores are being used consistently across the school.</p> <p><u>Spring Impact milestone:</u> Evidence from learning walk, retrieval is evident in classrooms. More accurate levels of progress and how these align with</p>

	groups of learners.	<ul style="list-style-type: none"> Decide and implement the most effective use and time to use disciplinary assessments to allow the child to use the knowledge they have gained. Evaluates our own curriculum and how well it is being learnt More accurate relationships between standardised scores and Teacher Assessment levels Use assessments of individuals to make accurate judgements about the benefits of any targeted interventions necessary. 	<p>Standardised Scores in place and discussed in depth at pupil progress meetings.</p> <p><u>Summer Impact milestone:</u></p>
Intended Monitoring		Next Steps	
<p>Governor monitoring: How do teachers assess children’s learning? Are formative as well as summative methods used? How accurate are these? How are non-core subjects assessed? Monitoring and analysis in HT reports to governors</p> <p>Staff monitoring: Curriculum leaders monitor the use and effectiveness of termly assessments. Consider SS against TA judgement. Planned monitoring opportunities in the school calendar</p>		<p>Ensure all teachers have a secure understanding of the scales for core assessments.</p> <p>Continue to review the statements in the non-core tracker to make sure they provide support for teachers to assess children accurately.</p> <p>Quizzes – non-core SL to assess what has been remembered (summer term)</p>	
Actioned by		Lead by	
Teachers		SLT and CL	
		Finance	
		£2000 NTS assessments annually	

Together we....	Ofsted Criteria	Intent	Implementation	Impact
<p>Learn</p> <p>Encourage</p> <p>Aspire</p> <p>Respect</p> <p>Nurture</p>	Quality of Education	<p>4) Enhance extra-curricular experiences for all children and those from vulnerable groups in order to maximise</p>	<ul style="list-style-type: none"> Denton: After lunch reset. Harlaxton: Early transition Self-led opportunities Club offers Picked to compete and participate in sport activities Curriculum offer – trips, visitors Sensory circuits Enhance QFT, adaptations and support in the classroom as is reflected in the provision mapping <ul style="list-style-type: none"> Advertise Pupil Premium to advertise additional enhancements encouraging further opportunities. Widening opportunities for additional provision for vulnerable through a range of clubs. 	<p><u>Autumn Impact milestone:</u></p> <p>Both schools have a wide offer of extra-curricular activities. More children in attendance, more staff involved and leading clubs.</p> <p>Denton – 100% SEND and PP access clubs at lunchtime or after school activity based clubs.</p> <p>Harlaxton – all children have access to the wellbeing hub, and lunchtime clubs (11+ for Year 5 only).</p> <p>Positive selection of children attending sporting clubs.</p> <p>Trips have been accessible to all.</p> <p>Promotion of clubs to parents- music mash in liaison with the Lincolnshire music service has been promoted and encouraged with year 4 children (currently learning the clarinet)</p>

		<p>learning opportunities.</p> <ul style="list-style-type: none"> • Encouragement and development of staff to support in sporting events <p><u>Harlaxton</u></p> <ul style="list-style-type: none"> • Equity of opportunity for attending sporting events throughout the school day. • Teacher and TA led clubs. • Develop opportunities for vulnerable pupils/bus children to attend extracurricular clubs. • Promote child led clubs in the hub. <p><u>Denton</u></p> <ul style="list-style-type: none"> • Continue provision for vulnerable children to attend clubs 	<p>HAF vouchers shared. SEND coffee morning to support SEND and PP families and opportunities for staff to review Provision offered and monitored to enhance QFT. SEND team monitor impact in the classroom. Several children accessed hardship funding to access PGL residential.</p> <p><u>Spring Impact milestone:</u> Broader offer of clubs across schools. Harlaxton – invites offered for most of KS2 activities and competition. Vulnerable Club – Forest school to highlight those not attending clubs. Governor monitoring – more craft opportunities to be shared and generally positive outcomes from the governor monitoring visit. Vulnerable groups analysed by governors for access to further opportunities. Parent questionnaire is positive.</p> <p><u>Summer Impact milestone:</u></p>
Intended Monitoring			Next Steps
<p>Governor monitoring: Can children articulate which activities they enjoy in school and any other opportunities they would like? How many vulnerable children attend clubs? Staff monitoring: Pupil voice – what clubs and activities do children join in with and what more would they like? Play leader and sport apprentice staff voice. Do you have enough resources and training to provide relevant opportunities for children? What are the successes and barriers?</p>			<p>Continue to involve Pupil Voice in clubs to ensure they are aligned to their interests. Analyse those not accessing any after school clubs even at home and consider what are the barriers to music provision. Feedback to parents of percentages of how children are selected. Craft opportunities to be shared in the Hub. Inform children of up and coming clubs.</p>
Actioned by	Lead by		Finance
All staff	SLT / PE leader / SENDCO		Sport premium allocation (staff costs) extra-curricular provision

Embedding Priorities from previous years

Together we....	Ofsted Criteria	Intent	Implementation	Impact
<p>Learn Encourage Aspire Respect Nurture</p>	<p>Quality of Education</p>	<p>E1) Develop secure and fluent readers through the development of early reading and phonics and new phonics interventions and broaden reading diets throughout KS2 and in light of new staff members.</p>	<ul style="list-style-type: none"> • Parental engagement for all regarding reading at home and support with homework/phonics/spelling • Priority readers identified to support children with low engagement at home • Consistency of intervention for vulnerable pupils – including those joining the school mid year. SEND, phonics, reading and writing – focus on precision learning and quality of intervention rather than quantity • Use of fast track phonics throughout the year for those at risk or not on track • Reading out loud after writing as part of writing outcomes for KS1 and KS2, planned within their long-term framework. • Use of assessment data to inform deployment of intervention, booster and in-class support, with regular review of effectiveness, EYFS and KS1 focus on HFW first 45/100 • RWI spelling scheme to support progression of spelling through KS2, develop and support impact through children’s use of personal spelling aids across the curriculum • RWI structure remodelled to address phonics gaps and training from RWI and English hub to inform phonics lead and whole school of good practice. • Development of reading areas in classrooms. • Good quality read aloud literature for daily reading • Training new teacher and TA <ul style="list-style-type: none"> • 45 words – colour coded in green and red to support early decoding. • Identify reading genre through stickers in reading record as Year 3. 	<p><u>Autumn Impact milestone:</u> Denton – purchased resources to support interests of readers. Class 1 workshop to increase parental engagement – (Drop Everything and Read - DEAR) Parents and children enjoyed sharing a variety of books with majority of parents attending. SEND – HFW are improving in KS1 and a push in EYFS for the Spring. Fasttrack phonics in place. Phonics Lead GAP analysis to support interventions. Reading Out Loud after writing encouraged and published on the website. New staff trained in RWI and supported by Phonics Lead – regular training/CPD to maintain high standards of phonics taught. RWI Spelling scheme followed and spellings taught/learnt simplified – this has been well received by parents.</p> <p><u>Spring Impact milestone:</u> New resources purchased for RWI using funding from the English hub. Fast track interventions are in place for vulnerable children. Priority readers are a focus in KS2 and reading diet is analysed on a termly basis ensuring pupils read a range of age-appropriate genres. 101 books have been introduced to the children. Reading at home monitored more closely and those not reading at home have school only books and are on the priority list.</p> <p><u>Summer Impact milestone:</u></p>

			<ul style="list-style-type: none"> Develop reading areas in classrooms further. Consistency of reading to improve – silent reading and classroom teacher reading. Reading at home will be monitored as per the new homework policy. 	
Intended Monitoring			Next Steps	
<p>Governor monitoring: Can the teachers articulate the benefits of RWI (Read Write Inc Phonics) Talk for Writing? Can children talk about what they are reading at school and home? Can you see evidence in children's English books that they are able to write more accurately and sustain a piece of writing for longer?</p> <p>Staff monitoring: Triangulation of evidence from planning scrutiny, book look and pupil voice. Peer observations. Evidence shows use of T4W structure supporting learning. Monitoring of reading and writing results to show improvement. Monitoring of reading diaries to show parental engagement Evidence of teacher modelling to support SEND/vulnerable. Effectiveness of intervention monitoring</p>			<p>Monitor 45 words in EYFS – SEND team. Reading diet – SL monitor through reading records. Staff voice – impact of homework changes. Analyse spelling ages in the summer term. Analysis of assessment information- what is the purpose of additional reading assessments? Monitor breadth of reading and early impact of the 101 books</p>	
Actioned by		Lead by		Finance
All staff		English Leads		Budgeted through item 2

Together we...	Ofsted Criteria	Intent	Implementation	Impact
Learn Encourage Aspire Respect Nurture	Leadership and Management Personal Development. Behaviour and attitudes	E2) Improve the attendance of all learners, including those from vulnerable or 'hard to reach' families	<ul style="list-style-type: none"> Regular communication links with parents, administrators and teachers regarding children at risk of or who are entering persistent absentee levels. Develop supportive relationships with parents of children with poor attendance and offer clear strategies and expectations for improvement (e.g. through EH or other) 	<p><u>Autumn Impact milestone:</u> Parents informed formally of attendance x3 per year. This increases for those children at risk of persistent absences. Some fixed penalty notices for unauthorised absences across both schools. Policy reviewed online with new Government Guidelines and shared with parents. Where children are at risk of PA, a supportive approach with parents has resulted in some positive strategies. Including those children and families with medical needs and SEND.</p>

		through a consistent, supportive and relentless approach to challenging poor attendance and offering support for families.	<ul style="list-style-type: none"> Monitoring and ensuring parents understand their child's attendance and the implications for academic progression and mental health Engagement of professionals to support families appropriately (e.g. Early Help and appropriate referrals to family support agencies) Review policy to ensure it is equitable and fit for purpose Ensure administrative checking of absent pupils is timely and all children are accounted for by 9:30am. There is a protocol in place should we be unable to establish the status of a child or contact any of the child's contacts by 9:30am on the first day of absence. Teachers engage with parents during parent consultations to review and discuss attendance and the impact on the child's learning. New National attendance policy rolled out including Late children, change in policy and inform and work with parents. (LA guidance) 	<p><u>Spring Impact milestone:</u> Year on year improvement in attendance at both schools for all vulnerable groups. Teachers are effectively sharing attendance information and the impact on academic progress. Notice to improve guidance has been used at Harlaxton and attendance of the pupil has improved as a result. Governors have analysed attendance to look for trends and comparisons to national and local. LA advisor has attendance as an agenda item each visit.</p> <p><u>Summer Impact milestone:</u></p>
Intended Monitoring			Next Steps	
<p>Governor monitoring: Review the attendance trends in the HT report, are certain groups showing poorer attendance and what is being done about it?</p> <p>Staff monitoring: Pupil voice – impact of lateness and poor attendance on learning – as part of the 'Three Houses' approach during the information gathering phase of EH Parent voice – is the policy clear? What are the barriers to attending school regularly? (as part of the EH process)</p>			<p>Continue to monitor 6 weekly. Ensure teachers continue to engage with parents about poor attendance and poorer outcomes. Analyse lateness.</p>	
Actioned by		Lead by		Finance
Admin staff / teachers		EHT / HoS		Nothing extra – staff time

Together we....	Ofsted Criteria	Intent	Implementation	Impact
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<p>Learn Encourage Aspire Respect Nurture</p>	<p>Quality of Education</p>	<p>E3) EYFS approaches are consistent across the job share and federation.</p>	<ul style="list-style-type: none"> • Robust initial assessment against new criteria using government publication, language screener and guidance along with statutory baseline assessment. • Continuous and enhanced provision along with challenge-based learning, strengthens children’s learning and independence. • Clear communication and support across the federation between EYFS lead and staff to ensure joint approach and sharing of planning/resources as appropriate. • All curriculum leaders monitor EYFS, to be aware of the curriculum and how this affects the starting point of their subjects. • Develop user friendly and informative assessment system which informs planning and guides curriculum development. • Training for members new to their EY role • Further time allocated for Class teacher / EY Practitioner at Denton to discuss planning. • Consistency in floor books to support Subject Leaders in tracking. • Staffing changes at Harlaxton – collaboration / training and peer support. • Continue to support practitioner at Denton. 	<p><u>Autumn Impact:</u> New job share working well. Changes to curriculum offering weekly forest school sessions working well and successful across both schools. Communication has improved as a result of allocating time for Class 1 staff. Change in time schedule for the EY lead, monitor and working ok. Provisions outdoors improved across both schools and used much more frequently to support continuous and enhanced provision.</p> <p><u>Spring Impact:</u> Ofsted indicated outstanding practice in EYFS at Denton and scrutinised the communication with the job share and across the federation. EYFS have received additional training this term to support with first aid and SEND.</p> <p><u>Summer Impact:</u></p>
<p>Intended Monitoring</p>			<p>Next steps</p>	
<p>Governor monitoring: Can the early year teachers and staff articulate the benefits following the implementation of the new curriculum? Can the children tell you what they are learning and what helps them to learn? Staff monitoring: Evidence of challenge-based learning as seen during learning walks and lesson observations. Regular termly meetings of EYFS phase ensuring consistency of planning and provision across the federation. Evidence of visual support to access independent learning along with support to access challenges within provision Evidence of clear and explicit teacher/adult modelling.</p>			<p>Monitor job shares Assess the Forest Club provision at Denton - what impact is this having? Staff and pupil voice. Assess impact of training for EY practitioners across the federation – is further training required in any areas where they feel less confident? Review the EYFS environment to look for areas to update.</p>	

Actioned by	Lead by	Finance
All staff	EY Lead	SL time

Continual priority and monitoring

Together we....	Ofsted Criteria	Intent	Implementation	Impact
Learn Encourage Aspire Respect Nurture	Leadership and Management	C1) Curriculum leaders (CL) determine curriculum progression including a focus on learning expectations and SEND and challenge / extend learners	<ul style="list-style-type: none"> CL focus on explicit and details in the learning expectations which must then be measured as part of children knowing more and remembering more. Create a system for non-core assessment based on the assessment of summative and disciplinary knowledge at key points throughout the year. CL to analyse assessment data and identify barriers to group of learners not achieving the standard. CL plan for summative and formative assessment to support assessment and retention of knowledge and skills – substantive and disciplinary knowledge. CL understanding of the impact of Integration of SEND adaptations to each curriculum area CLs to review subject area ensuring that curriculum area is well sequenced enabling children to make links in knowledge and skills developed within their own subject but also across the wider curriculum. Identify a termly focus which impacts children’s development and learning, engaging in monitoring of priorities and agreed actions as a result of monitoring. Engage in subject specific CPD as required, sharing good practise with colleagues. Support Teacher/TA professional development with lesson study as required. CLs to reflect on Ofsted subject reviews, where applicable, considering pertinence of recommendations and future school priorities. 	<p><u>Autumn Impact:</u> Non-core assessment system in place and being used. Subject leaders have monitored across both schools. Action Plans created and monitored this term. Pupil voice monitored with regards to retention and recall of key information. CPD for retrieval. Curriculum well established.</p>
		Assessment – quizzes Discussion and reflect		<p><u>Spring Impact:</u> Ofsted reviewed the geography, science and music curriculum at Denton and the art curriculum has recently been analysed by the locality lead. All subjects were strong with clear progression mapped. Governors had a curriculum presentation on Geography and History and monitored vulnerable groups related to reading. Planning scrutiny highlighted some areas for improvement in non-core subjects which were rectified as a result. End of term exhibitions and performances showcased the high quality outcomes from children. RE lead has attended significant training to prepare for a new curriculum to be launched next academic year.</p>

			<ul style="list-style-type: none"> Continue to integrate quizzes into medium term plans – focussing on key learning. Evaluate the yearly quiz and develop the consistency of approach in all subjects in order to ensure assessments are accurate. 	<u>Summer Impact:</u>
Intended Monitoring			Next Steps	
<p>Governor monitoring: Almost all teachers are also curriculum leaders. Are they able to explain their subject’s key priorities and actions for the coming term and how does their subject curriculum relate to the needs of our learners – especially SEND?</p> <p>Staff monitoring: Termly curriculum leader monitoring of identified priorities in termly action plans. Within a particular subject – do children know more and remember more? Are they able to articulate learning from previous years? Planned monitoring opportunities in the school calendar</p>			<p>Review End of Unit assessments and integration of retrieval practice (mini quiz/recall) RE Lead looking at visits to support teacher subject knowledge and enhance pupil understanding. Continue to prepare for the new curriculum.</p>	
Actioned by		Lead by		Finance
All staff		CL and SENDCO		
Together we....	Ofsted Criteria	Intent	Implementation	Impact
Learn Encourage Aspire Respect Nurture	Personal Development. Behaviour and attitudes	C2) Ensure rigour for the progress and progression of vulnerable groups, focus on SEND, early intervention and TA training to develop integrated and shared approaches	<ul style="list-style-type: none"> CPD for TAs SEND focus and early intervention focus TA training based on TAs observing each other, coaching models embedded to share, circulate and refine good practice as a part of planned school routine. TA meetings / communication meetings and feedback from these regularly circulated Development of mathematics and behaviour management training, resources and planning Ensure robust transition for children entering school from nursery or alternative school with identified additional needs. Monitor, track and support with the provision of interventions and boosters for EHCP children and those identified with additional needs. Ensure (in conjunction with the class teacher) that children are set ambitious yet achievable targets. 	<p><u>Autumn Impact:</u> CPD purchased and dates scheduled for all TAs. Regular TA meetings successful and supporting communication. TAs supporting in classrooms and meeting the needs in lessons. Sensory Circuits supports early transitions to school for children with either PA or SEND. This continues to support their needs. Behaviour Plans introduced and monitored with parents to support needs and track progress. Increase in new starters with high level needs. Communication with parents,</p>
				<p><u>Spring Impact:</u> Further training has taken place for TAs (SEND) including training by BOSS and with therapeutic stories. PP children were a focus during recent pupil progress meetings to ensure suitable intervention and provision is</p>

		Focus: Adaptations Quality first teaching	<ul style="list-style-type: none"> • Provide support and training, where required, for Teachers and TAs. • Liaise with outside agencies, where required, to support referrals, assessment and additional support for children requiring intervention. • Regular meetings and coffee mornings offered to SEND/vulnerable parents to communicate intervention and ensure parental engagement. • Coffee morning / Training planned with outside agencies for the community. • Sensory Circuits – self led or reactive / classroom led. 	<p>in place. Governors have led a pupil voice with vulnerable pupils and asked about their school experiences, learning and clubs.</p> <p>Vulnerable children at Harlaxton who have not accessed any clubs have been invited to forest club. This is well attended. Coffee morning and parental training was well attended.</p> <p><u>Summer Impact:</u></p>
Intended Monitoring			Next Steps	
<p>Governor monitoring: How is the class teacher supporting vulnerable children? What progress are SEND / vulnerable children making in relation to the rest of the class; is their position in the class inclusive or are they segregated?</p> <p>Staff monitoring: Termly pupil progress monitoring Analysis of vulnerable groups SEND team to monitor the updating and use of provision maps and interventions Observations/peer coaching to monitor the effectiveness of training Monitor attendance of SEND meetings with regards to parental engagement</p>			<p>Coffee morning and training sessions for parents and the wider community for SEND offered.</p> <p>Training for Parents and TAs – monitor the impact.</p> <p>Analyse assessment data for children in KS1 working below the standard to monitor progress.</p> <p>Analyse governor report from PP monitoring.</p>	
Actioned by		Lead by		Finance
All staff		SENDCo team		SEND team time already accounted

Together we....	Ofsted Criteria	Intent	Implementation	Impact
Learn Encourage	Personal Development.	C3) Robust safeguarding	<ul style="list-style-type: none"> • Continue to develop the new more efficient filing system 	<p><u>Autumn Impact:</u> Safeguarding continues to be effective.</p>

Aspire Respect Nurture	Behaviour and attitudes	practice; effective training and governance overview.	<ul style="list-style-type: none"> • Continue to communicate reporting methods and ensure this is integrated into the code of conduct • Continue to involve governors in the leadership and monitoring of safeguarding culture within the school, including that of e-safety • Robust induction process for new staff. • SCR reviewed/monitored and updated as required. • Safer recruitment procedure followed rigorously. • Termly safeguarding meetings for DSLs including SEND team, ICT lead and governors as appropriate. • DSLs attend termly safeguarding briefings and complete regular training as per the LSCP 6-year pathway. • DSLs to undertake Role of the DSL training. • Whole school safeguarding refresher in September with regular training as per LSCP 6-year pathway including governors • New 6 year pathway. • 2 year refresher updated for DSL. 	<p>All staff, including new staff attended induction and training at the start of the school Year. Governors have completed NGA Safeguarding training. Additional safeguarding online training – PREVENT.</p>
				<p><u>Spring Impact:</u> Staff training related to Autism completed and how this can link to safeguarding. Staff training at the start of some staff meetings and during the TA meeting every half term. DSL training undertaken along with updates on paediatric first aid. Governor monitoring of safeguarding audit and reported to governors. No actions. Induction for new staff undertaken.</p>
				<p><u>Summer Impact</u></p>
Intended Monitoring			Next steps	
<p>Governor monitoring: Are school staff able to explain safeguarding procedures in the school? Is there evidence of a culture of safeguarding within the school? Staff monitoring: Termly safeguarding meeting – including e safety. Recruitment of additional safeguarding lead Monitor records procedures</p>			<p>New members of staff to follow the schools process. DSL to continue to follow their training pathway. Staff training on generative AI planned for start of the summer term and e-safety training for the summer term.</p>	
Actioned by		Lead by		Finance
All staff		Safeguarding team		£800 training budget

Together we....	Ofsted Criteria	Intent	Implementation	Impact	
<p>Learn Encourage Aspire Respect Nurture</p>	<p>Personal Development. Behaviour and attitudes</p>	<p>C4) Continue to develop Church School vision within the community through planned opportunities to learn about diverse cultures and global communities. This is to create opportunities for our community to act as agents of change.</p>	<ul style="list-style-type: none"> • Daily Collective worship to emphasise Christian vision and values; focus on meaningful and respectful acts of worship, linking to scripture. • Ensure Curriculum leaders (CLs) statement reflects vision. • Collective worship council (HC) to develop and later present weekly collective worship. • Collaboration with governors to support in the articulation of the vision. • Explore the range of visits and visitors available to the schools which will help to embed the non-Christian studies related to RE • Develop the assessment of RE working with Diocesan lead. • Develop a commonly understood spiritual language which will enable members of the school community to express and explore their spirituality. <ul style="list-style-type: none"> • Denton to develop Language for Spirituality. • Denton to develop CWC training • RE leader to arrange for trips to mosque/places of worships • Eco Warriors – wider community involvement. • Choir invited to sing to the community events. 	<p><u>Autumn Impact milestone:</u> A variety of CW well received by children across both schools with visiting speakers enhancing this. RE planning reviewed by SL supported teachers in planning and delivery. A range of visits to diverse places of worship and visitors involved. RE Lead working with the Diocese on mixed age planning for the new curriculum to be introduced Sept 25.</p> <p><u>Spring Impact milestone:</u> Visit to Grantham Islamic centre was successful and is a good partnership to pursue. Significant RE training by lead to prepare for the new curriculum. Eco group active and developed the climate audit. Church services showcasing children’s outcomes with regards to singing / poetry etc well received and attended.</p> <p><u>Summer Impact milestone:</u> .</p>	
				Intended Monitoring	Next Steps
				<p>Governor monitoring: Can children articulate and give an example of the school values? Can the children link these to the teachings of Jesus? Staff monitoring: Pupil voice – what have children learned from collective worship and what is the impact of learning.</p>	<p>Development of new RE Leader / Team. Continue to develop the school leaders (Eco Council, Wellbeing, CW leaders etc...)</p>

Foundation governor staff voice (curriculum leaders), how does your subject enable children to flourish?		Evaluate success of choir singing at the multiple events. Evaluate the impact of visits to places of worship (pupil voice – recall and retention) Development of nature area at Harlaxton ongoing and prepare for community launch after Easter. Develop new hymns for summer term
Actioned by	Lead by	Finance
All staff	EHT / HoS	Transport costs to community events £600

LINCOLNSHIRE EDUCATION STRATEGIC ONE PLAN 2024/25

Vision: Aiming to promote a culture of collaboration, innovation, and advocacy across all Lincolnshire schools and settings, supporting the highest outcomes and life chances for all in Lincolnshire.

