



**L**earn  
**E**ncourage  
**A**spire  
**R**espect &  
**N**urture



## Rolling Two Year School Development Plan 2023-2024



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**A**spire  
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**N**urture



### 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

#### Contents:

Pages 2-3 data from 2022-23.

Page 4 summary page

Pages 5-9 current year school development focuses.

Pages 10-12 Embedding of previous years focuses.

Pages 13-15 Continual priorities.

### HARLAXTON data from 2022-23

EYFS Good level of development    69.6% National 65.2% (21-22 data)  
 Phonics check Year 1                68%    National 79% (22-23 data)

#### Key stage 1 comparative report Harlaxton

This information allows you to compare performance at the end of key stage 1 with the attainment of other year 2 pupils in our school this year, and across England

Subject	Percentage of pupils achieving the expected standard: school (RWM 64.3%)	Percentage of pupils achieving the expected standard (RWM 53.4%) nationally(22-23 data)	GDS school RWM 17.2%	GDS national RWM 5.9%(21-22 data)
English reading	67.9%	68%	27.6%	18%
English writing	67.9%	60%	14.3%	8%
Mathematics	78.6%	70%	14.3%	15.1%
Science	75%	79%	N/A	N/A

#### 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 (21-22 data)	Average scaled score: school <sup>1</sup>	Average scaled score: nationally
English reading	88%	73%	38%	27.8%	106.6	105
English grammar, punctuation and spelling	72%	72%	22%	28.3%	104.6	105
Mathematics	66%	73%	22%	22.4%	102.2	104
English writing (teacher assessment)	75%	71	16%	12.8%	N/A	N/A
Science (teacher assessment)	81%	80%	N/A	N/A	N/A	N/A
RWM	63%	59%	13%	7.2%	N/A	N/A

### DENTON data from 2022-23

EYFS Good level of development    87.5% National 65.2% (21-22 data)  
 Phonics check Year 1                77.8% National 79% (22-23 data)

#### Key stage 1 comparative report Denton

This information allows you to compare performance at the end of key stage 1 with the attainment of other year 2 pupils in our school this year, and across England

Subject	Percentage of pupils achieving the expected standard: school (RWM 55.6%)	Percentage of pupils achieving the expected standard (RWM 53.4%) nationally(22-23 data)	GDS school RWM 12.5%	GDS national RWM 5.9%(21-22 data)
English reading	88.9%	68%	22.2%	18%
English writing	66.7%	60%	0%	8%
Mathematics	77.8%	70%	0%	15.1%
Science	100%	79%	N/A	N/A

#### 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 (21-22 data)	Average scaled score: school <sup>2</sup>	Average scaled score: nationally
English reading	100%	73%	70%	27.8%	112.6	105
English grammar, punctuation and spelling	100%	72%	80%	28.3%	115	105
Mathematics	100%	73%	50%	22.4%	109.5	104
English writing (teacher assessment)	100%	71	40%	12.8%	N/A	N/A
Science (teacher assessment)	100%	80%	N/A	N/A	N/A	N/A
RWM	100%	59%	30%	7.2%	N/A	N/A

## Summary Page

**1, Develop secure and fluent readers through the development of early reading and phonics and new phonics interventions and broaden reading diets throughout KS2.**

**2, Enhance extra curricular experiences for all children and those from vulnerable groups in order to widen the opportunities and interests available to them.**

**3, 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.**

**4, Develop secure and fluent mathematicians through planned opportunities for understanding foundations in number in order to deepen mathematical knowledge and application.**

**5, 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.**

E1, EYFS approaches are consistent across the job share and federation.

E2, Development of computing knowledge within a progressive and ambitious curriculum.

E3, Further develop the effective communication and clarity of expectations amongst the school community in order to support work life balance and wellbeing.

*C1, Curriculum leaders (CL) determine curriculum progression including a focus on learning expectations and SEND*

*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*

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

## 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 I writing by a Year 6 child. We have 3x houses – Romans, Saxons and Vikings)

RE- Religious Education

TA- Teaching Assistant

EH – early Help

School development priorities for 2023/ 2024

Together we....	Ofsted Criteria	Intent	Implementation	Impact		
<p><b>Learn</b> Encourage <b>Aspire</b> Respect Nurture</p>	<p>Quality of Education</p>	<p>1) Develop secure and fluent readers through the development of early reading and phonics and new phonics interventions and broaden reading diets throughout KS2.</p>	<ul style="list-style-type: none"> <li>• Parental engagement for all regarding reading at home and support with homework/phonics/spelling</li> <li>• Priority readers identified to support children with low engagement at home</li> <li>• 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</li> <li>• Use of fast track phonics throughout the year for those at risk or not on track</li> <li>• Reading out loud after writing as part of writing outcomes for KS1 and KS2, planned within their long-term framework.</li> <li>• Robust cycle of assessment to identify gaps in learning.</li> <li>• 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</li> <li>• RWI spelling scheme to support <b>progression of spelling through KS2, develop and support impact through children’s use of personal spelling aids across the curriculum</b></li> <li>• RWI structure remodelled to address phonics gaps and training from RWI and English hub to inform phonics lead and whole school of good practice.</li> <li>• Development of reading areas in classrooms.</li> <li>• Development of a broad reading diet influenced by teacher and pupil recommendations for more fluent readers</li> <li>• Good quality read aloud literature for daily reading</li> </ul>	<p><u>Autumn Impact milestone:</u> Priority readers identified. Termly assessments. Regular reading. Denton: Improved parental engagement following the Reading workshops. Prizes for reading have been popular. Teacher are able to pinpoint those individuals that need further reading support. Fasttrack phonics improvements in EYFS-Y3. Progress quicker from colour bandings. More consistency. 45/100 word books shared from EYFS. RWI coaching going well and regular. Staff onboard with training sessions. Ofsted impact positive and well received. Literacy Gold – intervention having a good impact.</p> <p><u>Spring Impact milestone:</u></p> <p><u>Summer Impact milestone:</u></p>		
		<p>Intended Monitoring</p>			<p>Next Steps</p>	
		<p><b>Governor monitoring:</b> 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? <b>Staff monitoring:</b></p>			<p>45 words – colour coded in green and red to support early decoding. Identify reading genre through stickers in reading record as Year 3.</p>	

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		
Actioned by	Lead by	Finance
All staff	English Leads	RWI spelling scheme £1000+ English hub grant for RWI training (£750 with subsidy)

Together we....	Ofsted Criteria	Intent	Implementation	Impact
<b>Learn Encourage</b> Aspire Respect Nurture	Quality of Education	2) Enhance extracurricular experiences for all children and those from vulnerable groups in order to widen the opportunities and interests available to them.	<ul style="list-style-type: none"> <li>Develop the new sports apprentice through timetabling out of school sessions to support out of school sport and activity development at lunch and after school.</li> <li>Develop the use of play leaders through training and resourcing.</li> <li>Monitor attendance for all children including vulnerable groups in extracurricular activities</li> <li>Pupil voice to find out children's interests so 'clubs' and opportunities can be established</li> <li>Advertise the use of the pupil premium to support the inclusion of school trips including extracurricular visits, music lessons and opportunities</li> <li>Optimise the use of lunchtimes to explore interests an where travel is not a barrier to inclusion</li> <li>Liaise with SEND team to provide additional opportunities for SEND children (e.g. art competitions / music classes / sporting or other interests e.g. marvel comics or lego or swimming for those in vulnerable groups not as likely to achieve the NC standards)</li> </ul>	<u>Autumn Impact milestone:</u> Sports apprentice having a positive impact across both schools. Play leaders – Harlaxton: successful with supporting the younger children. Denton: supporting loose part play. Harlaxton: Wellbeing champions have been selected to support next term. Denton: Additional club at lunch time for the older children following pupil voice for y5/6. Harlaxton: Survey for vulnerable children has started to role a club next term. Harlaxton: Wellbeing Hub / Sensory Circuits proving popular. Denton: Construction club proving popular.
				<u>Spring Impact milestone:</u>
				<u>Summer Impact milestone :</u>
Intended Monitoring			Next Steps	
<b>Governor monitoring:</b> Can children articulate which activities they enjoy in school and any other opportunities they would like? <b>Staff monitoring:</b> Pupil voice – what clubs and activities do children join in with and what more would they like?			Advertise Pupil Premium to advertise additional enhancements encouraging further opportunities. Widening opportunities for additional provision for vulnerable through a range of clubs.	

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?		
Actioned by	Lead by	Finance
All staff	PE leads and extended provision leads Music lead SENDCO team	Sport premium grant (see action plan) Lincolnshire Music service extra curricular provision £35ph

Together we....	Ofsted Criteria	Intent	Implementation	Impact
Learn Encourage Aspire <b>Respect</b> <b>Nurture</b>	Personal Development. Behaviour and attitudes	3) 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.	<ul style="list-style-type: none"> <li>Daily Collective worship to emphasise Christian vision and values; focus on meaningful and respectful acts of worship, linking to scripture.</li> <li>Ensure Curriculum leaders (CLs) statement reflects vision.</li> <li>Collective worship council (HC) to develop and later present weekly collective worship.</li> <li>Collaboration with governors to support in the articulation of the vision.</li> <li>Explore the range of visits and visitors available to the schools which will help to embed the non-Christian studies related to RE</li> <li>Develop the assessment of RE working with Diocesan lead.</li> <li>Develop a commonly understood spiritual language which will enable members of the school community to express and explore their spirituality.</li> </ul>	<u>Autumn Impact milestone:</u> CW well established and linked to scripture – children are beginning to make links. CL statements link to vision and have been reviewed during the inset day. Harlaxton Collective Worship Council (HC) have had training and this was successful and well received – look at for Denton HC. Subject leader undertaken training. Contact with mosques to encourage visits. Governors are aware of the vision and articulate. Language for Spirituality has been implemented at Harlaxton, children are becoming aware and sharing their ‘ow, wow and now’ thoughts/moments.
				<u>Spring Impact milestone:</u>
				<u>Summer Impact milestone:</u>
Intended Monitoring			Next Steps	
<b>Governor monitoring:</b> Can children articulate and give an example of the school values? Can the children link these to the teachings of Jesus? <b>Staff monitoring:</b> Pupil voice – what have children learned from collective worship and what is the impact of learning.			Denton to develop Language for Spirituality. Denton to develop CWC training RE leader to arrange for trips to mosque/places of worships	

Foundation governor staff voice (curriculum leaders), how does your subject enable children to flourish?		
Actioned by	Lead by	Finance
All staff	SIAMs Lead & SLT	Staff time and CW resources £500

Together we....	Ofsted Criteria	Intent	Implementation	Impact
<b>Learn</b> Encourage Aspire Respect Nurture	Quality of Education	4) Develop secure and fluent mathematicians through planned opportunities for understanding foundations in number in order to deepen mathematical knowledge and application.	<ul style="list-style-type: none"> <li>Developing and adapt 'mastering in number' across KS2 following the successful roll out throughout KS1 and EY</li> <li>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.)</li> <li>Supporting new reception practitioner to provide support on the inclusion of reasoning and problem solving within each lesson in light of EYFS new curriculum.</li> <li>Development of whole school taught multiplication strategies</li> <li>Maths specialist to provide guidance for KS2 team during implementation of mastering number initiative.</li> <li>Monitoring of regular additional fluency sessions.</li> <li>Discrete and bespoke training in their support of the mathematics curriculum for TAs</li> <li>Consistency of intervention for vulnerable pupils – including those joining the school mid year. SEND, fluency and understanding of number – focus on precision learning and quality of intervention rather than quantity</li> </ul>	<u>Autumn Impact milestone:</u> Mastering Number at Harlaxton embedded and continuing from Y1/2. Maths leader involved in supporting staff. Peer coaching and lesson studies. Monitoring of subject and feedback. TA maths training on inset day. NTP boosters focus for Year 6 at Harlaxton. Scheduled at Denton for Spring 23.
				<u>Spring Impact milestone:</u>
				<u>Summer Impact milestone:</u>
<b>Intended Monitoring</b>			<b>Next Steps</b>	
<b>Governor monitoring:</b> 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 and reasoning relates to problem solving and being able to solve mathematical problems rather than just straightforward arithmetic questions) <b>Staff monitoring:</b> 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?			Multiplication strategies – Maths leader to create and share techniques and guidance.	

Learning walks, observations and coaching as a result of findings		
Actioned by	Lead by	Finance
All staff	Maths Leads	Mastering in number through the Maths hub cost TBC

Together we....	Ofsted Criteria	Intent	Implementation	Impact
Learn Encourage Aspire <b>Respect</b> <b>Nurture</b>	Leadership and Management  Personal Development. Behaviour and attitudes	5) 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.	<ul style="list-style-type: none"> <li>Regular communication links with parents, administrators and teachers regarding children at risk of or who are entering persistent absentee levels.</li> <li>Develop supportive relationships with parents of children with poor attendance and offer clear strategies and expectations for improvement (e.g. through EH or other)</li> <li>Monitoring and ensuring parents understand their child's attendance and the implications for academic progression and mental health</li> <li>Engagement of professionals to support families appropriately (e.g. Early Help and appropriate referrals to family support agencies)</li> <li>Review policy to ensure it is equitable and fit for purpose</li> <li>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.</li> <li>Teachers engage with parents during parent consultations to review and discuss attendance and the impact on the child's learning.</li> </ul>	<u>Autumn Impact milestone:</u> Attendance in line with National at both schools. Regular communication with parents. Individual parents communicated and managed. TAC lead maternity leave – new lead taking over and working well. Safeguarding protocol working well – tracking attendance / urgency.
				<u>Spring Impact milestone:</u>
				<u>Summer Impact milestone:</u>
<b>Governor monitoring:</b> Review the attendance trends in the HT report, are certain groups showing poorer attendance and what is being done about it? <b>Staff monitoring:</b> 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)			Next Steps Continue to review policy for fit-for purpose.	

Actioned by	Lead by	Finance
Attendance team / SLT / Wellbeing	Attendance Champions	Staff time already budgeted for within the staffing budget

### Embedding Priorities from previous years

Together we...	Ofsted Criteria	Intent	Implementation	Impact
<b>Learn</b> Encourage Aspire Respect Nurture	Quality of Education	E1) EYFS approaches are consistent across the job share and federation.	<ul style="list-style-type: none"> <li>• Robust initial assessment against new criteria using government publication, language screener and guidance along with statutory baseline assessment.</li> <li>• Continuous and enhanced provision along with challenge-based learning, strengthens children's learning and independence.</li> <li>• Clear communication and support across the federation between EYFS lead and staff to ensure joint approach and sharing of planning/resources as appropriate.</li> <li>• All curriculum leaders monitor EYFS, to be aware of the curriculum and how this affects the starting point of their subjects.</li> <li>• Develop user friendly and informative assessment system which informs planning and guides curriculum development.</li> </ul>	<u>Autumn Impact:</u> Language screeners are complete and intervention planned. Challenge based learning is more consistent across both schools. Consistent communication. Assessment system is in place.
				<u>Spring Impact:</u>
				<u>Summer Impact:</u>
<b>Intended Monitoring</b>			<b>Next steps</b>	
<b>Governor monitoring:</b> 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? <b>Staff monitoring:</b> 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. (KP, AH, SL & MD) Evidence of visual support to access independent learning along with support to access challenges within provision			Further time allocated for Class teacher / EY Practitioner at Denton to discuss planning. Consistency in floor books to support Subject Leaders in tracking.	

Evidence of clear and explicit teacher/adult modelling.		
Actioned by	Lead by	Finance
All staff	EY Lead	SL time

Together we....	Ofsted Criteria	Intent	Implementation	Impact
<b>Learn</b> Encourage Aspire Respect Nurture	Quality of Education	E2) Development of computing knowledge within a progressive and ambitious curriculum.	<ul style="list-style-type: none"> <li>Explore how the local Computing hub can support the federation with the development of our computing offer</li> <li>Explore integration of computing technologies across the curriculum</li> <li>E-safety to be integrated across the PSHE and computing curriculum.</li> <li>Training for practitioners according to audited need.</li> <li>Regular e-safety and safeguarding updates to parents via newsletters</li> </ul>	<u>Autumn Impact:</u> Deep dive at Harlaxton indicated the curriculum was designed well. E-Safety workshops planned and organised for Spring term. Safeguarding updates via parentmail shared. Training for all staff using Purple Mash enabled a stronger subject knowledge.
				<u>Spring Impact:</u>
				<u>Summer Impact:</u>
Intended Monitoring			Next steps	
<b>Governor monitoring:</b> Is there evidence in class computing books that children have been taking part in computing activities? What can children remember about what they have learned in Computing (best to ask them this with their computing book in front of them) <b>Staff monitoring:</b> SL leader planning and provision Computer books monitored for curriculum outcomes Monitored use of resources Peer coaching and observations Pupil voice in relation to E-safety and keeping safe.			Computing Hub – integrate Scratch for coding in Y6 to support with secondary transition.	
Actioned by	Lead by		Finance	
All staff	EY Lead		SL time	

Together we....	Ofsted Criteria	Intent	Implementation	Impact
<p>Learn Encourage Aspire <b>Respect</b> <b>Nurture</b></p>	<p>Leadership and Management  Personal Development. Behaviour and attitudes</p>	<p>E3) Further develop the effective communication and clarity of expectations amongst the school community in order to support work life balance and wellbeing.</p>	<ul style="list-style-type: none"> <li>• Further develop use of effective communication strands – face to face as well as electronic</li> <li>• Clarity of expectations through clear staff handbook and code of conduct; subject leader involvement of curriculum expectations</li> <li>• SL role effectiveness and efficiency; observation practice to impact on wellbeing</li> <li>• Mental Health lead role development (LO and JM) development of action plan.</li> <li>• Timetable of the year ensures that staff know when there are busier or quieter times in the year to balance workload.</li> <li>• Time allocated for subject leader actions</li> <li>• Governors to have scheduled monitoring periods to balance need for monitoring &amp; staff workload.</li> </ul>	<p><u>Autumn Impact:</u> Communication has improved and positive feedback from Ofsted of staff voice. Wellbeing Champions at Harlaxton have been established. Staff handbook and code of conduct in place and shared. Planned time for subject leaders to monitor and work on their subjects. Yearly overview effective and used by staff.</p> <p><u>Spring Impact:</u></p> <p><u>Summer Impact:</u></p>
Intended Monitoring			Next steps	
<p><b>Governor Monitoring</b> How have staff coped with the challenges of covering for absent staff and remote learning for pupils who are isolating at home? How are staff managing their work life balance?</p> <p><b>Staff monitoring</b> Curriculum leaders are booking time to monitor curriculum area – feedback during staff meetings. Staff organise lesson studies (as part of CPD and PM) during spring term to develop practise. This is done incorporated into mid-year review. Continuation of workload survey.</p>			<p>Governor survey to track wellbeing in the Spring term.</p>	
Actioned by		Lead by		Finance
All staff		SLT		SLT time

Continual priority and monitoring

Together we....	Ofsted Criteria	Intent	Implementation	Impact
<p>Learn <b>Encourage</b> <b>Aspire</b> Respect Nurture</p>	<p>Leadership and Management</p>	<p>C1) Curriculum leaders (CL) determine curriculum progression including a focus on learning expectations and SEND</p>	<ul style="list-style-type: none"> <li>• CL focus on explicit and details in the learning expectations which must then be measured as part of children knowing more and remembering more.</li> <li>• Create a system for non-core assessment based on the assessment of summative and disciplinary knowledge at key points throughout the year.</li> <li>• CL to analyse assessment data and identify barriers to group of learners not achieving the standard.</li> <li>• CL plan for summative and formative assessment to support assessment and retention of knowledge and skills – substantive and disciplinary knowledge.</li> <li>• CL understanding of the impact of Integration of SEND adaptations to each curriculum area</li> <li>• 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.</li> <li>• Identify a termly focus which impacts children’s development and learning, engaging in monitoring of priorities and agreed actions as a result of monitoring.</li> <li>• Engage in subject specific CPD as required, sharing good practise with colleagues.</li> <li>• Support Teacher/TA professional development with lesson study as required.</li> <li>• CLs to reflect on Ofsted subject reviews, where applicable, considering pertinence of recommendations and future school priorities.</li> <li>• Planned professional time as well as delegated time for carrying out SL duties.</li> </ul>	<p><u>Autumn Impact:</u> Subject leaders have monitored this term, focusing on support and challenge within the teaching and learning. Computing CPD has been carried out. Subject leader teams have been developed and subject leaders supporting others. Subject leaders have reflected upon Ofsted feedback. Writing CPD – modelling and scaffolding</p>
				<p><u>Spring Impact:</u></p>
				<p><u>Summer Impact:</u></p>
<p>Intended Monitoring</p>			<p>Next Steps</p>	
<p><b>Governor monitoring:</b> 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? <b>Staff monitoring:</b> Termly curriculum leader monitoring of identified priorities in termly action plans.</p>			<p>Monitor Art books – presentation and unit evaluated per term. Integrate quizzes into medium term plans – focussing on key learning.</p>	

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		
Actioned by	Lead by	Finance
All staff	Curriculum leaders	CL time – cover needed £2000

Together we....	Ofsted Criteria	Intent	Implementation	Impact
Learn <b>Encourage</b> <b>Aspire</b> 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"> <li>• CPD for TAs SEND focus and early intervention focus</li> <li>• 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.</li> <li>• TA meetings / communication meetings and feedback from these regularly circulated</li> <li>• Development of mathematics and behaviour management training, resources and planning</li> <li>• Ensure robust transition for children entering school from nursery or alternative school with identified additional needs.</li> <li>• Monitor, track and support with the provision of interventions and boosters for EHCP children and those identified with additional needs.</li> <li>• Ensure (in conjunction with the class teacher) that children are set ambitious yet achievable targets.</li> <li>• Provide support and training, where required, for Teachers and TAs.</li> <li>• Liaise with outside agencies, where required, to support referrals, assessment and additional support for children requiring intervention.</li> <li>• Regular meetings and coffee mornings offered to SEND/vulnerable parents to communicate intervention and ensure parental engagement.</li> </ul>	<u>Autumn Impact:</u> SEND CPD behaviour for TAs. Peer coaching for interventions / whole team Maths TA meetings have been successful to support Denton – movement and transition support / guidance. Sensory circuits going well in both schools with adjustments to timings at Denton. Coffee mornings and webinars for parents/carers planned for the term/Spring term.
				<u>Spring Impact:</u>
				<u>Summer Impact:</u>
Intended Monitoring			Next Steps	
<b>Governor monitoring:</b> 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? <b>Staff monitoring:</b> 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			Review whole school assessment procedures Timetable in EAL provision Review sensory circuits at Denton Class 3. Review appointments at Harlaxton – new EHCPs. Coffee morning / Training planned with outside agencies.	

Monitor attendance of SEND meetings with regards to parental engagement		
Actioned by	Lead by	Finance
All staff	SENDCo team	SEND team time already accounted

Together we....	Ofsted Criteria	Intent	Implementation	Impact
Learn Encourage Aspire <b>Respect</b> <b>Nurture</b>	Personal Development. Behaviour and attitudes	C3) Robust safeguarding practice; effective training and governance overview.	<ul style="list-style-type: none"> <li>Continue to develop the new more efficient filing system</li> <li>Continue to communicate reporting methods and ensure this is integrated into the code of conduct</li> <li>Continue to involve governors in the leadership and monitoring of safeguarding culture within the school, including that of e-safety</li> <li>Robust induction process for new staff.</li> <li>SCR reviewed/monitored and updated as required.</li> <li>Safer recruitment procedure followed rigorously.</li> <li>Termly safeguarding meetings for DSLs including SEND team, ICT lead and governors as appropriate.</li> <li>DSLs attend termly safeguarding briefings and complete regular training as per the LSCP 6-year pathway.</li> <li>DSLs to undertake Role of the DSL training.</li> <li>Whole school safeguarding refresher in September with regular training as per LSCP 6-year pathway including governors</li> </ul>	<p><u>Autumn Impact:</u> Safeguarding records are robust. Induction completed with all staff. Drip feed training throughout the term. Safeguarding Governor monitoring happened at Denton 04.12.23. Termly safeguarding meetings. DSL up to date with training and attend termly briefings. Safeguarding audit complete.</p> <p><u>Spring Impact:</u></p> <p><u>Summer Impact:</u></p>
<b>Intended Monitoring</b>			<b>Next steps</b>	
<p><b>Governor monitoring:</b> Are school staff able to explain safeguarding procedures in the school? Is there evidence of a culture of safeguarding within the school?</p> <p><b>Staff monitoring:</b> Termly safeguarding meeting – including e safety. Recruitment of additional safeguarding lead Monitor records procedures</p>			<p>Discussion with Safeguarding Team regarding working with Virtual Schools. Safeguarding noticeboard for children.</p>	
Actioned by		Lead by		Finance
All staff		Safeguarding team		Meeting time. Significant DSL training £500