



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



## Rolling Two Year School Development Plan 2022-2023



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**N**urture



### CONTEXT

During the academic year 2019-2020, there was a global pandemic which led to UK wide school closures. Since September 2020 our schools have experienced further bubble closures and another lockdown during Spring 2021 which resulted in the schools being closed except to Key worker children and those considered vulnerable. Statutory assessments resumed fully in the 2021-2022 academic year and are reflected in the data on page 2-3.

#### Contents:

Pages 2-3 data from 2021-22.

Page 4 summary page

Pages 5-9 current year school development focuses.

Pages 10 Embedding of previous years focuses.

Pages 11-14 Continual priorities.

### HARLAXTON data from 2021-22

EYFS Good level of development    65.4% National 65.2%  
 Phonics check Year 1                82.8% National 75.6%

#### 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 65.5%)	Percentage of pupils achieving the expected standard (RWM 53.4%) nationally	GDS school RWM 17.2%	GDS national RWM 5.9%
English reading	75.9%	66.9%	27.6%	18%
English writing	65.5%	57.7%	17.2%	8%
Mathematics	69%	67.7%	17.2%	15.1%
Science	72.4%	77.1%	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	Average scaled score: school <sup>1</sup>	Average scaled score: nationally
English reading	81.3%	74.5%	31.3%	27.8%	106.2	104.8
English grammar, punctuation and spelling	84.4%	72.5%	34.4%	28.3%	106.4	105.1
Mathematics	84.4%	71.4%	12.5%	22.4%	103.9	103.8
English writing (teacher assessment)	75%	69.5	17.6%	12.8%	N/A	N/A
Science (teacher assessment)	78%	82% (2017 data)	N/A	N/A	N/A	N/A
RWM	68.8%	58.7%	6.3%	7.2%	N/A	N/A

### DENTON data from 2021-22

EYFS Good level of development    83.3% National 65.2%  
 Phonics check Year 1                37.5% National 75.6%

#### 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 50%)	Percentage of pupils achieving the expected standard (RWM 53.4%) nationally	GDS school RWM 12.5%	GDS national RWM 5.9%
English reading	62.5%	66.9%	12.5%	18%
English writing	50%	57.7%	12.5%	8%
Mathematics	75%	67.7%	12.5%	15.1%
Science	62.5%	77.1%	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	Average scaled score: school <sup>2</sup>	Average scaled score: nationally
English reading	90%	74.5%	50%	27.8%	109.4	104.8
English grammar, punctuation and spelling	100%	72.5%	80%	28.3%	114.6	105.1
Mathematics	100%	71.4%	50%	22.4%	110.5	103.8
English writing (teacher assessment)	100%	69.5%	50%	12.8%	N/A	N/A
Science (teacher assessment)	100%	82% (2017 data)	N/A	N/A	N/A	N/A
RWM	90%	58.7%	30%	7.2%	N/A	N/A

## Summary Page

- 1, EYFS approaches are consistent across the job share and federation.
  - 2, Continue to address gaps in learning for all groups of learners caused by pandemic repercussions or other factors. Particular emphasis on core skills of reading and writing (KS1 spotlight) and access for SEND.
  - 3, Integration of school values and vision into the wider curriculum and Collective Worship.
  - 4, Development of computing knowledge within a progressive and ambitious curriculum.
  - 5, Further develop the effective communication and clarity of expectations amongst the school community in order to support work life balance and wellbeing.
- E1, Continue the development of working scientifically skills with focussed areas embedded into planning frameworks
- C1, Maths specialist and maths team to continue to develop maths fluency as a discrete and planned for part of the mathematics curriculum.
- C2, Curriculum leaders (CL) determine curriculum progression including a focus on learning expectations and SEND
- C3, Ensure rigour for the progress and progression of vulnerable groups, focus on SEND, early intervention and TA training to develop integrated and shared approaches
- C4, Robust safeguarding practice; effective training and governance overview.

School development priorities for 2022/ 2023

Together we....	Ofsted Criteria	Intent	Implementation	Impact
<p><b>Learn</b> Encourage Aspire Respect Nurture</p>	<p>Quality of Education</p>	<p>1) EYFS approaches are consistent across the job share and federation.</p>	<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>	<p><u>Autumn Impact:</u> Baseline assessments completed. Language screener completed and NELI is in place in both schools. TA training for NELI completed. Denton – Listening and Attention has improved one term’s progress in a term, one child referred to SALT. Harlaxton - Listening and Attention has improved one term’s progress in a term except two children who have been referred to SALT. Continuous and enhanced provision has been improved and challenges are evident however further developments need to be made. EYFS team have directed time together to discuss planning. Improvements in shared planning across the federation are required. Shared planning is now consistently in place and being used by the whole team across the federation. EYFS lead has carried out monitoring across the federation and written an action plan of improvements. Curriculum leaders have carried out monitoring of floor books in EYFS and fed back to teachers</p>
				<p><u>Spring Impact:</u> There has been a change in staff at EYFS at Denton. As a result of strong early years leadership, she has got off to a good start. The staff member is receiving support and training from EYFS lead and Class 1 teacher and will also receive external training including phonics. Shared planning and resources continue to be used effectively. The EYFS team at both schools have directed time to discuss planning, assessment and provision. EYFS lead has carried out monitoring across both school and an action plan has been created and shared with the early years team and SLT for a shared approach and actions. As a result of clear communication and planning, early years at Denton is developing challenge-based learning which strengthens children’s learning and independence. Some subject leaders are starting to monitor early years but this needs further development.</p>
				<p><u>Summer Impact:</u> EYFS lead for the federation has spent time working with new EYFS practitioner at Denton. Support was for two weeks and EYFS lead has continued to work at Denton weekly. This has strengthened the links across the federation. Planning is now</p>

				<p>effective and new EYFS practitioner at Denton is more confident when setting up the enhanced provision. An action plan is in place to support and this is discussed and reviewed on a weekly basis. EYFS at Denton has attended CPD on profiling and as a result has confidently worked with the team to assess the children. Further support from the maths team has taken place this term with coaching and lesson studies. This has developed the EYFS team's understanding of mastering the curriculum, how to work effectively with groups of children and using maths equipment in the enhanced provision to allow children to explore further.</p> <p>Challenge-based learning within the EYFS curriculum is being used consistently and effectively.</p> <p>Early intervention of NELI to promote language especially comprehension across both schools. A long time to complete at Harlaxton. SEND team to monitor next year.</p>
<b>Intended Monitoring</b>				<b>Next Steps</b>
<p><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?</p> <p><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 &amp; MD) 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>Subject leaders to monitor their subjects in EYFS and work in collaboration with the EYFS team.</p> <p>Further support the EYFS team at Denton with transition of new children in September 2023, Talk for writing and RE.</p>
<b>Actioned by</b>			<b>Lead by</b>	<b>Finance</b>
EYFS Teams across both schools			EYFS Lead	Staff training and cover £500
<b>Together we....</b>	<b>Ofsted Criteria</b>	<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<p><b>Learn</b> Encourage Aspire Respect Nurture</p>	<p>Quality of Education</p>	<p>2) Continue to address gaps in learning for all groups of learners caused by pandemic repercussions or other factors.</p>	<ul style="list-style-type: none"> <li>Monitor attendance for all children including vulnerable groups and challenge poor attendance</li> <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> </ul>	<p><u>Autumn Impact:</u> Attendance for all groups remains at above national but lower than pre pandemic. Challenge to families of children with low attendance and support offered (TAC). Regular monitoring. Thorough monitoring of writing and staff meeting about modelling writing, now need to focus more on purposeful editing. Local Authority visit focused on writing. As a result of the quality first teaching and adaptations in place, 97% SEND at Harlaxton and 100% Denton are on track to make target according to Autumn internal data. 83% at Denton and 87% Harlaxton PP children on track to make progress which is better progress than their peers. Of the SEND pupils at Harlaxton, 45% were inherited from other schools. New Salford assessment has provided more detailed data.</p>

		<p>Particular emphasis on core skills of reading and writing (KS1 spotlight) and access for SEND.</p>	<ul style="list-style-type: none"> <li>Consistency of intervention for vulnerable pupils. SEND, phonics, reading and writing – focus on precision learning and quality of intervention rather than quantity</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>Utilise features of Rosenshine’s principles, with emphasis on modelling and scaffolding writing (TFW) by the teacher and small steps.</li> <li>RWI spelling scheme to support progression of spelling through KS2.</li> <li>Explicit planned support for SEND/vulnerable children to access quality first teaching</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> </ul>	<p>Use of Librarians at Harlaxton have improved the number of children reading. Parental engagement has improved following the reading prizes with 92 children by the end of term 3 receiving a prize for consistent reading at home. Planning shows more opportunity to read own writing out loud. RWI progression journey document has been produced and phonics lead has supported staff across the federation including 1-1 coaching and modelling. Phonics lead engaging with English Hub with planned Literacy development day focussed on phonics development across the federation. The impact of this has been proactive adaptations to the delivery, pace and timetabling of phonics across EYFS and KS1.</p> <p>RWI subscription in place to support delivery of consistent training across the federation.</p> <p>RWI phonics progression at Denton on track for improved outcomes this year in Year 1 and Year 2.</p> <p>RWI spelling is now in line with academic year group in most classes. Pupil progress meetings held, and suitable intervention discussed, as a result of this provision maps for each cohort align with the need.</p> <p>TA training for Colourful Semantics which has been helpful to support an unexpected arrival of asylum seekers in both schools.</p> <p><u>Spring Impact:</u></p> <p>Attendance for all groups remains at above national but lower than pre pandemic. Challenge to families of children with low attendance and support offered (TAC). Regular monitoring.</p> <table border="1" data-bbox="1151 686 2190 1029"> <thead> <tr> <th colspan="2">Harlaxton term 4 (21/3/23)</th> <th colspan="2">Denton Term 4 (21/3/23)</th> <th colspan="2">Total</th> </tr> </thead> <tbody> <tr> <td>Total attendance</td> <td>95.53</td> <td>Total attendance</td> <td></td> <td>Total attendance</td> <td>95.98</td> </tr> <tr> <td>Total SEND attendance</td> <td>95.56</td> <td>Total SEND attendance</td> <td></td> <td>Total SEND attendance</td> <td>94.22</td> </tr> <tr> <td>Total PP attendance</td> <td>95.53</td> <td>Total PP attendance</td> <td></td> <td>Total PP attendance</td> <td>94.87</td> </tr> </tbody> </table> <p>LA visit focussed on attendance. New attendance policy drafted by governors and use of working together to improve school attendance.</p> <p>As a result of the reading prizes, refreshed reading material, sponsored read, more children are reading consistently at home.</p> <p>Planning incorporates opportunities for children to read their writing out loud.</p> <p>As a result of the English lead’s training, there is more evidence of modelled and scaffolded writing with a focus on purpose and audience. LEAD Teaching School Hub English specialist booked for inset 23-24 focus on revision and editing. Inset day booked for whole school training for RWI and phonics lead has helped with developing approach across the federation.</p> <p>Early years action plan is focussed on skills for writing including fine motor skills, pencil grip and letter formation for impact in year 1.</p>	Harlaxton term 4 (21/3/23)		Denton Term 4 (21/3/23)		Total		Total attendance	95.53	Total attendance		Total attendance	95.98	Total SEND attendance	95.56	Total SEND attendance		Total SEND attendance	94.22	Total PP attendance	95.53	Total PP attendance		Total PP attendance	94.87
Harlaxton term 4 (21/3/23)		Denton Term 4 (21/3/23)		Total																								
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				<p>SEND team have carried out planned support for vulnerable/SEND children and this indicates in most cases pupils are able to access quality first teaching. Training in external moderation Years 2,4 and 6 has led to better understanding by teachers on writing expectations for the year group</p> <p><u>Summer Impact:</u></p> <p>Provision maps highlight adaptations and scaffolds in place for SEND and PP children. Information shared with SEND Governors and on Governor hub for all.  Denton: 87.5% of SEND pupils met their end of year expectations.  Harlaxton: 90.3% of SEND pupils met their end of year expectations.  Denton: 1 successful EHC this academic year, 1 application submitted.  Harlaxton: 2 successful EHC this academic year, 2 applications submitted.  HFW improved in Year 2 upwards.</p> <p>Reading incentives to encourage reading at home and improve parental engagement have been successful, this will continue next year.</p> <p>100% of the children who retook the phonics screen at Denton passed.</p> <p>English team and SLT have supported teachers with the planning and structure of talk for writing sessions and including the explicit teaching of grammar skills. Monitoring shows clear evidence of grammar teaching and writing outcomes for all learners are good.</p> <p>Attendance continues to be a significant focus across the federation. The new attendance policy has been shared with parents/carers.</p> <table border="1" data-bbox="1176 981 2072 1189"> <tr> <td><b>Harlaxton 22/23</b></td> <td>Total attendance</td> <td>95.68</td> <td><b>Denton 22/23</b></td> <td>Total attendance</td> <td>95.63</td> </tr> <tr> <td></td> <td>Total SEND attendance</td> <td>94.7</td> <td></td> <td>Total SEND attendance</td> <td>94.18</td> </tr> <tr> <td></td> <td>Total PP attendance</td> <td>94.23</td> <td></td> <td>Total PP attendance</td> <td>95</td> </tr> </table>	<b>Harlaxton 22/23</b>	Total attendance	95.68	<b>Denton 22/23</b>	Total attendance	95.63		Total SEND attendance	94.7		Total SEND attendance	94.18		Total PP attendance	94.23		Total PP attendance	95
<b>Harlaxton 22/23</b>	Total attendance	95.68	<b>Denton 22/23</b>	Total attendance	95.63																	
	Total SEND attendance	94.7		Total SEND attendance	94.18																	
	Total PP attendance	94.23		Total PP attendance	95																	
<b>Intended Monitoring</b>				<b>Next Steps</b>																		
<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?</p>				<p>Gaps are being addressed with the improved structure in the teaching of early phonics writing.  Next steps: Addressing phonics gaps in Y2 at Harlaxton and Denton  EYFS and KS1 to focus on the high frequency words (first 45/100)  Engagement of parents with reading at home (particularly SEND).</p>																		

<b>Staff monitoring:</b> 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		2023/2024- look at free reader progression, the bottom 20% to have a guided selection of books and the top 80% are monitored to ensure a broad variety of reading material.
Actioned by	Lead by	Finance
All staff	All teaching staff	RWI spelling scheme £1000+ English hub grant for RWI training (£750 with subsidy)

Together we....	Ofsted Criteria	Intent	Implementation	Impact
Learn Encourage Aspire <b>Respect</b> <b>Nurture</b>	Personal Development. Behaviour and attitudes	3) Integration of school values and vision into the wider curriculum and Collective Worship.	<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>• Develop the assessment of RE working with Diocesan lead.</li> </ul>	<u>Autumn Impact:</u> Collective Worship plan in place. Children are more articulate when talking about Christian Vision and school values. Links to values and scripture have been made but this needs to be reinforced. Symphony trust assessments have been refined and are in place. Collective worship council to develop further with the involvement of class 2 children at Denton.
				<u>Spring Impact:</u> Children are now more articulate when linking the school values to biblical scripture, the visual supports have helped with this. Pupils are actively involved in planning and leading collective worship as a result other children are more engaged and enjoy the variety. SIAMS video has been shared with governors to inform governors on the SIAMs inspections.
				<u>Summer Impact:</u> Following a successful SIAMS inspection at Denton, children were able to confidently link the school vision and values to biblical scripture and their own lives and experiences. Year 6 pupil leaders have been given the responsibility of monitoring those pupils making and receiving a nomination ensuring children are more involved in CW and the number of children receiving nominations is increased. Pupil leaders

				continue to be involved in leading CW and talk positively about these experiences. RE is well planned and resources although accessing suitable visits / visitors has proved challenging.
Intended Monitoring			Next Steps	
<p><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?</p> <p><b>Staff monitoring:</b> Pupil voice – what have children learned from collective worship and what is the impact of learning. Foundation governor staff voice (curriculum leaders), how does your subject enable children to flourish? Link the values to bible stories to embed for the children</p>			<p>The importance of CW has continued to be reignited since restructuring the delivery to suit key stages and the needs of our children and the wider community. Collective worship overview ready for the academic year. Governors monitoring and visits relating to schools values, vision and CW. Further develop spirituality in CW and the wider curriculum creating a shared language and creating further planned opportunities. Develop opportunities for children to not only lead but plan CW throughout the year. Further research into the integration of visits and visitors to provided deep learning opportunities for children in RE, especially in the non-Christian areas.</p>	
Actioned by		Lead by		Finance
All staff		SIAMs Lead & SLT		Staff time and CW resources £500

Together we....	Ofsted Criteria	Intent	Implementation	Impact
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<p><b>Learn</b> Encourage Aspire Respect Nurture</p>	<p>Quality of Education</p>	<p>4) Development of computing knowledge within a progressive and ambitious curriculum.</p>	<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>	<p><u>Autumn Impact:</u> Computing is evident across the curriculum in science and English, DT (computer aided design). E-safety evident in PSHE class books and planning, pupil voice via the school council indicates the children understand how to keep safe online. Newsletters include E-safety updates for parents. Support has been given to some parents regarding specific concerns. Workshop has been organised for E-safety in years 5 and 6.</p> <p><u>Spring Impact:</u> E-safety workshop for year pupils has ensured they are prepared for the transition to secondary. Feedback from the workshop was overwhelmingly positive. E safety updates continue to be sent out on parentmail and the schools' newsletters. As a result parents are kept up to date about current concerns. SL has completed staff training and information audit and will process returns for staff training and support in the Summer term. SL has accessed teaching hub training and is about to seek support from the hub regarding curriculum development</p> <p><u>Summer Impact:</u> Staff questionnaire has been completed across the federation to evaluate training needs and resources. SL to respond to feedback from the questionnaires. SL completed a curriculum review with the computing hub. Recommendations were to make improvements in Years 5 and 6 to support with transition. As a result the computing curriculum has been updated to include scratch in the summer term of years 5 and 6. SL training 31<sup>st</sup> March – deep dive (through hub) = - confidence in answering questions if there was a deep dive in Computing</p> <p>SL training 24<sup>th</sup> April Computing Hub curriculum = impact-tweak to UKS2 curriculum based on best practice</p>
<p>Intended Monitoring</p>			<p>Next Steps</p>	

<p><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)</p> <p><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.</p>	<p>-IT hardware is being used to support children's learning through a comprehensive computing curriculum and opportunities for extending this across other curriculum areas</p> <p>-Governor presentation on development of computing</p> <p>-Review of competency and need with new staff (especially the use of SMART tools)</p> <p>-Purple Mash training session at 1pm -2:30pm on Monday 30<sup>th</sup> October INSET</p> <p>-Change the Computing framework to add Scratch in the summer term instead of the Purple Mash coding unit. Teach computing offer a free training session on Scratch to train Y5/6 staff</p>	
Actioned by	Lead by	Finance
All staff	Computing Lead	ICT resources £500

Together we....	Ofsted Criteria	Intent	Implementation	Impact
<p>Learn Encourage Aspire <b>Respect</b> <b>Nurture</b></p>	<p>Leadership and Management</p> <p>Personal Development. Behaviour and attitudes</p>	<p>5) 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>• Action research (VB) report writing options; 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> TA meetings are having a positive impact. Collaborative TA training has been successful eg lessons studies are scheduled, and TAs are supporting each other according to their own specialism. Staff handbook and curriculum expectations have been updated and shared with all staff. Whole school calendar is being used effectively. Time has been allocated for subject leaders LO and JM have completed the mental health lead course and action plan is in place, as a result of this the wellbeing hub at Harlaxton has been well received (pupil voice) Wellbeing and workload continue to be a discussion point in staff and TA meetings</p> <p><u>Spring Impact:</u> Performance reviews for TAs have taken place, this provided an opportunity to discuss well being and professional development. Feedback was positive. As a result of research there is now a draft annual report format ready to be launched in the summer term. Following a range of training opportunities, staff have been better equipped to support parents and sign post them to the relevant agencies. Well being hubs have been well received in both schools with children appreciating alternative play provision during unstructured times.</p>

				<p>School council at Denton have led well being clubs and they have been well attended.          Children in class 2 at Denton took part in a four week mini mental health first workshop. Teacher and children felt this was helpful and they really enjoyed the sessions. Children are able to talk about some of the strategies they can use.          Electronic timetable is still well received.</p> <p><u>Summer Impact:</u>          Time allocated for SEND paperwork for TAs and Teachers through planned meetings.          Yearly overview in place and continue to develop.          Annual governor questionnaire to all staff showed an increase positive response to work load, well being and communication. During recent SIAMs inspection staff spoke positively about well being, workload and the ability to take time out when needed for subject leadership. Teachers have completed the new, shorter report formats this term during their allocated time out of class. Feedback on the new reports from staff and parents/carers was positive.          SLT discussed the number of events taking place in the summer term and how these can be spread out over the term rather than all towards the end. As a result sports day will take place earlier in the year in 2024.</p>
<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?  <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 style="text-align: center;"><b>Next Steps</b></p> <p>Well-being is being managed, despite staffing changes and sickness, this has still been a priority.          Next steps: Methods to improve communication are a continuing priority and refine working practices to ensure they are proficient and manageable.</p> <p>Continue to look in to ways to improve communications with all staff, including those decisions which have to be made at short notice.</p>	
Actioned by			Lead by	
<b>SLT and governors and staff</b>			SLT and governors	

Together we....	Ofsted Criteria	Intent	Implementation	Impact
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<p><b>Learn</b> Encourage Aspire Respect Nurture</p>	<p>Quality of education</p>	<p>E1) Continue the development of working scientifically skills with focussed areas embedded into planning frameworks</p>	<ul style="list-style-type: none"> <li>• Ensure science curriculum is well sequenced providing opportunity for children to make links to prior learning.</li> <li>• Ensure children are immersed into a broad curriculum with the explicit teaching of scientific vocabulary starting from early years.</li> <li>• Working scientifically skills are embedded into a series of lessons to develop children's ability to conduct experiments and pose/answer scientific questions, enabling children to use/apply the knowledge they have learned.</li> <li>• Regular assessment opportunities using TAPs resources which inform future plans and expectations. Use of low stakes assessments for memory 'sticking'.</li> <li>• Classroom teachers take account of prior learning (from previous year group or phase) and how this learning links.</li> <li>• Curriculum leader to reflect on Ofsted subject report considering pertinence of recommendations and future school priorities.</li> </ul>	<p><u>Autumn Impact:</u> Science has been a focus at SLT meetings working scientifically skills have been included in the long-term framework and it is expected that staff include these skills when producing MTP. Science monitoring has taken place including how MTP show links to previous year group/phase. Curriculum leader is working with HoS to look at future priorities for the science curriculum.</p> <p><u>Spring Impact:</u> TAPs resources embedded in planning lead to planned assessment periods backed up with low stakes tests for substantive knowledge. SL has clear development plan and areas of focus. Science week well received and resourced by federation leading to ambitious outcomes and building on prior skills.</p> <p><u>Summer Impact:</u> Science SL has spent time with teachers peer coaching and carrying our lessons studies, including working with the ECT. ECT reports that she is now much more confident when using TAPs assessments. During pupil voice, children were able to recall the working scientifically skills they were focussing on that term. Floor book in EYFS at Harlaxton shows excellent evidence, this is to be rolled out in Denton next year.</p> <table border="1" data-bbox="1413 874 1995 1150"> <thead> <tr> <th></th> <th colspan="2">% working at the expected level or above</th> </tr> <tr> <th></th> <th>Harlaxton</th> <th>Denton</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>87</td> <td>88</td> </tr> <tr> <td>Year One</td> <td>68</td> <td>78</td> </tr> <tr> <td>Year Two</td> <td>78</td> <td>100</td> </tr> <tr> <td>Year Three</td> <td>78</td> <td>86</td> </tr> <tr> <td>Year Four</td> <td>85</td> <td>80</td> </tr> <tr> <td>Year Five</td> <td>70</td> <td>50</td> </tr> <tr> <td>Year Six</td> <td>82</td> <td>90</td> </tr> </tbody> </table>		% working at the expected level or above			Harlaxton	Denton	EYFS	87	88	Year One	68	78	Year Two	78	100	Year Three	78	86	Year Four	85	80	Year Five	70	50	Year Six	82	90
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<p>Intended Monitoring</p>			<p>Next steps</p>																												
<p><b>Governor monitoring:</b> Is there evidence in science books that children have been taking part in the scientific investigative process? What can children remember about what they have learned in Science (best to ask them this with their science book in front of them) <b>Staff monitoring:</b> Monitoring of effectiveness of TAPS assessment and how data is used to further children's understanding of science knowledge and working scientifically skills. Monitoring of planning to ensure opportunities to revisit prior learning are included.</p>			<p>Improvement in the provision of working scientifically opportunities across the federation. Clarity of assessment from staff as a direct impact from the training  The introduction of low stakes quizzes to assess 'sticky knowledge'  CPD for staff (reach out) which focusses on working scientifically and enquiry skills.</p>																												

SL leader planning and provision Science books monitored for curriculum outcomes, rich vocabulary and working scientifically skills Peer coaching and observations with a focus on working scientifically skills and making links with prior learning. Pupil voice		
Actioned by	Lead by	Finance
All staff	Science Lead	SL time

### Continual priority and monitoring

Together we....	Ofsted Criteria	Intent	Implementation	Impact
<b>Learn</b> Encourage Aspire Respect Nurture	Quality of Education (Curriculum)	C1) Maths specialist and maths team to continue to develop maths fluency as a discrete and planned for part of the mathematics curriculum.	<ul style="list-style-type: none"> <li>Developing and adaptation of 'mastering in number' across KS1 and early years</li> <li>Support for staff, including lesson study where appropriate, with maths mastery development. (This is especially for Early career teachers or those that have changed year groups.)</li> <li>Supporting reception teacher to provide support on the inclusion of reasoning and problem solving within each lesson in light of EYFS new curriculum.</li> <li>Support year 4 colleagues with new multiplication test as required. Development of fluency, TT rockstars across whole school</li> <li>Development of whole school taught multiplication strategies</li> <li>Maths specialist to provide guidance for KS1 team during implementation of mastering number initiative.</li> <li>Monitoring of regular additional fluency sessions.</li> </ul>	<u>Autumn Impact:</u> Mastering in number has been implemented in KS1 across the federation, the children are more confident with number recognition, subitising and basic number skills following the implementation across the federation. Lesson studies on mastery development have taken place in KS1. ECT has worked with the maths lead on the structure of lessons and as a result is more confident in planning and delivery. I pads are being used regularly to support with fluency and times tables. Monitoring by subject leads has taken place. KS1 teachers have attended CPD for mastering in number
				<u>Spring Impact:</u> Mastering number indicating positive impact at Harlaxton with teachers reporting improved mental recall. SLs planning on roll out with new materials to KS2 due to success. Ensure timetabled and disciplined approach. Results of lesson study mean ECT performing confidently in maths teaching and including mastery in number. Competition element of TT Rockstars creating positive and rapid recall of times tables in LKS2.
				<u>Summer Impact:</u> Maths team continue to work with Denton to support EYFS and mixed age planning. Planning in Class 1 and 2 has now been adapted to ensure mixed age classes can be taught more effectively.

				<p>Teachers received CPD on the 5 big ideas and reported this has improved their understanding of planning. Maths mastery continues to be successful in KS1, maths team are to explore the options for this in lower KS2.</p> <p>End of year results:</p> <table border="1"> <thead> <tr> <th></th> <th>Harlaxton</th> <th>Harlaxton MT marks over 20</th> <th>Denton</th> <th>Denton MT marks over 20</th> </tr> </thead> <tbody> <tr> <td>Year Group</td> <td>2023</td> <td></td> <td>2023</td> <td></td> </tr> <tr> <td>Reception</td> <td>74% EYFL GLD</td> <td></td> <td>88% EYFL GLD</td> <td></td> </tr> <tr> <td>Year 1</td> <td>72%</td> <td></td> <td>56%</td> <td></td> </tr> <tr> <td>Year 2</td> <td>81%</td> <td></td> <td>78%</td> <td></td> </tr> <tr> <td>Year 3</td> <td>71%</td> <td></td> <td>83%</td> <td></td> </tr> <tr> <td>Year 4</td> <td>59%</td> <td>58%</td> <td>78%</td> <td>70%</td> </tr> <tr> <td>Year 5</td> <td>59%</td> <td></td> <td>73%</td> <td></td> </tr> <tr> <td>Year 6</td> <td>66%</td> <td></td> <td>100%</td> <td></td> </tr> </tbody> </table>		Harlaxton	Harlaxton MT marks over 20	Denton	Denton MT marks over 20	Year Group	2023		2023		Reception	74% EYFL GLD		88% EYFL GLD		Year 1	72%		56%		Year 2	81%		78%		Year 3	71%		83%		Year 4	59%	58%	78%	70%	Year 5	59%		73%		Year 6	66%		100%	
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<p><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)</p> <p><b>Staff monitoring:</b> Investigate impact of mastering number introduction in KS1 both schools Planning scrutiny and support Book look and pupil voice Learning walks, observations and coaching as a result of findings Monitoring of maths results to show improvement.</p>			<p>Support for new EY practitioner at Denton and consistency of mastery in number in KS1</p> <p>To develop consistent approaches to the teaching of multiplication facts. To explore the possibility of rolling out mastering number in lower key stage 2. Explore further support and embedding fundamentals so that all year groups (in line with National) are reaching expected standards or above in Mathematics.</p>																																														
Actioned by		Lead by		Finance																																													
All staff		Maths lead and maths team		SL time and staff cover																																													

Together we....	Ofsted Criteria	Intent	Implementation	Impact
Learn <b>Encourage</b> <b>Aspire</b> Respect Nurture	Leadership and Management	C2) Curriculum leaders (CL) determine curriculum progression	<ul style="list-style-type: none"> <li>CL focus on teaching and learning expectations and measuring effectiveness of these as part of monitoring activities</li> </ul>	<p><b>Autumn Impact:</b> SEND team have met with the new SEND governor. Learning walk was positive for English and maths. More focus now needs to be on non-core subjects Subject leaders attended cluster meetings with a curriculum intent focus</p>

		including a focus on learning expectations and SEND	<ul style="list-style-type: none"> <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>Curriculum has been planned and developed to meet the needs of the school and make it relevant for our children and the context of the school. This continues to be monitored and evaluated.</p> <p>English curriculum externally validated by locality lead and cross-referenced with pupil voice and found that English leaders had a clear focus on consistency of learning expectations.</p> <p><u>Spring Impact:</u> CL presentation to governors on progression in mathematics leading to better understanding. CL have termly focus which has helped to focus development in that subject area. Subject specific CPD for individuals and teaching staff on music, writing, RE and other curriculum areas leading to more focussed and consistent practice.</p> <p><u>Summer Impact:</u> <b>Planning shows support and challenge – Provision Maps personalised for the adaptations. Further training to support new colleagues.</b> Staff questionnaire on subject confidence, assessment and resources has been completed this term and responses will be actioned in the autumn term. Staff meetings led by SLT including the creation of a new whole school curriculum document. This means staff are no longer needing to spend time updating a long term framework. New document is more concise and clear for parents/carers. During staff meeting, the effective monitoring of their subjects was discussed with CL and a crib sheet/ monitoring sheet has been produced by SLT and agreed with staff to support with monitoring. This will help monitoring of curriculum subjects be more consistent across the federation.</p>
<b>Intended Monitoring</b>			<b>Next Steps</b>	
<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?</p> <p><b>Staff monitoring:</b> Termly curriculum leader monitoring of identified priorities in termly action plans. Following on from inset, curriculum leaders monitor the progression of their own subjects &amp; how this relates to curriculum as a whole. Planned monitoring opportunities in the school calendar</p>			<p>Curriculum leaders are gaining confidence in being able to identify the strengths and areas for development in their subject and taking steps to address and improve. Further development and timetabling of Tas</p> <ul style="list-style-type: none"> <li>• Planned and timetabled monitoring periods in order to ensure monitoring of expectations. CL understanding of the impact of Integration of SEND adaptations to each curriculum area</li> </ul>	

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	C3) 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>• 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 sensory circuits 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>	<p><u>Autumn Impact:</u>            Staff meeting on provision maps            TA training on colourful semantics, NELI, sensory circuits and maths intervention. Sensory circuits in the morning at Harlaxton is well received, a noticeable increase of attendance and teachers report that most children have improved, and attendance has also improved.            SEND team have met with Parents/carers, parents are well-informed and are aware of their child's needs and the strategies the school has in place to support.            TA meetings fortnightly            SEND team monitor the impact of provision in place            Whole school training on attachment and toxic trio            Targets have been set and discussed at pupil progress meetings.</p> <p><u>Spring Impact:</u>            Provision map timetabled time allows for positive focus throughout each term and impacts on planned support.            TA peer coaching and lesson study impacting on practice as evidenced through performance reviews.            Training completed with sensory circuits, staffing irregularity at Denton has meant that this is not yet as well implemented here.            SEND support for teachers, TAs and parents good quality and rapid. More observational presence at Denton would strengthen SEND team understanding of challenges.</p> <p><u>Summer Impact:</u>  <b>All children with SEND received intervention this year.</b>  <b>Denton: 87.5% of SEND pupils met their end of year expectations.</b>  <b>Harlaxton: 90.3% of SEND pupils met their end of year expectations</b>  <b>Tracking systems improving and data shows value/progress gained. Where intervention had little success, further investigations from professionals e.g., Specialist Teacher, Community Paediatric, Occupational Therapist, PRT and BOSS.</b>            TA training on language development and provision maps took place this term. This ensures a more consistent approach to the</p>

				paperwork involved in carrying out interventions as outlined on the provision maps. SEND families have been supported with transition to secondary schools and their new classes.
Intended Monitoring			Next Steps	
<p><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?</p> <p><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 Monitor attendance of SEND meetings with regards to parental engagement</p>			<p>Vulnerable groups are readily identified by all teaching staff and appropriate measures are in place to address gaps.</p> <p>Next steps: SEND and vulnerable pupils to have an increase in reading time within school and parental engagement to be monitored across both schools.</p> <p>Review whole school assessment procedures Timetable in EAL provision</p>	
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	C4) 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</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> </ul>	<p><u>Autumn Impact:</u> Whole school training on prevent and the toxic trio Reviewed whole school record keeping, as a result of this record keeping is more robust and secure. New DSL training has started.</p> <p><u>Spring Impact:</u> Filing and checking system continues to be improved with spreadsheet with all children and welfare needs to aid rapid orientation and checking. Meeting with safeguarding governor helped to describe systems, observe scrutiny and procedure of each school. Staff also questioned by the governor on understanding of procedure.</p>

			<ul style="list-style-type: none"> <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.</li> </ul>	<p>New DSL training is complete and now follows the LSCP 6 year pathway.</p> <p><u>Summer Impact:</u> SEND training for all TAs, specific courses too. Governor guidance of SEND and how we monitor and track. Incident forms have been reviewed and updated to reflect low level concerns including well being and welfare concerns.</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>Robust safeguarding procedures across the federation and continued focus on the importance of communication of safeguarding within school.</p> <p>Next step: training to be delivered in autumn term as per the Lincolnshire 6 year pathway Additional training also planned with the support of external agencies DSL will keep their training up to date Training matrix (as advised by locality lead for Governors)</p>	
<b>Actioned by</b>		<b>Lead by</b>		<b>Finance</b>
All staff		Safeguarding team		Meeting time. Significant DSL training £500