



Learn
Encourage
Aspire
Respect &
Nurture



Rolling Two Year School Development Plan 2025-2026



Learn
Encourage
Aspire
Respect &
Nurture



Contents:

Pages 2-3 data from 2024-25

Page 4 summary page

Pages 5-7 current year school development focuses.

Pages 8 Embedding of previous years focuses.

Pages 9-13 Continual priorities.

Page 14 The Lincolnshire Education Strategic One Plan

HARLAXTON data from 2024-25

EYFS Good level of development	82.4%	National 67.2% (2023 data)
Phonics check Year 1	85%	National 79% (2023 data)
Phonics check Year 2	67%	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:2023	GDS school	GDS nationally (2023)	Average scaled score: school ¹	Average scaled score: nationally
English reading	78%	74%	22%	29.2%		105
English grammar, punctuation and spelling	59%	72%	18.5%	30.4%		105
Mathematics	70%	73%	7%	24.1%		104
English writing (teacher assessment)	56%	72%	18.5%	13.5%	N/A	N/A
Science (teacher assessment)	82%	81%	N/A	N/A	N/A	N/A
RWM	48%	61%	7.4%	8.1%	N/A	N/A

DENTON data from 2024-25

EYFS Good level of development	80%	National 67.2% (2023 data)
Phonics check Year 1	80%	National 79% (2023 data)
Phonics check Year 2	50%	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 (2023):	GDS school	GDS nationally (2023)	Average scaled score: school ²	Average scaled score: nationally
English reading	100%	74%	70%	29.2%	110	105
English grammar, punctuation and spelling	90%	72%	90%	30.4%	114	105
Mathematics	90%	73%	70%	24.1%	110	104
English writing (teacher assessment)	90%	72%	60%	13.5%	N/A	N/A
Science (teacher assessment)	100%	81%	N/A	N/A	N/A	N/A
RWM	78%	61%	60%	8.1%	N/A	N/A

Summary Page

- 1) **To develop writing outcomes through refining expectations for teaching structure and assessment of writing (including GAPS)**
- 2) **To implement the new RE curriculum**
- 3) **To review roles and responsibilities of the federation admin. team in order to meet current admin needs and demands.**

E1, Develop secure and fluent readers and writers through the planned development of early reading and phonics and how these harness comprehension and writing fluency.

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

EH – Early Help

School development priorities for 2025/ 2026

Together we....	Ofsted Criteria	Intent	Implementation	Impact
Learn Encourage Aspire Respect Nurture	Quality of Education	1) To develop writing outcomes through refining expectations for teaching structure and assessment of writing (including GAPS)	- Pupil progress meetings focussed on writing and GAPS - Focus on foundational skills promoting learning behaviour and oracy from Reception throughout the school as a core expectation. - Development of handwriting throughout the school and transcription expectations in every piece of writing. - Understand and implement the recommended principles from the new writing framework - T4W training for staff - Review writing curriculum for KS1 in term of content, depth and expectations - Review writing assessment material and engage in updated materials - Moderating writing and what to do with children who stick to the modelled text - Renewed focus on teacher modelled writing and the importance of this. Using a collaborative approach with children rather than demonstrative. - How writing skills can be modelled and taught throughout other areas of the curriculum - Review teaching of spelling and how this impacts in GAPS outcomes throughout the school	<u>Autumn Impact milestone:</u> Writing and GAPS was a focus during pupil progress meetings, including vulnerable children. Data for combined RWM was analysed and is on track for national in all year groups. T4W training has been completed. Work scrutiny showed that handwriting and presentation standards were good and consistent. Teacher modelled writing was evident in all year groups. Whole school focus on oracy which is having an impact on writing accuracy and standard English.
				<u>Spring Impact milestone:</u> Revisit of oracy objectives fed back to teaching staff as a result of learning walks this term. This has meant an improved focus on the style and frequency of vocabulary / language used in each class relating to learning clarification, questioning and summarising. Writing observations in other schools by ECT and other staff including at schools also teaching T4W framework allows teachers to understand how this is applied in other schools outside the federation. Writing CL reviewed teaching of spelling as part of TLR – possible changes to spelling focus in year 5 and 6 in the summer term. Pupil progress meetings showed an improvement in RWM combined percentages in each year group. Focus continues on foundational skills including sentence stems and oracy. This was recognised in a recent LA visit. Book scrutiny which included the most vulnerable children included a focus on handwriting and transcription skills.
				<u>Summer Impact milestone:</u>

				Denton have been successfully moderated for year 6 writing. Book look showed improvements in handwriting, presentation, feedback and standards. Mr Dodsworth has attended a course run by Keystones with a focus on improving foundational writing skills in mixed age writing. Writing continues to be focus during pupil progress meetings and future targets are set for vulnerable children. Governor monitoring for writing looked at the structure for T4W and the focus on accuracy and handwriting. Clear improvements could be seen from the start of the year.
Intended Monitoring				Next Steps
Governor monitoring: Can the teachers articulate the benefits of T4W (Talk for Writing) and Letter Join handwriting Can children talk about what they are writing about? Staff monitoring: Triangulation of evidence from planning scrutiny, book look and pupil voice. Peer observations. Evidence shows use of T4W and letter join to support writing and evident in writing across the curriculum Monitor impact of RWI spelling follow in scheme Monitoring of writing and GAPS results to show improvement.				Ensure teachers continue to focus on errors which have been addressed during the lesson and follow up lessons. To carry out further writing moderating within the federation in line with pupil progress meetings.
Actioned by		Lead by		Finance
Teaching staff		Writing leader		Training £600 plus non contact time and cover – a further £1000

Together we....	Ofsted Criteria	Intent	Implementation	Impact
Learn Encourage Aspire Respect Nurture	Quality of Education	2) To implement the new RE curriculum	• Training for RE leader and staff • Staff meetings and INSET – planning time • Audit of resources • Restructure of curriculum statement • Monitoring and evaluation through the spring and summer • Time for CL to adjust planning and assessment format	<u>Autumn Impact milestone:</u> RE leader attended all relevant training and fed back to EHT. Curriculum statement and relevant documentation all updated and shared with all staff. INSET- staff looked at the new curriculum and spent time in phases planning for the spring term. All spring term plans and resources are all in places.

				<u>Spring Impact milestone:</u> Governor monitoring has enabled the curriculum leader to consider the impact of the new curriculum in Spring 1 and gain a pupil voice regarding the impact. Overall a positive response from children who enjoy the variety of activities and looking at a broader range of religions around the application of a particular question. New planning is now in place and monitoring suggests this is having a positive impact. Pupil voice, staff voice and governor monitoring show resources and variety of religions being studied has improved. Year 5/6 had a visit from the St. Philips centre to learn about different, local religions. Feedback was positive. <u>Summer Impact milestone:</u> Assessment trackers have been adjusted to reflect new RE curriculum. Curriculum planning is effective and minor adjustments have been made where one unit proved problematic. Advice was sought from the Diocese and alternative curriculum content has been planned.
Intended Monitoring				Next Steps
Governor monitoring: Can the teachers articulate the changes to the new RE curriculum and do they feel confident using the new plans and resources? Can children talk about what they are learning about? Staff monitoring: Triangulation of evidence from planning scrutiny, book look and pupil voice. Peer observations. Evidence shows use of new RE resources is effective and being used well and teachers are confident in teaching the new curriculum. Monitor impact of RE curriculum on outcomes and pupil voice				RE lead to monitor plans and resources to ensure they meet new curriculum expectations. Explore policy to changes regarding the right for parents to withdraw from RE and consent for activities related to religious acts.
Actioned by		Lead by		Finance
All teaching staff		Subject leader for RE		£700 for planning and new resources, a further £500 for non contact time for CL and classroom cover

Together we....	Ofsted Criteria	Intent	Implementation	Impact
-----------------	-----------------	--------	----------------	--------

Learn Encourage Aspire Respect Nurture	Quality of Education	3) To review roles and responsibilities of the federation admin team in order to meet current admin needs and demands.	- Gather HR advice regarding review of roles and responsibilities - Review JD - Review modern back office roles - Succession planning especially for financial management	<u>Autumn Impact milestone:</u> New senior administrator with bursarial duties appointed and started in October. New MIS system rolled out across both schools with some success. All admin staff have received training and support.
				<u>Spring Impact milestone:</u> Admin questionnaires gathered and SLT meetings included the formulation of a list of basic duties which all admin must complete. A separation of duties list has been completed and now a meeting with admin to discuss the changes in Spring 2. Meeting held with all admin team to outline essential tasks which need to be completed by any admin team. All admin staff are in agreement with list.
				<u>Summer Impact milestone:</u> Meeting with Admin team held and job roles and expectations discussed. Written roles and expectations have been shared. Senior administrator with bursarial duties has set a successful budget which has shared and agreed with governors and submitted to the finance team. Reports to the governors were clear, concise and informative.
Intended Monitoring			Next Steps	
Governor monitoring: Have roles and responsibilities been reviewed? Do admin staff have time to carry out all their duties? How are pinch points during the day or year managed? Staff monitoring: What are current perceived roles and responsibilities? How do these align with job descriptions? How is sickness absence managed from an administrative viewpoint?			Further training for Arbor for admin staff. Further discussions on succession planning. To discuss how to effectively log and monitor behaviour on Arbor.	
Actioned by		Lead by		Finance
SLT		Governors and SLT		No explicit funding required but may impact on job evaluation once the review is complete.

Embedding Priorities from previous years

Together we....	Ofsted Criteria	Intent	Implementation	Impact
Learn Encourage Aspire Respect Nurture	Quality of Education	E1) Develop secure and fluent readers and writers through the planned development of early reading and phonics and how these harness comprehension and writing fluency.	• 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> 101 book list launched and monitored. Reading comprehension in KS2 monitored, all plans in place and effectively taught. Fewer spellings given as homework with positive feedback. Work scrutiny showed that handwriting and presentation standards were good and consistent. Greater focus on higher expectations and lower quantity in writing.
				<u>Spring Impact milestone:</u> Writing leader targeting writing with vulnerable children – intervention started in Spring 1. Attention to detail with presentation and handwriting is having an impact even with the children who find this difficult. Writing lead has also looked at modifying the spelling scheme in Year 5 and 6 to allow for more repetition and recall of essential spelling structures. Pupil progress indicates reading outcomes are well above national in all year groups. 101 books are well established and pupils are enjoying these text. Book look highlighted an improvement in the attention to detail in presentation. This monitoring included vulnerable learners.

				<u>Summer Impact milestone:</u> Handwriting intervention continues to be a focus in KS1 across the federation with vulnerable pupils.
Intended Monitoring				Next Steps
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? 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				To introduce new booklet for Year 6 pupils which revise spellings commonly found in the gaps paper. Staff meeting to share the new spelling format from year 2 upwards.
Actioned by		Lead by		Finance
Teaching staff		M Dodsworth / Sheriden Edwards/Claire Finder		Staff training – nominal amount £500 on resources as the bulk were refreshed previous year.

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	- Monitor non-core assessment at key points throughout the year and analyse assessment data to inform new actions - CL understanding of the impact of Integration of SEND adaptations to each curriculum area - 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. - Review role and impact of CL with a TLR	<u>Autumn Impact:</u> CL given time out of class as requested to monitor their subject and update key documentation. CL give regular updates at SLT meetings to ensure they are having an impact on the strategic direction of the federation. Focus on SEND and vulnerable learners who are not achieving expected standard, this leads to intervention documented on provision maps. These are monitored by the SEND team and CL to ensure progress is being made across the curriculum.

		Assessment – quizzes Discussion and reflect		<u>Spring Impact:</u> Role and impact of teachers with a TLR has been reviewed. Meetings have taken place with targeted and measurable improvements in their area of expertise and a plan of action in place. Monitoring continues to take place. SL deliver staff meetings as required e.g. Science leader has introduced snapshots in the science curriculum. LA advisor gave positive feedback about the recent SEND visit. <u>Summer Impact:</u> Subject leaders have carried out planning monitoring and analysed data with a focus on SEND and vulnerable pupils. Discussions have been held between subject leaders and teachers regarding children who have not reached the expected standard. Staff meetings held to look at practical activities in DT and in music to explore further opportunities for singing. Staff feedback from these meetings have been positive. Governor monitoring was robust and showed effective practice. Teachers have been supported with professional development through lesson studies. Feedback was overwhelmingly positive.
Intended Monitoring			Next Steps	
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? 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			CL to review end of year assessments to ensure all vulnerable groups are making progress and to review any further support needed. Continue focus on vulnerable groups and SEND in all subject areas, particularly in terms of adaptations in learning.	
Actioned by		Lead by		Finance
All staff		CL and SENDCO		Within training budget

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 Focus: Adaptations Quality first teaching	• 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 • Development of opportunities for GDS in mathematics • 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. • 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.	<u>Autumn Impact:</u> All staff engaged in trauma informed practice to support vulnerable pupils. Regular TA meetings ensure all staff are kept up to date and well informed on any changes.
				<u>Spring Impact:</u> Specific children with needs have been supported through specialist referrals, use of specialists and EHCP applications. Appropriate and reasonable adaptations are made during the school day and at wraparound care to accommodate needs to support children and families. LA advisor was very pleased with SEND provision and progress made. Coaching models have been used this term with a focus on SEND for some year groups. This was really well received by teachers and monitoring feedback highlights lots of positive, effective practice. Adaptations in place for the vulnerable learners in year 6 to target gaps in reasoning. School continues to liaise with external agencies and cross border agencies which is improving the support available for the most vulnerable pupils.
				<u>Summer Impact:</u> Children identified as vulnerable because they are unlikely to meet the standard in maths have been identified for further intervention in term 6. This is being carried out by the class teacher of the class into which the child will be entering. The impact is that teachers have early insight into the most vulnerable children entering into their class in September. Nursery visits continue to be taken and this has created early relationships between children, parents and schools. It has given teachers the opportunity to identify

				any vulnerabilities or SEND to ensure that provision is in place when the children arrive in September. Summer twilight training is centred around SEND workforce development units available for staff.
Intended Monitoring				Next Steps
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? What provision is there for GDS learners in maths? 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				CL to develop whole school training for the development of GDS in mathematics in all year groups- in place. CL to monitor impact SEND and vulnerable focus for all curriculum leaders. Further use of the SEND workforce development units in 2026-27 training
Actioned by		Lead by		Finance
All staff		SENDCo team		SEND team time already accounted

Together we....	Ofsted Criteria	Intent	Implementation	Impact
Learn Encourage Aspire Respect Nurture	Personal Development. Behaviour and attitudes	C3) Robust safeguarding practice; effective training and governance overview.	- Continue to develop the new more efficient filing system - 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.	<u>Autumn Impact:</u> All systems are in place and working effectively. Training is up to date and whole staff safeguarding training took place in September for staff and governors. Safeguarding and health and safety remain a focus at the start of all staff meetings. Safeguarding procedures have been monitored by governors and safeguarding team.

			• 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. • Review of PSHE / RSE curriculum to adapt and adopt statutory and recommended changes in line with school vision and safeguarding principles.	<u>Spring Impact:</u> Governor monitoring of the safeguarding audit in both schools has been completed. DSLs have attended termly safeguarding briefings. <u>Summer Impact</u> PSHE / RSE curriculum has been reviewed and consultation is complete with parents. Training has been delivered to teaching staff and the policy is ready for ratification from governors. This has created a more integrated sequence of PSHE teaching with fewer 'add ons' which could be missed. It has, however, created significantly extra work for the CL and also liaison with the computing CL regarding e-safety.
Intended Monitoring				Next steps
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				RSE lead to update new RSE curriculum and policy and share with all staff and governors. Review the new home visit guidance.
Actioned by		Lead by		Finance
All staff		Safeguarding team		£800 training budget

Together we....	Ofsted Criteria	Intent	Implementation	Impact
-----------------	-----------------	--------	----------------	--------

Learn Encourage Aspire Respect Nurture	Personal Developm ent. Behaviour and attitudes	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.	• 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. • 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.	<u>Autumn Impact milestone:</u> New music resources for worship purchased inline with diocese advice. Governors and staff continue to articulate the vision with regards to policy decisions. RE lead worked with diocesan advisors to implement new RE curriculum. Choir performed at various community events over the Christmas period.
				<u>Spring Impact milestone:</u> Visit from St.Phillips centre for Year 5 and 6 pupils was a success, pupils enjoyed talking to people from other religions and gaining first hand experience. Children continue to deliver weekly collective Worship confidently. Governors continue to articulate how the vision is supporting through their monitoring visit reports.
				<u>Summer Impact milestone:</u> RE assessments have been modified in line with the new curriculum and curriculum snapshot method for effectively assessing pupil’s learning. Curriculum planning is effective and minor adjustments have been made where one unit proved problematic. Advice was sought from the Diocese and alternative curriculum content has been planned.
Intended Monitoring			Next Steps	
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. Foundation governor staff voice (curriculum leaders), how does your subject enable children to flourish?			Further develop the roll of eco warriors within the community. RE leader to explore visits to places of worship to enhance the new RE curriculum.	
Actioned by		Lead by		Finance

All staff	EHT / HoS	Transport costs to community events £600
-----------	-----------	--

LINCOLNSHIRE EDUCATION STRATEGIC ONE PLAN 2025/26



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.



