Rolling Two Year School Development Plan 2026-2027

Learn
Encourage
Aspire
Respect &
Nurture

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HARLAXTON data from 2025-26

EYFS Good level of development	83.3%	National 67.7% (2024 data)
Phonics check Year 1	93.8%	National 79% (2023 data)
Phonics check Year 2	33.3%	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	Average scaled score: school	Average scaled score: nationally
English reading	93.3	75	108.17	106
English grammar, punctuation and spelling	90	74	108.10	105
Mathematics	80	75	105.93	105
English writing (teacher assessment)	83.3	73	N/A	N/A
Science (teacher assessment)	86.7	82	N/A	N/A
Reading, Writing and Maths (combined) expected standard	73.3	63	N/A	N/A

DENTON data from 2025-26

EYFS Good level of development	50%	National 67.2% (2023 data)
Phonics check Year 1	85.7%	National 79% (2023 data)
Phonics check Year 2	100%	National 54.6% (2023 data)

Key stage 2 comparative report Denton

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

Subject	Percentage of pupils achieving the expected standard: school	Percentage of pupils achieving the expected standard: nationally	Average scaled score: school	Average scaled score: nationally
English reading	100%	75%	112	106
English grammar, punctuation and spelling	100%	74%	114	105
Mathematics	100%	75%	112	105
English writing (teacher assessment)	100%	73%	N/A	N/A
Science (teacher assessment)	100%	82%	N/A	N/A
Reading, Writing and Maths (combined) expected standard	100%	63%	N/A	N/A

Summary Page

1. **Leading and Managing Change Effectively**
    - Facilitate smooth change management through clear communication, consultation, and transparent decision-making.
    - Ensure strategic planning and curriculum development align with the school's vision and educational advancements.
2. **Strengthening Inclusive Classroom Practice**
    - Enhance staff understanding of SEND and adaptive teaching to support every learner.
    - Improve pupils' oracy skills and ensure effective communication and planning adaptations.
3. **Ensuring Compliance, Safety and Legislative Readiness**
    - Maintain a safe and compliant environment by implementing current legislative requirements and conducting regular reviews.
    - Provide staff training and monitor readiness through audits and governance.
4. **Improving Writing Outcomes Through Sentence Development**
    - Strengthen sentence construction and composition across key stages.
    - Pilot training programs and monitor their impact on writing quality.
5. **Developing Consistent Learning Behaviours Across the Federation**
    - Establish consistent expectations for resilient, independent, and respectful learners.
    - Develop oracy skills and implement behaviour policies to minimize disruption.
6. **Enhancing Early Years Foundation Stage Provision**
    - Strengthen foundational knowledge and skills through purposeful opportunities and effective planning.
    - Monitor progress and improve transition into Year 1.

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 (Yeas 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 2026/ 2027

Priority 1 — Leading and Managing Change Effectively

<table>
<tr><th>Together we….</th><th>Ofsted Criteria</th><th>Intent</th><th>Implementation</th><th>Impact</th></tr>
<tr><td rowspan="3">Learn
Encourage
Aspire
Respect
Nurture</td><td rowspan="3">Leadership & Management</td><td rowspan="3">To enable the school community to successfully navigate change through clear communication, meaningful consultation and transparent decision-making processes through structured feedback cycles.</td><td rowspan="3">• Manage communication between governors, federation leaders and the school community regarding MAT developments.
• Communicate rationale, impact and implications of change clearly, providing opportunities for collaboration and feedback.
• Ensure strategic planning, school priorities and curriculum development align with the school's vision and reflect local, national and wider educational developments.</td><td><u>Autumn Impact milestone:</u></td></tr>
<tr><td><u>Spring Impact milestone:</u></td></tr>
<tr><td><u>Summer Impact milestone:</u></td></tr>
<tr><td colspan="3">Intended Monitoring</td><td colspan="2">Next Steps</td></tr>
<tr><td colspan="3">Governor monitoring: Governor monitoring of communication effectiveness. Staff voice surveys. Review of strategic planning documents.

Staff monitoring:

SLT to assist governor monitoring</td><td colspan="2"></td></tr>
<tr><td>Actioned by</td><td colspan="2">Lead by</td><td>Finance</td></tr>
<tr><td>SLT and SENDCO team</td><td colspan="2">Governors and SLT</td><td>Within leadership budget</td></tr>
</table>

Priority 2 — Strengthening Inclusive Classroom Practice

Together we….	Ofsted Criteria	Intent	Implementation	Impact
Learn Encourage **Aspire** Respect Nurture	Leadership & Management • Behaviour & Attitudes • Quality of Education	To ensure all classroom practice is inclusive by developing staff understanding of SEND and adaptive teaching approaches that maximise learning for every child.	• Provide training and resources on adaptive teaching strategies, including technology and flexible grouping. • Develop pupils' oracy skills to improve participation, communication and collaboration. • Ensure teachers and TAs have time to plan and communicate adaptations effectively. • Prioritise communication and partnership with parents and carers of vulnerable pupils.	<u>Autumn Impact milestone:</u> <u>Spring Impact milestone:</u> <u>Summer Impact milestone:</u>

Intended Monitoring	Next Steps
Governor monitoring: Can the teachers articulate the expectations for inclusive practice in classrooms? Use a learning walk to determine where you can find evidence of where inclusive practice is evident or where it may need more development, **Staff monitoring:** SEND team monitoring of provision maps. Lesson study cycles. Parent voice surveys.	Develop federation-wide adaptive teaching exemplification materials. Extend oracy development into wider curriculum subjects.

Actioned by	Lead by	Finance
SLT and SENDCO team	Governors and SLT	Within existing training budget

Priority 3 — Ensuring Compliance, Safety and Legislative Readiness

Together we….	Ofsted Criteria	Intent	Implementation	Impact
Learn Encourage **Aspire** Respect Nurture	Leadership & Management • Behaviour & Attitudes • Personal Development	To maintain a safe, secure and compliant learning environment through effective implementation of current and emerging legislative requirements.	• Implement Martyn's Law through updated policies, staff training and operational procedures. • Implement KITT (or similar)systems to support compliance. • Implement Benedict's Law through policy updates, staff training and communication. • Regularly review safeguarding, health and safety procedures	<u>Autumn Impact milestone:</u> <u>Spring Impact milestone:</u> <u>Summer Impact milestone:</u>

Intended Monitoring	Next Steps
Governor monitoring: Can the teachers articulate the expectations for managing the expectations of Benedicts law and Martyn's law and can this be demonstrated by school staff? **Staff monitoring:** Safeguarding audits. Review of logs.	Embed legislative requirements into induction processes. Develop annual safeguarding compliance calendar.

Actioned by	Lead by	Finance
SLT and SENDCO team	Governors and SLT	£700 per school for auto injection and inhaler kits.

Priority 4 — Improving Writing Outcomes Through Sentence Development

Together we….	Ofsted Criteria	Intent	Implementation	Impact
Learn Encourage **Aspire** Respect Nurture	Quality of Education	To improve writing outcomes across the federation by strengthening sentence construction and composition.	• Pilot Keystone Writing training in KS1. • Develop consistent modelling of sentence structures in KS2. • Explore professional development opportunities, including Catherine Caldwell training. • Monitor the impact of sentence level approaches on writing quality.	<u>Autumn Impact milestone:</u> <u>Spring Impact milestone:</u> <u>Summer Impact milestone:</u>

Intended Monitoring	Next Steps
Governor monitoring: Can the teachers articulate the expectations for writing, especially in KS1 and how these are taught. Can children demonstrate their development of writing in each year group through your observations? **Staff monitoring:** Book looks. Pupil progress meetings. Moderation cycles.	Extend Keystone approaches into KS2. Develop federation sentence-construction progression document.

Actioned by	Lead by	Finance
All teaching staff (Initially EYFS and Year 1)	Writing leader	Staff training – £1000 including cover

Priority 5 — Developing Consistent Learning Behaviours Across the Federation

Together we….	Ofsted Criteria	Intent	Implementation	Impact
Learn Encourage **Aspire** Respect Nurture	Behaviour and attitudes Personal development	To establish consistent expectations for learning behaviours, enabling pupils to become resilient, independent, proactive, respectful and responsible learners.	• Develop oracy skills to support listening, discussion and respectful communication. • Consult staff to identify effective routines that promote exemplary behaviour. • Review and refine the behaviour policy. • Establish federation-wide expectations for managing low-level disruption. • Implement consistent procedures for restoring learning quickly.	<u>Autumn Impact milestone:</u> <u>Spring Impact milestone:</u> <u>Summer Impact milestone:</u>

Intended Monitoring	Next Steps
Governor monitoring: Can the teachers articulate the expectations for learning behaviours and how these are taught. Can children demonstrate their use of learning behaviours through your observations? **Staff monitoring:** Behaviour logs. Learning walks.	Develop federation behaviour toolkit. Introduce pupil leadership roles linked to behaviour excellence.

Actioned by	Lead by	Finance
All staff	SLT	Staff training – within training budget

Priority 6 — Enhancing Early Years Foundation Stage Provision

Together we….	Ofsted Criteria	Intent	Implementation	Impact
Learn Encourage **Aspire** Respect Nurture	Quality of Education Personal development	To strengthen Early Years provision through purposeful opportunities that develop foundational knowledge and skills.	• Define expectations for foundational knowledge and skills. • Consult EYFS practitioners to identify effective practice. • Embed agreed approaches within planning and teaching. • Use monitoring outcomes to inform policy and planning.	<u>Autumn Impact milestone:</u> <u>Spring Impact milestone:</u> <u>Summer Impact milestone:</u>

Intended Monitoring	Next Steps
Governor monitoring: Can the teachers articulate the foundational skills and how these are taught. Can children demonstrate their use of foundational skills through your observations? **Staff monitoring:** EYFS learning walks. Planning scrutiny. Pupil progress data.	Develop EYFS foundational skills progression document. Strengthen transition into Year 1.

Actioned by	Lead by	Finance
EYFS Teaching staff	EYFS leader	Staff training – nominal amount £500 on resources

Embedding Priorities from previous years

<table>
<tr><th>Together we….</th><th>Ofsted Criteria</th><th>Intent</th><th>Implementation</th><th>Impact</th></tr>
<tr><td rowspan="3">Learn
Encourage
Aspire
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Nurture</td><td rowspan="3">Quality of Education</td><td rowspan="3">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.</td><td rowspan="3">• Implement, monitor and review the new RWI spelling structure and additional Year 6 units for impact
• Continue marginal gains focus including with handwriting and presentation
• Continue 101 books initiative and focus on reading breadth.</td><td><u>Autumn Impact milestone:</u></td></tr>
<tr><td><u>Spring Impact milestone:</u></td></tr>
<tr><td><u>Summer Impact milestone:</u></td></tr>
<tr><td colspan="3">Intended Monitoring</td><td colspan="2">Next Steps</td></tr>
<tr><td colspan="3">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</td><td colspan="2"></td></tr>
<tr><td>Actioned by</td><td colspan="2">Lead by</td><td>Finance</td></tr>
<tr><td>Teaching staff</td><td colspan="2">M Dodsworth / Sheriden Edwards/Claire Finder</td><td>Staff training – nominal amount £500 on resources as the bulk were refreshed previous year.</td></tr>
</table>

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 / vulnerable learning 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 practice 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> <u>Spring Impact:</u> <u>Summer Impact:</u>

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/ vulnerable? **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	

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 Teacher / TA training to develop integrated and shared approaches Focus: Adaptations Quality first teaching	• CPD for Teachers /TAs SEND focus and early intervention focus(SEND workforce development training) • Teacher / TA meetings / communication meetings and feedback from these regularly circulated • 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. • Learning walks / lesson studies focused on adaptations for vulnerable / SEND • Focus on mathematics – both at the expected standard and support for children to gain this and at the GDS standard in order for the results to elevate to the standards achieved in reading • Liaise with outside agencies, where required, to support referrals, assessment and additional support for children requiring intervention. • Sensory Circuits – self led or reactive / classroom led.	<u>Autumn Impact:</u> <u>Spring Impact:</u> <u>Summer Impact:</u>

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	

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. • 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>Autumn Impact:</u> <u>Spring Impact:</u> <u>Summer Impact</u>

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	

Actioned by	Lead by	Finance
All staff	Safeguarding team	£800 training budget

<table>
<tr><th>Together we….</th><th>Ofsted Criteria</th><th>Intent</th><th>Implementation</th><th>Impact</th></tr>
<tr><td rowspan="3">Learn
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Nurture</td><td rowspan="3">Personal Development. Behaviour and attitudes</td><td rowspan="3">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.</td><td rowspan="3">• 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.</td><td><u>Autumn Impact milestone:</u></td></tr>
<tr><td><u>Spring Impact milestone:</u></td></tr>
<tr><td><u>Summer Impact milestone:</u></td></tr>
<tr><td colspan="3">Intended Monitoring</td><td colspan="2">Next Steps</td></tr>
<tr><td colspan="3">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?</td><td colspan="2"></td></tr>
<tr><td colspan="2">Actioned by</td><td>Lead by</td><td colspan="2">Finance</td></tr>
<tr><td colspan="2">All staff</td><td>EHT / HoS</td><td colspan="2">Transport costs to community events £600</td></tr>
</table>