

## Happiness, Partnership and Success

### Intent

Haydn Primary School is an aspirational and happy school. High expectations and an educational intention that centres on achieving the best possible outcomes for all children is at the heart of what we do so that ; -

- Learners are safe, happy, confident, secure and able to engage with the wider community. They develop strong characteristics for learning; Resilience, Responsibility, Resourcefulness, Reflectiveness, Readiness and are well prepared to live life in Modern Britain.
- That all pupils are extremely well prepared to become life- long learners and can achieve the highest possible social, emotional, physical and academic standards
- Learning is enjoyable, integrated and stimulating; education is delivered in a way that develops and challenges children and excites their imagination. In this way children enjoy not just learning different things, but learning in many ways; out of doors, through play, in small groups, through art, music and sport, from each other and from adults other than teachers.

### We strive:

- To achieve the best outcomes for each child regardless of individual starting points and ensure that children feel a sense of achievement in all that they do.
- To deliver an interesting, broad, creative and challenging curriculum.
- To empower children to become independent, resilient learners and thinkers.
- To develop enquiring minds, enterprising skills and embrace lifelong learning, inspiring all to hold a natural curiosity and love of learning.
- To encourage pupils to develop self-discipline and high standards of work and behaviour. This includes encouraging pupils to act responsibly, display initiative, be considerate and respect themselves and others.
- To celebrate social and cultural diversity so that everyone feels valued and respected.
- To help children to develop a knowledge and understanding of issues affecting their health and well-being so that they can make informed choices for their future.
- To enable pupils to become responsible and environmentally aware global citizens, and value and celebrate their contributions to society.
- To harness and encourage the safe use of new technologies to enhance and extend learning.

**Implementation:** In order to achieve this, we provide:

- A happy nurturing environment where all children can fulfil their potential and make a valuable contribution to society.
- High quality and exciting teaching which is a strength of this school, and we pride ourselves on this.
- A wide range of enrichment activities to enhance our creative curriculum and enable us to teach and children to practise all their required skills.
- Effective pastoral support to promote pupils spiritual, cultural, social and moral development.
- Positive and effective partnership between pupils, staff, parents, governors, other agencies and the wider community.
- Committed, forward looking and energetic staff who work relentlessly to ensure ours is an effective school where all children receive the best education possible.
- Involvement in local, national and international networks enabling us to learn from best practice and use all resources to develop and further strengthen our offer.

### School Context:

Haydn Primary and Nursery School is in Sherwood within Nottingham City Local Authority. Haydn Primary and Nursery School is a member of the Nottingham Schools Trust – a non MAT trust. The school serves a richly diverse catchment area which the school celebrates and promotes in all it does. The overall ethos of Haydn is an inclusive school where aspirations for high academic achievement supported by an exciting curriculum sit alongside the 5 Rs – Ready, Responsible, Resilient, Resourceful and Reflective - ensuring that the personal development of all pupils is at the heart of the school.

- The new Head Teacher Lisa Paulson, previously the Acting Head Teacher from September 2023 is supported by a newly appointed SLT – Mary Chambers AHT, Annie Harley AHT, Amanda Evans AHT; two of the AHTs (AH & AE) are currently in role for a year. The Chair of Governors Helen Yates is in her second year in role. The School Business Manager is in her second year in this role in school but has been an employee of the school for many years. Mandy Austin NST School Improvement Advisor supports the new Head Teacher one day a week.
- There are 4 DSLs in school LP, AH, AE (SLT as above) plus Mel Williamson TA
- Whilst Haydn Primary and Nursery School was judged as 'Outstanding' in 2013 there has been much change since then. Currently the school is 'Good' when checked against OFSTED criteria. Once the SLT has become fully established and permanent posts are in place the aspiration to be 'Outstanding' will be revisited. The school's last inspection was in October 2013.
- **456 pupils on roll:**
- **Attendance for academic year 2022/23: 94.4%**
- At Haydn there are 78 Pupil Premium pupils (17.1%) (23.4% national). This is a rise from the Autumn term (65 pupils, 14.3%) Approximately 1/4 (18) are Post Looked After Children (PLAC) which can bring additional challenges for individuals. Following the pandemic, we believe there are more families who are eligible for FSM. The office has sent out a survey to capture our current free school meal status. The importance of applying for FSMs has also been highlighted to new parents at the Nursery and F2 meetings as we aware that some parents may not apply as children are in receipt of universal free school meals until KS2.
- The school has a deprivation indicator of 0.18 which is in line with the NA. However, Nottingham City ranks 20<sup>th</sup> out of 326 districts in England using the average deprivation score measure making it the fourth most deprived of the core cities and this is reflected in the needs of our most vulnerable families.
- 32 % pupils with EAL - this is a growing number in school.
- The number of children with significant special needs has increased significantly (more than doubled) over recent years and we provide for pupils experiencing multiple and profound difficulties. We have 4 children who are working at pre-verbal stages and a further 7 pupils with complex needs.

There are 6 children with an EHCP, one of whom is educated from home via LA support and 13 pupils with HLN funding. There are 47 pupils in total identified as SEND pupils with the main area of need being ASD. There are 20 children who we are currently monitoring and assessing their needs.

- Attendance for the academic year 2022/23 - 94.4% (FFT National 93.8%) . Persistent absence 14% (FFT National 19%). We have an Attendance officer and an Attendance Champion (Lead) in school who are working to improve attendance, working towards our target attendance of 97%
- The Head Teacher, Lisa Paulson was appointed in February 2024 and had been in an acting role since September 2023.
- There are 3 Assistant Head Teachers in post, 2 of whom are in post for this academic year.
- There are 4 strong Phase Leads in EYFS, KS1, LKS2 and UKS2.
- 1 teachers is currently on maternity leave, 1 teacher returned 29.1.24.
- We have an Early Career Pathway teacher in Year 4 who is in her second year having successfully completed her first year. The induction tutor is Amanda Evans.
- The school remained open throughout the COVID19 outbreak and provided both school-based learning and remote learning for all pupils. However there has inevitably been disruption to learning during this period.
- The school uses Microsoft Teams as a learning platform and Smoothwall as a filtering and monitoring program.
- The school serves a diverse community socially, culturally and economically.
- **Staff and pupil well-being following the pandemic**- sports clubs, music lessons, area band, sporting events, Art Club and Singing Club. swimming started at the beginning of the autumn term in 2023. ELSA staff trained and a dedicated room is available to support 1-1 conversations. There are 3 trained ELSA staff to facilitate tailored work for key pupils. For staff, a well- planned staff meeting and CPD structure to support school priorities to include research time and the maintenance of a high- quality environment.
- Happy Helpers and Prefects to support lunch times.
- KS1 playground- zoned with play equipment to support co-operative play. To support transition and positive relationships high staffing ratio in year groups to support play outside, including lunch times.
- Sports coach in KS2 every lunchtime to support games and personal development.
- 2 BIO clubs (by invitation only) at lunch times to support specific pupils at lunch times.

School Development Plan Overview 2023-24		Objectives
Area 1	<b>Improve quality of education (detail to be refined post ASP IDSR 2019)</b>	<ul style="list-style-type: none"> <li>To ensure that all subjects areas within the curriculum are coherently sequenced and planned in detail so that the children are building their disciplinary and substantive knowledge accumulatively over time; this includes the revision of maths curriculum progression and English curriculum progression</li> <li>To develop 'Key Learning' criteria by which to judge each child's attainment at the expected level from Y1 to Y6 in Science, History and Geography</li> <li>To ensure that children from Y1 to Y6 can articulate age and stage appropriately, the knowledge they have gained in a lesson, during a week and at the end of a series of lessons</li> <li>To ensure that each Subject Leader is trained and supported to be able to succinctly and confidently articulate the intent, implementation and impact of their area</li> <li>To embed the Haydn essentials of Quality First Teaching re-established in 2022-23; ensure that the need to challenge the more able is emphasised and that aspirations for GD attainment is clear to all</li> <li>Within the Quality First teaching approach to ensure that the curriculum is adapted in every lesson for those children with identified Special Educational Needs so that each individual can access their full National Curriculum entitlement</li> <li>To set aspirational targets for every child's attainment in the core subjects representing the impact of the curriculum on the children's learning and attainment – particular emphasis on GD.</li> </ul>
Area 2	<b>Improve pupils' behaviour and attitudes</b>	<ul style="list-style-type: none"> <li>To rigorously uphold the 5 'Rs' with an emphasis on restorative behaviour management practice; to ensure all staff consistently adopt this principle and methodology</li> <li>Arising from patterns identified 2022-23 ensure that all of the pupils in the Y6 cohort 2023-24 are fully aware of the school's expectations in regard to behaviour, at all times of the school day including IT communication whilst at home</li> <li>To fully induct the new children in F2 so that they develop a full understanding of the Haydn ethos and expectations; to work closely with new families to share all of these messages and expectations</li> <li>To support the new Attendance Champion in her role and ensure that all agreed attendance procedures are rigorously upheld, that communication with parents is swift and effective, to escalate individual PA cases as the need arises and to keep the overall attendance rate above the national average (Attendance Internal Audit termly).</li> </ul>
Area 3	<b>Improve pupils' Personal Development</b>	<ul style="list-style-type: none"> <li>To ensure that the language and concepts of British Values 'democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs' are used and commonly known throughout the school eg on display in classrooms and communal areas of the school, referred to and or specifically taught in PSE lessons and in assemblies</li> <li>To ensure that all members of staff are fully aware of Protected Characteristics and that these are reflected within the RHSE curriculum where relevant and age and stage appropriately</li> <li>To check that the children receive regular messages in assemblies and lessons re IT safety</li> <li>To ensure that the spiritual, moral, social and cultural aspects of the curriculum are identified and that all children receive opportunities to experience these aspects within their Haydn journey</li> </ul>
Area 4	<b>Improve leadership and management</b>	<ul style="list-style-type: none"> <li>Within the SLT structure for 2023-24 to ensure that members of SLT are fully inducted in their roles at the beginning of the year, individually know the expectations of their roles and are held accountable accordingly (Job Descriptions, Appraisal, allocation of tasks)</li> <li>To establish a programme of Professional Development for the Office Team including clarity of individuals' roles and duties and an overall objective for the year</li> <li>To establish a programme of Professional Development for the TA Team including two objectives, one linked to children's/a child's progress or well-being and one linked to CPD and or training; this will include an observation of practice</li> <li>To ensure that there is an effective and regular set of monitoring procedures across the school year which accurately inform the SLT and the Governing Body of the school's strengths and areas for development so that concerns that may arise can be swiftly rectified (Termly SEND, Attendance, EYFS and Safeguarding Audits, Appraisal observations x3, TA observations x1, Subject Leader monitoring of curriculum subjects, Governing Body monitoring)</li> <li>To develop the Governing Body's strategic monitoring role to ensure that individual members of the Governing Body can articulate the strengths and areas for development of the school</li> <li>To continue to hold weekly safeguarding meetings (to question professional perception and check unconscious bias, to put the voice of the child at the heart of all decisions, to escalate a case when necessary)</li> <li>To regularly check all safeguarding procedures (termly audit/check) in order to maintain the rigour of the established systems and ensure that all measures are in place to keep children safe. (Health and Safety, School Security, recruitment, SCR, all required safeguarding training, DSL updates, KCSinE Sept 2023, PREVENT, CSE, FGM plus additional training if a need arises). Also that the children can describe how they keep themselves safe at school and at home including online</li> <li>To ensure that at the beginning of the school year all statutory aspects of the school website are compliant.</li> </ul>
Area 5	<b>Improve the effectiveness of the early years provision</b>	<ul style="list-style-type: none"> <li>To fully induct, develop and train (Early Excellence) the new EYFS Lead</li> <li>To fully induct the new F2 teacher so she is fully aware of all of Haydn's EYFS requirements inc safeguarding and supervision of the youngest children, teaching, learning and the curriculum inc the expectations of continuous provision</li> <li>To revisit, reconsider and develop F2 outdoor learning so that the outdoor continuous provision reflects the high standards of the indoor continuous provision.</li> </ul>

		<ul style="list-style-type: none"><li>To further develop the progression curriculum in the EYFS.</li></ul>
Area 6	<b>Additional Aspects (Buildings, H&amp;S, Safeguarding, Governor Projects etc)</b>	<b>To note that the Governing Body is in the process of looking into the agreements in place with HOSCA, the on site, before and after school provision – a separate entity with its own unique reference number and inspection arrangements.</b>

2023- 2024




Key Current and Target Performance Indicators:  
Overarching Milestones for Teaching and Achievement:

Overarching Milestones for attainment and progress - % of pupils on track		Actual July 2022			FFT Estimates for end of Key stage Top 20%-5% range	School Targets July 24
		National 2023	NST Averages 2023	School Outcomes July 2023		
EYFS					2025	
	F2 GLD	F2 GLD	67.30%	81.4%		
Year 1					2024	
	Year 1 Phonics	Year 1 Phonics APS		36.1		
		Year 1 Phonics	79%	90.0%		95%
	Year 1 Reading	EXS+		75%		95%
		GDS		17%		26.6%
	Year 1 Writing	EXS+		52.73%		86.67%
		GDS		8%		25%
	Year 1 Maths	EXS+		65.45%		95%
		GDS		3.64%		38%
YEAR 2					2023	
	Year 2 RWM	EXS+	56.2%	68.3%		
		GDS	6.2%	1.7%		
	Year 2 READING	SS				
		EXS+	68.4	78%		81.36%
	Year 2 WRITING	GDS	18.8	11.7%		27.12%
		EXS+	60.2	73%		72%
	Year 2 MATHS	GDS		3.3%		17%
		SS	8.2			
		EXS+	70.5	76%		71%
		GDS	16.4	14%		25%
YEAR 3					2026	
	Year 3 RWM	EXS+				84-90%
		GDS				26-39%
	Year 3 Reading	SS				109-111
		EXS+		77.97%	89-93%	81.81%
	Year 3 Writing	GDS		27.12%	47-58%	32.72%
		EXP		66.10%	92-95%	78.5%
	Year 3 Maths	GDS		20.34%	41-53%	21.43%
		SS				109-111
		EXS+		81.36%	93-96%	80.6%
		GDS		23.73%	47-59%	29.82%
	Year 3 GPS	SS				112-114
		EXS+			93-96%	
		GDS				61-71%
Year 4					2025	
	Year 4 RWM	EXP+				82-88%
		GDS				20-32%
	Year 4 Reading	SS				108-110
		EXP+		71.19%	87-91%	89.83%
	Year 4 Writing	GDS		28.81%	42-51%	27.12%
		EXP+			91-94%	71.18%
	Year 4 Maths	GDS			34-44%	22%
		SS				108-110
		EXS+			91-94%	86%
		GDS			42-53%	30%
	Year 4 GPS	SS				110-111
		EXS+			91-95%	
		GDS				53-64%
Year 5					2024	
	Year 5 RWM	EXP+				80-87%
		GDS				17-27%

	Year 5 Reading	SS				107-109	
		EXP+			82.76%	85-90%	85%
		GDS			29.31%	37-46%	30%
	Year 5 Writing	EXP+			80.00%	89-93%	81.35%
		GDS			20.00%	29-39%	28.81%
	Year 5 Maths	SS				108-110	
		EXS+			75.86%	90-93%	84.7%
		GDS			34.48%	38-49%	33.9%
	Year 5 GPS	SS				109-112	
	EXS+				90-94%		
	GDS				49-62%		
Year 6						<b>2023</b>	
	Year 6 RWM	EXP+	59.4%	57.0%	73.3%	77-82%	70%
		High	8.0%	6.7%	1.7%	20-32%	
	Year 6 Reading	SS	105.1	104.0	106.5	107-109	
		EXP+	72.7%	69.4%	81.7	82-86%	87.72%
		High	29.1%	25.2%	31.7	41-51%	49%
	Year 6 Writing	EXP+	71.4%	68.4%	83.3	84-87%	86.67%
		High	13.4%	12.0%	11.7	35-46%	38%
	Year 6 Maths	SS	104.2	103.6	106.7	107-109	
		EXP+	72.8%	71.7%	86.7	87-91%	92.9%
		High	23.9%	22.9%	36.7	40-52%	43.8%
	Year 6 GPS	SS	104.9	104.8	105.7	109-111	
		EXP+	72.2%	71.1%	80.0	86-90%	
		High	30.1%	31.1%	25.0	53-64%	


Attendance	FFT National	2023 Actual- FFT	2024 Target
Attendance all	93.80%	94.30%	97%
Attendance Pupil Premium	91.30%	92.60%	94%
Persistent absence (% of pupils with 10% + absence)	19.00%	15.00%	12%

# Priority Action Plans

School Development Plan	<b>Haydn Primary and Nursery School</b>	 <b>2023-24</b>
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## Priority Area 1: Quality of Education

<b>Overall objective:</b> <ul style="list-style-type: none"> <li>To ensure the quality of education at Haydn Primary School remains at least good.</li> </ul>	<b>Impact:</b> <ul style="list-style-type: none"> <li>All Subjects Leaders will be competent and confident in their Subject Leader roles</li> <li>The curriculum at Haydn will be thoroughly planned and coherently sequenced</li> <li>The children will be able to articulate their knowledge gained over time in all subjects</li> <li>Assessment in History, Geography and Science will be established</li> <li>In all lessons and curriculum deep dives the evidence supports a securely good judgement</li> <li>Attainment targets set at expected and GD will be achieved or attainment will be close to the target.</li> </ul>
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Essential Evaluation Questions for Governors/SMT	 <b>QUALITY OF EDUCATION</b> questio
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Objective	Specific Actions	Timeline/ When	Lead Staff	Resources/ Cost	Monitoring/Evaluation		
					What?	Who?	When?
To ensure that all subjects areas within the curriculum are coherently sequenced and planned in detail so that the children are building their disciplinary and substantive knowledge accumulatively over time; this includes the revision of maths curriculum progression and English curriculum progression	<ul style="list-style-type: none"> <li>Regular briefing reminders from May 2023 (following Inspection Review)</li> <li>Staff Meeting with Mandy Austin, SIA on subject leader expectations</li> <li>Revised progression map proforma for all subjects including Maths and English</li> <li>Introduction of annual curriculum overview by year group</li> <li>Monitoring of the weekly planning each half term with feedback.</li> </ul>	May 2023  20.6.23  8.9.23  8.9.23  WB 2.10.23	MC AH LP BW	Leadership time	Revised progression maps and annual curriculum overviews in place	LP MA	As listed
<b>IMPACT</b>	Work on-going. Subject leaders are more confident at articulating the intent for their subjects. December 2023 – All Progression Maps with the exception of Music revised and on the website. All staff and senior leaders are clear about the sequence of the knowledge to be gained and built over time. Annual curriculum overviews completed for each year group. March 2024 – Music Progression Map almost there – deadline .26.4.24; PE Progression Map to be completed and on website by 8.3.24.						
To develop 'Key Learning' criteria by which to judge each child's attainment at the	<ul style="list-style-type: none"> <li>Subject leaders for Science, History and Geography will check that the identified 'non-negotiables' – 'what the children must know' – match the National Curriculum criteria</li> <li>Ensure that the disciplinary knowledge is well-represented</li> </ul>	End of Autumn 1  4.10.23	SG BS BC	Leadership time Plus 3 days cover	Tasks are completed and we are accurate in the criteria selected	LP MA	By -20.10.23 20.12.23

expected level from Y1 to Y6 in Science, History and Geography	<ul style="list-style-type: none"> <li>Staff meeting to agree 'non-negotiables' (substantive and disciplinary knowledge) with all staff</li> <li>Compile an Arbor spreadsheet to record end of year assessments.</li> </ul>	May 2024	LP				28.3.24
<b>IMPACT</b>	<p>Key learning criteria complete and to be shared with staff at staff meeting 18.10.23. To be trialled in Autumn 2.</p> <p>December 2023 – in books and in use across all year groups. Clear and accurate assessment of knowledge gained over time in Science, History and Geography.</p> <p>February 2024 – revisited with subject leads – Shallow Paddles. Accurate assessments in place in History, Geography and Science termly.</p> <p>March 2024 – all assessments updated in children's books</p>						
To ensure that children from Y1 to Y6 can articulate age and stage appropriately, the knowledge they have gained in a lesson, during a week and at the end of a series of lessons	<ul style="list-style-type: none"> <li>Briefing reminders to all</li> <li>Feedback from staff</li> <li>Staff Meeting held Summer Term</li> <li>Build on expectations that all lessons will include the opportunity for children to articulate their learning/knowledge</li> <li>At the end of each week the teacher to choose two subjects for the children to summarise their week's learning/knowledge</li> <li>At the end of each half term the children to complete a summary of their knowledge gained in History, Science and Geography</li> <li>At the end of each half term SLT to talk to a sample of average ability children about their knowledge gained.</li> </ul>	May/June 2023	LP MA LP	Staff Meeting time	SLT spot checks re end of lesson and end of week knowledge articulation Subject Leader monitoring – talking to children each term SLT half termly checks – talking to a sample group of children	LP MA AH MC AE	By 20.10.23 20.12.23
<b>IMPACT</b>	<p>Work on-going.</p> <p>Impact: It has been noted that children increasingly can verbalise their learning.</p> <p>December 2023 - Retrieval statement agreed and in place. Children are regularly embedding their knowledge gained. SLT to complete checks in the Spring Term.</p> <p>February 2024 – Retrieval statement includes the completion of an initial mind map/assessment activity by all children at the beginning of each unit of work in all year groups 1-6. In History, Geography and Science teachers are highlighting each lesson's objectives in retrospect prior to the next lesson. Children's ability to verbalise their knowledge is increasingly fluent and accurate.</p> <p>March 2024 – Y4 children were able to describe the Y4 favourite 5 and talk about popular authors and genre.</p>						
To ensure that each Subject Leader is trained and supported to be able to succinctly and confidently articulate the intent, implementation and impact of their area	<p>Subject leaders to check the following are in place –</p> <ul style="list-style-type: none"> <li>the progression within the concepts that are taught from F2 to Y6</li> <li>the timeline of when the concepts are taught</li> <li>the disciplinary and substantive knowledge taught within their curriculum area</li> <li>the vocabulary that is required within each concept/component</li> <li>the school ethos and community priorities within that area of the curriculum</li> <li>the quality of the children's work</li> <li>the assessment of the children's attainment</li> <li>the adaptations for children with SEND and for those who are more able</li> <li>the teachers' strengths in that area of the curriculum</li> <li>the overall strengths and areas for development that are required for that area of the curriculum.</li> </ul>	INSET Time allocated Summer Term 2023	All Subject Leaders	INSET DAY 4.9.23 to rehearse  SIA time	Check that all documentation is in place and leaders can confidently articulate the 3 Is Governor meeting with Subject Leaders 27.9.23 – to rehearse intent  Staff meeting on the role of subject leaders – MA  MA to meet individually with subject leaders	LP MA SLT Governors  MA  MA	8.9.23 27.9.23 17.1.24  31.1.24  7.2.24 and 15.3.24
<b>IMPACT</b>	<p>Work is on-going.</p> <p>December 2023 - Impact: Subject leaders are more confident to articulate the intent for their subjects, supported by their complete progression maps.</p>						



	<p>February 2024 – Impact: Subject leaders continue to grow in confidence when articulating the intent for their subjects evidenced in Maths Deep Dive and History, Geography, Science and RE Shallow Paddles with SIA, MA. Subject leaders have a clear understanding of the overall strengths and areas for development for their subjects.</p> <p>March 2024 – professional discussions - in computing, art and design, PSHE, MFL and DT – the majority of subject leaders are confident and competent in their role.</p>						
To embed the Haydn essentials of Quality First Teaching re-established in 2022-23; ensure that the need to challenge the more able is emphasised and that aspirations for GD attainment is clear to all	<ul style="list-style-type: none"> <li>INSET reminders of policy and practice</li> <li>Additional information provided to new teachers during their inductions</li> <li>Appraisal procedures for 23-24 will reflect these objectives in objective 2</li> <li>Return to the challenge required for more able pupils in their lessons (GD attainment).</li> </ul>	<p>INSET – 4.9.23</p> <p>INSET message and in Pupil Progress Meetings</p>	<p>LP MA MC AH AE</p>	Leadership Time	Spot checks and Appraisal observations	<p>LP MC AH AE</p>	<p>Observations WC 2.10.23 26.2.24 April/May</p>
<b>IMPACT</b>	<p>INSET complete</p> <p>Appraisal cycle Part 1 complete</p> <p>Impact: In the majority of lessons observed teachers were following Haydn’s QFT guidance and therefore the children were receiving good teaching and learning.</p> <p>December 2023 – Follow-up actions have been completed. Next appraisal observations in March 2024.</p> <p>March 2024 – all appraisal observations completed and quality of education is good overall.</p>						
Within the Quality First teaching approach to ensure that the curriculum is adapted in every lesson for those children with identified Special Educational Needs so that each individual can access their full National Curriculum entitlement	<ul style="list-style-type: none"> <li>SEND Lead to ensure that IPMs and PSPs are reviewed regularly</li> <li>Children’s targets accurately reflect their need</li> <li>Provision is adapted appropriately to match the children’s need.</li> </ul>	<p>Staff meeting 13.9.23</p> <p>Then termly</p>	<p>AE LP MA</p>	Leadership Time	SEND Audit - 18.10.23 Then termly	<p>LP MA</p>	<p>18.10.23 Then termly</p>
<b>IMPACT</b>	<p>SEND Audit complete – some developments to follow up on. See below.</p> <p>December 2023 – provision for our EHCP children has improved. Further work to be done here. 2 staff meetings planned for Spring 1 – 10.1.24 and 24.1.24</p> <p>February 2024 – SEND Audit complete 21.2.24 Much has been done since the last audit. Key messages were shared in a SEND Staff Meeting and as a result it is clear that SEND provision is thought through far more effectively. The EHCP children are highlighted, the Class Teachers know their duties and accountability in relation to these children and to those with an identified need. This was obvious also within recent Subject Leader professional discussions.</p>						
To set aspirational targets for every child’s attainment in the core subjects representing the impact of the curriculum on the children’s learning and attainment - particular emphasis on GD.	<ul style="list-style-type: none"> <li>Set all targets in SIMs</li> <li>Highlight children with SEND, disadvantaged, lowest 20% of pupils and most able</li> <li>Highlight and discuss the targets for the more able children at GD throughout the school with a particular focus on Year 2 and Year 6</li> <li>Include Little Wandle Phonics Assessments</li> <li>Include internal baseline assessments in F1 and F2</li> <li>Pupil Progress Meetings termly.</li> </ul>	<p>15.9.23</p> <p>Oct or Nov/Feb/April</p>	Class Teachers	Staff Meeting time	<p>Collect the targets</p> <p>Hold Pupil Progress Meetings</p> <p>Within the Pupil Progress Meetings focus upon SEND, disadvantaged and the more able children</p> <p>Analyse data</p> <p>Ensure provision is allocated to match need</p>	<p>LP MA</p>	<p>By 8.11.23</p> <p>Feb April</p>


<b>IMPACT</b>	Aspirational targets have been set. December 2023 – Pupil Progress meetings 13.12.24. Messages are being re-stated and Greater Depth is a key focus for all staff. The majority of children are making good progress. March 2024 – Pupil Progress meetings completed 27.3.24. Discussions led by SLT and moderation within year group.
<b>Review and Next Steps:</b>	
Ongoing evaluation	<b>Next steps</b>

<b>School Development Plan</b>	<b>Haydn Primary and Nursery School</b>	 <b>nst</b> Nottingham Schools Trust 2023-24
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**Area 2: Behaviour and attitudes**


<b>Overall Objective:</b> <ul style="list-style-type: none"> <li>Behaviour and attitudes at Haydn Primary School remains at least good.</li> </ul>	<b>Impact:</b> <ul style="list-style-type: none"> <li>Restorative behaviour practice is used consistently by all staff.</li> <li>Fewer incidents of poor behaviour in Year 6 both at school and at home (IT)</li> <li>F2 children will settle well into school life.</li> <li>Attendance at Haydn remains above national and swift action is taken in regard to persistent absence.</li> </ul>
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**Essential Evaluation Questions for Governors/SMT**

  
**Behaviour and Attitudes questions**


Objective	Specific Actions/ strategies	Timeline/ When	Lead Staff	Resources/ Cost	Monitoring/Evaluation		
					What?	Who?	When?
To rigorously uphold the 5 'Rs' with an emphasis on restorative behaviour management practice; to ensure all staff consistently adopt this principle and methodology	<ul style="list-style-type: none"> <li>Reminders to all staff about embedding the 5 Rs across the school.</li> <li>Reminders to all staff groups of the principles of restorative behaviour management practice.</li> <li>Induction of new staff</li> <li>The 5 Rs more visible across school.</li> </ul>	INSET 4.9.23 2023 Meeting with midday staff – July 2023 + Sept 2023  End of September 2023	LP SLT	Leadership time	LP AH	Day-today monitoring during teaching time, break times and lunchtimes	Autumn 1 – ongoing vigilance in everyday life once reminders given  To continue – emphasis on assembly themes.
<b>IMPACT</b>	<p>On-going            Impact: 5Rs are visible and in use across the school. Children can refer to them.            December 2023 – Reflection time and its principles are embedded.            February 2024 – Personal Development Audit 17.1.24 the 5 Rs “Implicit in assemblies. Represent the school ethos. The language that is used daily.” MDSs development point – meeting arranged 16.4.24. Additional behaviour records put in place following NST safeguarding 30.1.24.</p>						
Arising from patterns identified 2022-23 ensure that all of the pupils in the Y6 cohort 2023-24 are fully aware of the school's expectations in regard to behaviour, at all times of the school day including IT communication whilst at home	<ul style="list-style-type: none"> <li>Reminders to all children about Haydn's behaviour expectations</li> <li>Reminders to the Year 6 cohort about Haydn's behaviour expectations both from class teachers and the SLT.</li> <li>To continue with the regular analysis of patterns of behaviour and respond to the outcomes</li> <li>To hold a meeting for the Year 6 parents about safeguarding their children on the internet.</li> </ul>	September 2023  Meeting with parents in October 2023	SLT Team  JG	Leadership time	AH	Weekly checks on behaviour records, analysis of trends and patterns	Weekly
<b>IMPACT</b>	<p>On-going            Impact: Few incidents with Y6 high-profile children</p>						

	<p>December 2023 – Continue to monitor Y6  February 2024 – behaviour of Y6 pupils has improved and there have been very few incidents with high-profile Y6 children this term.  March 2024 – as above. We continue to monitor.</p>						
To fully induct the new children in F2 so that they develop a full understanding of the Haydn ethos and expectations; to work closely with new families to share all of these messages and expectations	<ul style="list-style-type: none"> <li>Meeting with parents to introduce Haydn’s values and ethos</li> <li>Induction for all new children</li> <li>Additional induction for children with additional needs</li> <li>Gradual transition of children into school over a week</li> <li>Meeting with new parents in September.</li> </ul>	29.6.23 From 5.9.23 to 13.9.23 September 2023	LP/BW  All F2 Teachers and TAs	Leadership time	LP  BW/LP	Regular drop-ins to F2 each week  EYFS Audit	Autumn 1  12.10.23
<b>IMPACT</b>	Impact: F2 have settled into school and are learning every day. An overall very positive EYFS Audit 28.2.24; developments noted for F1.						
To support the new Attendance Champion in her role and ensure that all agreed attendance procedures are rigorously upheld, that communication with parents is swift and effective, to escalate individual PA cases as the need arises and to keep the overall attendance rate above the national average (Attendance Internal Audit termly).	<ul style="list-style-type: none"> <li>Review and check Attendance Policy, agree with governors, publish on the school website and email to all parents</li> <li>Weekly checks on attendance – Attendance Champion and Attendance Admin Officer</li> <li>Follow up letters/communication as applicable to parents</li> <li>Introduction of penalty notices where appropriate</li> <li>Attendance Audit 29.11.2023</li> <li>Support and challenge offered for parents of persistent absentees.</li> </ul>	Governors meeting 27.9.23 Website and out to parents by 29.9.23	AH  AH/LP	Leadership time  Leadership time	LP/AH  LP	Check tasks completed  Weekly  Attendance Audit 29.11.23  <b>Attendance Audit 20.3.24</b>	From the 8.9.23
<b>IMPACT</b>	Impact: All measures to date are in place and attendance stands at 95.6% (above national) December 2023 – All measures remain in place. Attendance audit successful. February 2024 – All measures remain in place. Attendance audit planned for 20.3.24. Attendance Lead (AH) has attended DSL Network with Attendance focus Feb 24. Additional rigour re holiday absence - first referral to the LA for a penalty notice for 5 day holiday within term time. March 2024 – attendance stands at 94.5% (above national).						
<b>Review and Next Steps:</b>							
End of year evaluation		Actions for 24/25					

<b>School Development Plan</b>	<b>Haydn Primary and Nursery School</b>	 <b>2023-24</b>
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**Area 3: Personal development**

<b>Overall Objective:</b> <ul style="list-style-type: none"> <li>Personal development remains a strength at Haydn Primary School – at least good with outstanding aspects.</li> </ul>	<b>Impact:</b> <ul style="list-style-type: none"> <li>British Values are evident across the school</li> <li>The children can articulate the 5 British Values and relate them to the school’s 5Rs</li> <li>The staff can identify where Protected Characteristics are covered in the curriculum and or school life</li> <li>The staff can identify where SMSC aspects of the curriculum are covered in the curriculum or school life</li> <li>The teaching staff have the knowledge and understanding to teach all of the RHSE curriculum; the RHSE curriculum covers all required areas</li> <li>The children receive regular IT and INTERNET safety lessons and can apply these safeguards in their every day lives.</li> </ul>
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Essential Evaluation Questions for Governors/SMT	 Personal Development questi
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Objective	Specific Actions/ strategies	Timeline/ When	Lead Staff	Resources/ Cost	Monitoring/Evaluation		
					What?	Who?	When?
To ensure that the language and concepts of British Values ‘democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs’ are used and commonly known throughout the school eg on display in classrooms and communal areas of the school, referred to and or specifically taught in PSE lessons and in assemblies.	<ul style="list-style-type: none"> <li>All classrooms to have a British Values combined with the 5Rs display. Each display to illustrate examples from within the class</li> <li>A central display in the hall to be referred to in assemblies</li> <li>All year groups to deliver a lesson specifically on British Values – one per term.</li> </ul>	8.9.23 8.9.23  Termly	AH AS	Allocated time	AH to check that display are up and current in all classrooms  AH to talk to a sample of children each term about British Values	AH  AH/LP	15.9.23  Termly
<b>IMPACT</b>	<p style="color: red;">All displays are in place.            Impact: Year 5 pupils can describe 4 out of the 5 British Values (those covered in assembly)            December 2023 – Year 5 pupils can now describe all 5 of the British Values. AH to follow up with a greater sample of children next term.            February 2024 – Personal Development audit 17.1.24. Strengths identified – British Values woven into classroom practice plus assemblies. Children can recall and give examples.</p>						
To ensure that all members of staff are fully aware of Protected Characteristics and that these are reflected within the RHSE curriculum where relevant and age and stage appropriately.	<ul style="list-style-type: none"> <li>Staff Meeting on Protected Characteristics to identify curriculum coverage</li> <li>Ensure the Year 5 and 6 RHSE curriculum covers all appropriate areas within Protected Characteristics.</li> </ul>	20.9.23	All staff	Staff Meeting time	Check that the RHSE elements within Protected Characteristics are covered across the school year with particular attention to Years 5 and 6	AH AS	Termly

<b>IMPACT</b>	<p>Curriculum map almost complete and then gaps will be addressed.</p> <p>December 2023 – Protected Characteristics are identified on the RSHE progression map and part of the Y6 curriculum.</p> <p>February 2024 – Personal Development audit 17.1.24 – Curriculum matched to each characteristic and gaps noted have been filled. Threads are in place all the way from EYFS – Y6 age appropriately.</p> <p>17.4.24 group of Y6 children – Spoke to a group of 8 Y6 children who could eloquently describe how to keep themselves safe online and what school had done to guide them. All children could describe the Protected Characteristics and were able to give examples.</p>						
<p>To check that the children receive regular messages in assemblies and lessons re IT safety</p>	<ul style="list-style-type: none"> <li>To build regular and planned messages into assemblies about IT safety</li> <li>To check that the children receive regular and planned lessons on IT safety.</li> </ul>	<p>LP JG</p>	<p>Termly</p>	<p>Leadership time</p>	<p>Check assemblies and lessons are taking place and talk to a sample of children</p>	<p>JG LP</p>	<p>Termly</p>
<b>IMPACT</b>	<p>Not addressed to date.</p> <p>December 2023 – IT safety assembly planned for Spring 1. One sample of children from Y5 felt safe at school and did not express any concerns re. IT safety.</p> <p>SLT will check with a wider sample of children across school.</p> <p>February 2024 – whole school online safety assembly delivered 24.1.24</p> <p>Safeguarding page on the website updated February to include up-to-date resources for parents regarding online safety and social media.. 15.4.24 group of Y6 children – Do they safe online?</p>						
<p>To ensure that the spiritual, moral, social and cultural aspects of the curriculum are identified and that all children receive opportunities to experience these aspects within their Haydn journey.</p>	<ul style="list-style-type: none"> <li>Staff Meeting on Spiritual, Moral, Social and Cultural aspects of the curriculum to identify curriculum coverage.</li> <li>Identify any gaps in curriculum coverage and plan further opportunities to answer these.</li> </ul>	<p>LP SLT MA</p>	<p>20.9.23</p>	<p>Staff Meeting</p>	<p>Ensure that the gaps have been planned and delivered.</p>	<p>LP MA</p>	<p>Termly</p>
<b>IMPACT</b>	<p>Curriculum map almost complete and then gaps will be addressed.</p> <p>February 2024 – Curriculum map complete and gaps addressed. Impact – the children are receiving a rich and balanced curriculum. NB – a ‘healthy’ curriculum will continuously require tweaks and adjustments. To return to the spiritual aspects of the curriculum to check if there are adequate opportunities for children July 2024 ready for September 2024. Joy!</p>						
<b>Review and Next Steps:</b>							
<p>End of year evaluation</p>	<p>Actions for 24/25</p>						

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<b>Area 4: Leadership and management</b>
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<b>Overall Objective:</b> <ul style="list-style-type: none"> <li>Leadership and management at Haydn Primary School remains at least good.</li> </ul>	<b>Impact:</b> <ul style="list-style-type: none"> <li>The SLT efficiently and effectively lead the school 2023-24</li> <li>The Office Team roles and responsibilities are well defined and each member of the team is included in good quality CPD</li> <li>The TA Team receive a good quality of CPD and each member of the team provides interventions which impact positively on pupil progress and or pupil well being</li> <li>A comprehensive monitoring timetable of tasks impacts positively on all aspects of teaching and learning</li> <li>All members of the Governing Body are clear about their strategic role and play their part in achieving this</li> <li>All safeguarding procedures are robust</li> <li>All children are safe and protected by the school's early intervention</li> <li>The website is compliant.</li> </ul>
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Essential Evaluation Questions for Governors/SMT	 Leadership and Management questi
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Objective	Specific Actions/ strategies	Timeline/ When	Lead Staff	Resources/ Cost	Monitoring/Evaluation		
					What?	Who?	When?
Within the SLT structure for 2023-24 to ensure that members of SLT are fully inducted in their roles at the beginning of the year, individually know the expectations of their roles and are held accountable accordingly (Job Descriptions, Appraisal, allocation of tasks)	<ul style="list-style-type: none"> <li>Detailed discussion with each senior leader and SLT as a team</li> </ul>	September 2023	LP MA	Leadership time	Roles of accountability are clear and all members of the team are aware of each leader's role and the role of SLT as a whole	LP MA SLT	MA monthly checks
<b>IMPACT</b>	<p>Induction has taken place.</p> <p>December 2023 - Appraisal initial meeting has taken place. All members of SLT are fully active in their specific roles. All members of SLT to be further involved in curriculum (knowledge gained) checks and Personal Development checks in the Spring Term.</p> <p>Impact – there is notable strength in the team.</p> <p>February 2024 – permanent HT now in post since 24<sup>th</sup> January 2024; new SLT (AHTs) team members continue to adapt to their new roles well. All AHTs responsible for appraisal of the staff team, both a group of teachers and a group of TAs. Next reviews planned for week beginning 26.2.24. AHT appraisals planned for week beginning 4.3.24. Impact – staff are held accountable for their performance and for children's progress, attainment and knowledge gained over time. Professional discussions planned for SLT on 1.5.24 with SIA.</p>						
To establish a programme of Professional Development for the Office Team including clarity of	<ul style="list-style-type: none"> <li>To clarify roles and responsibilities for each office post</li> <li>To devise an annual programme of professional development for every member of the office team.</li> <li>School Business Manager to deliver the programme with 3 meetings across the academic year.</li> </ul>	September 2023 October 2023  Termly	LP MA  SC	Leadership time	All tasks and duties in the office are fairly distributed according to role and completed accordingly	LP MA	Termly

individuals' roles and duties and an overall objective for the year								
<b>IMPACT</b>	<p>December 2023 – The CPD of the School Business Manager has taken place and follow up tasks have been actioned. CPD of the 3 remaining members of the team to follow in the Spring term. Impact – there has been progress in the allocation of tasks within the team, more to follow.</p> <p>February 2024 – all office staff have had their CPD including caretaker. Internal recruitment has taken place and one of the office admin workers is now working an extra day a week and another has stepped up into the fifth day of the Office Manager's post. There is a new admin officer for 1 day a week, an internal candidate from the TA team. Impact: roles and responsibilities have been clarified and this has had a positive impact on the workload of the SBM. Reviews will take place July 2024.</p>							
To establish a programme of Professional Development for the TA Team including two objectives, one linked to children's/a child's progress or well-being and one linked to CPD and or training; this will include an observation of practice	<ul style="list-style-type: none"> <li>To devise an annual programme of professional development for every member of the TA team</li> <li>SEND Lead will deliver the programme with 3 meetings across the academic year</li> <li>Observations of practice in the Spring Term.</li> </ul>	<p>September 2023 October 2023</p> <p>Spring Term</p>	<p>LP MA AE</p> <p>AE</p>	Leadership time	LP to receive copies of each TA's professional development programme for the year	LP MA	Termly	
<b>IMPACT</b>	<p>To be actioned in November.</p> <p>December 2023 – all TAs have had their initial meeting, observations to follow in the Spring term. Impact – TAs feel increasingly valued at school.</p> <p>February 2024 – TA CPD reviews completed 18.3.24. TA skills identified and acknowledged.</p>							
To ensure that there is an effective and regular set of monitoring procedures across the school year which accurately inform the SLT and the Governing Body of the school's strengths and areas for development so that concerns that may arise can be swiftly rectified (Termly SEND, Attendance, EYFS and Safeguarding Audits, Appraisal observations x3, TA observations x1, Subject Leader monitoring of curriculum subjects, Governing Body monitoring)	<ul style="list-style-type: none"> <li>To devise a thorough termly monitoring schedule. (Please see Monitoring Timetable below.)</li> </ul>	<p>July 2023 December 2023 March 2024</p>	<p>LP MA MC</p>	Leadership time	LP/MA to ensure all is complete on agreed date or a rearranged date	LP MA	As per schedule	
<b>IMPACT</b>	<p>All monitoring procedures to date have been completed. Impact: In general terms standards are being maintained.</p> <p>December 2023 – all tasks that have been planned have been completed. Impact – a 'good' Quality of Education where developments within subjects or teaching and learning are recognised and constructively resolved. This will continue next term.</p> <p>February 2024 – all monitoring tasks planned have been completed. Strengths and next steps identified. Actions shared with staff team which informs CPD – both individual /team and staff meetings/training for all. Impact – Quality of Education is good and continues to develop effectively. All audits in the diary for the Summer Term.</p>							
To develop the Governing Body's strategic monitoring role to ensure that individual members of the Governing Body can articulate the strengths and areas for development of the school	<ul style="list-style-type: none"> <li>Specific training in the Autumn Term led by LA Governor Services</li> <li>Governors will refer to the OFSTED criteria for effective governance at the beginning of each meeting</li> <li>27.9.23 Subject Leaders to share the intent for their subject with governors</li> <li>Termly meetings with Subject Leaders</li> </ul>	<p>Autumn Term Date to be arranged</p> <p>27.9.23</p> <p>Termly</p>	<p>LP MA HY</p>	Leadership time	LP/MA to ensure tasks are completed	LP MA	As per monitoring programme	



	<ul style="list-style-type: none"> <li>Regular meetings with their Subject Leader as a link governor</li> </ul>							
<b>IMPACT</b>	<p>On-going</p> <p>The majority of tasks have been answered.</p> <p>Impact: The governing body is increasingly effective.</p> <p>December 2023 – notable strength within the Governing Body at the full GB meeting 6.12.23. Chair of Governors insisting upon the completion of relevant documentation and self evaluation. An identified governor has attended each of the internal audits and will meet again with SLs in January.</p> <p>February 2024 – link governors have met with SLs 17.1.24 and have been invited to all internal audits. Governors played a key role in the recruitment for the Head Teacher position. Interviews took place on Tues 23<sup>rd</sup> and Wednesday 24<sup>th</sup> January. Helen Yates has met with LP (HT) once a month to agree agendas, discuss new initiatives, share correspondence and sign minutes. Self evaluation will be complete by the end of April 2024 and mark the GB's next steps in development. Governors receiving training from lead inspector 3.7.24.</p>							
To continue to hold weekly safeguarding meetings (to question professional perception and check unconscious bias, to put the voice of the child at the heart of all decisions, to escalate a case when necessary)	<ul style="list-style-type: none"> <li>Safeguarding meetings every Thursday</li> <li>Devise a clear and succinct agenda for weekly meetings</li> </ul>	Weekly July 2023 8.11.23	LP MW AH AE	Leadership time	LP ensure all meetings take place and actions are completed	LP	Weekly	
<b>IMPACT</b>	<p>Safeguarding procedures are all in place.</p> <p>Impact: DSL work is effective.</p> <p>December 2023 – internal Safeguarding Audit – a great deal of work has been done re new SCR and personnel files. DSLs are continuously checking the ongoing concerns and reflect weekly if each case has reached the threshold of referral.</p> <p>Impact – safeguarding is effective.</p> <p>February – external NST Safeguarding Audit 30.1.24 identified safeguarding as effective and compliant. Identified actions are completed. Weekly DSL meetings continue and take place without exception ensuring responses are timely and effective. DSLs continue to hold each other to account.</p> <p>Costings for a stand alone visitor gate to be acquired with a view to putting in place by the end of the summer term. This will ensure that all visitors can be seen before they are allowed into the school grounds. Date to be installed April 2024. Safeguarding audit planned 1.5.24</p>							
To regularly check all safeguarding procedures (termly audit/check) in order to maintain the rigour of the established systems and ensure that all measures are in place to keep children safe. (Health and Safety, School Security, recruitment, SCR, all required safeguarding training, DSL updates, KCSinE Sept 2023, PREVENT, CSE, FGM plus additional training if a need arises). Also that the children can describe how they keep themselves safe at school and at home including online	<ul style="list-style-type: none"> <li>Termly safeguarding audit to check all aspects of safeguarding are adhered to.</li> <li>To build regular and planned messages into assemblies about how children can keep themselves safe both at home and at school</li> <li>Planned discussions with a sample of children across the year groups to check they can describe how they can keep themselves safe.</li> </ul>	8.11.23  Termly  Termly	LP MA AH AE	Leadership time	Consider the children's responses and take action accordingly	LP	Termly	
<b>IMPACT</b>	<p>Audit on 8.11.23</p> <p>December 2023 - finally took place on 6.12.23. As above.</p> <p>February 2024 – NST Audit took place on 30.1.24. As above. Updated Prevent Strategy training planned for Summer 1. Pupil voice interviews (Y5) - children were able to articulate that they felt safe in school and knew who the DSLs are and could explain what to do if they were concerned or worried about anything.</p> <p>March 2024: Y6 ceck online safety 17.4.24. MW, DSL led safeguarding refresher training for staff returning from maternity leave.</p>							
To ensure that at the beginning of the school year all statutory aspects of the school website are compliant.	<ul style="list-style-type: none"> <li>LP and MA to thoroughly check each area of the website against 'What schools must publish online'</li> <li>NST website check.</li> </ul>	September and October 2023	LP MA	Leadership time	By the end of October the website is compliant.	LP MA	Autumn Term	


<b>IMPACT</b>	Check compliance on 15.11.23 December 2023 – a number of checks have taken place, the final one on 6.12.23 which included checking what needed to be removed. Impact – the website is compliant. February 2024 – the website continues to remain compliant. LP has updated the safeguarding page to ensure that it fully represents the school's safeguarding culture as well as offering further support to parents. Governors' Diversity Statement to be added in April. Compliance check 17.4.24
<b>Review and Next Steps:</b>	
<b>End of year evaluation</b>	<b>Actions for 24/25</b>

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<b>Area 5: Early Years</b>
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<b>Overall Objective:</b> <ul style="list-style-type: none"> <li>All aspects of the EYFS provision at Haydn Primary School remain at least good.</li> </ul>	<b>Impact:</b> <ul style="list-style-type: none"> <li>The new EYFS Lead is effective holding all relevant staff to account</li> <li>The new F2 teacher is fully inducted and her practice fully reflects the Haydn ethos</li> <li>Outside continuous provision is of a good quality – all activities have a clear, expected outcome and add to the rich Foundation provision</li> <li>The Foundation Curriculum is thoroughly planned, well sequenced and accurately reflects the EYFS Framework’s expectations.</li> </ul>
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Essential Evaluation Questions for Governors/ SLT



Early Years questions for governors

Objective	Specific Actions/ strategies	Timeline/ When	Lead Staff	Resources/ Cost	Monitoring/Evaluation		
					What?	Who?	When?
To fully induct, develop and train (Early Excellence) the new EYFS Lead	<ul style="list-style-type: none"> <li>LP to work alongside BW to guide her work as EYFS Lead in the first year.</li> </ul>	Induction July/September then regular meetings – every 2 weeks	LP BW	Leadership time	All statutory expectations are met All safeguarding expectations are met EYFS practice meets Haydn’s ethos and expectations	LP	As stated inc Baseline Assessment, moderation, internal assessment & end of F2 assessment
<b>IMPACT</b>	<p style="color: red;">On-going Initial induction complete. Impact: EYFS audit 11.10.23 was successful. December 2023 – Early Excellence training completed and EYFS Lead dealing competently with issues as they arise. Impact: EYFS at least good provision February 2024 - EYFS audit 28.2.24 was positive and successful - The outdoor provision is effective and purposeful and the children enjoy all it has to offer; this had made a real difference to their overall F2 curriculum. The 2 F2 classrooms echo one another in their provision and expectations. It was noted by SIA that BW as EYFS Lead two terms into the role has already made “significant and positive changes in F2”. EYFS audit planned 19.6.24</p>						
To fully induct the new F2 teacher so she is fully aware of all of Haydn’s EYFS requirements including safeguarding and supervision of the youngest children, teaching, learning and the curriculum including the expectations of continuous provision	<ul style="list-style-type: none"> <li>BW to work alongside KS to guide her work as F2 teacher in her first year.</li> </ul>	September 2023  January 2023  April 2023  Plus daily/weekly chats	BW	Leadership time	As above	LP	September  January 2023  April 2023
<b>IMPACT</b>	<p style="color: red;">On-going Some issues to address</p>						

	December 2023 – issues have been addressed. Monitoring to continue. February 2024 - BW has supported, challenged and developed the new teacher very well which is apparent within her classroom and practice.						
To revisit, reconsider and develop F2 outdoor learning so that the outdoor continuous provision reflects the high standards of the indoor continuous provision.	<ul style="list-style-type: none"> <li>Review the current outdoor provision</li> <li>A team consultation to seek ideas in regard to improvement of the provision and the teaching strategies to adopt</li> <li>Buy resources to assist – within the allocated budget</li> <li>Put ideas into practice.</li> </ul>	November 2023	LP BW EYFS Team	Leadership time and Staff Meeting time  £5000 budget	Check tasks are completed	LP	April 2023
<b>IMPACT</b>	<p>On-going</p> <p>Planning and purchases of resources has taken place. Provision to be updated for November.</p> <p>December 2023 – still on-going – new provision will be in place by the end of January.</p> <p>February 2024 – F2 outdoor learning provision is in place and effective, reflecting the high standards of the indoor provision. Resources were identified, acquired and in place. Learning outdoors for children is engaging and purposeful.</p> <p>March 2024: F1 to reflect the same standard of provision as F2 – July 2024 wave 1/September 2024 wave 2</p>						
To further develop the progression curriculum in the EYFS.	<ul style="list-style-type: none"> <li>To compile an EYFS Progression Map to match the features where appropriate, of the subject progression maps. Use the EYFS Framework to inform the progression and sequence of concepts</li> </ul>	October 2023	BW LP	Allocated time	Progression map is complete	LP MA	December 2023
<b>IMPACT</b>	<p>Yet to be completed</p> <p>December 2023 – Progression map to be completed by 29.01.24. EYFS Audit and articulation of progression 28.2.24.</p> <p>February 2024 - a comprehensive Progression Map for EYFS is in process of completion. To be complete in April 2024.</p> <p>Next steps - F1 to reflect all that is good or better in F2. Check the maths provision and planning reflects the progression map for F1; F1 outdoor learning provision to be well planned and resourced.</p> <p>Identify short term plan and longer term plan to ensure timely improvements by the end of the Spring Term.</p>						
<b>Review and Next Steps:</b>							
<b>End of year evaluation</b>		<b>Actions for 24/25</b>					

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Area 6: Additional Aspects <i>(This could include 'Buildings', H&amp;S, Safeguarding, Governor specific priorities, Projects et cetera)</i>		
Objectives: •	Impact: <i>(Make these specific and if possible measurable)</i> •	

Essential Evaluation Questions for Governors/ SMT *(make these specific for action plan)*  
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Objective	Specific Actions/ strategies	Timeline/ When	Lead Staff	Resources/ Cost	Monitoring/Evaluation		
					What?	Who?	When?

Review and Next Steps:		
Ongoing evaluation	Next steps	

**Monitoring programme for the year**

September	October	November	December
<ul style="list-style-type: none"> <li>• SDP finished and discussed with staff and governors</li> <li>• KS Planning meeting in teams</li> <li>• Detailed analysis of all end of year data and assessments</li> <li>• Parents welcome meetings for each class (Focus and targets for the year)</li> <li>• Individual meetings with key role governors</li> <li>• Learning Walks across school – SLT – Behaviour and learning dispositions</li> <li>• Class projections for year agreed</li> <li>• Appraisal Meetings and observations WB 25.9.23 and 2.10.23</li> <li>• British Values Learning Walk WB 25.9.23</li> <li>• Governors Committee Meeting 27.9.23</li> <li>• APR 26.9.23</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher appraisal review and target setting with Governors and Advisor 13.10.23</li> <li>• Work Analysis/Book Scrutiny – all subjects leaders – INSET 20.10.23</li> <li>• EYFS Audit 12.10.23</li> <li>• SEND Audit 18.10.23</li> <li>• Parents Evenings WB 9.10.23</li> <li>• SDP Review</li> <li>• SEF Review</li> </ul>	<ul style="list-style-type: none"> <li>• Open Evening for parents</li> <li>• Safeguarding Audit – 8.11.23</li> <li>• English Audit – 22.11.23</li> <li>• Attendance Audit – 29.11.23</li> <li>• Pupil Progress Meeting 27.11.23</li> </ul>	<ul style="list-style-type: none"> <li>• Full Governors Meeting 6.12.23</li> <li>• All end of term assessments completed and analysed by SLT</li> <li>• Examples of work to exemplify the key learning in History, Geography and Science</li> <li>• SDP Review</li> <li>• SEF Review</li> </ul>
January	February	March	April
<ul style="list-style-type: none"> <li>• Data Analysis feedback to staff by HT and SLT</li> <li>• PP Reading diary check – 10.1.24</li> <li>• SEND Deep Dive – 16.1.24 Ann Shipton-cancelled</li> <li>• Personal Development Deep Dive – 17.1.24</li> <li>• Governor Committee Meeting 17.1.24</li> <li>• NST Safeguarding Audit 30.1.24</li> <li>• Maths Deep Dive 31.1.24</li> </ul>	<ul style="list-style-type: none"> <li>• Subject Leader Deep Dives – Geography, History, Science, RE and DT 7.2.24 and 8.2.24</li> <li>• SEF Review</li> <li>• SDP Review 21.2.24</li> <li>• SEND Audit 21.2.24</li> <li>• Performance appraisal Mid-year Target Review and observations 26.2.24</li> <li>• EYFS Audit 28.2.24</li> </ul>	<ul style="list-style-type: none"> <li>• Open Evening for Parents – WB 18.3.24</li> <li>• Finance Meeting –Set budget, determine spending priorities, SFVS WB 4.3.24</li> <li>• TA CPD – WB 11.3.24</li> <li>• English Audit – 13.3.24</li> <li>• Subject leaders articulating their subject – MA SIA 15.3.24 – computing, art, PSHE, PE, MFL, Music</li> <li>• All end of term assessments completed and analysed by SLT</li> <li>• Attendance audit – 20.3.24</li> <li>• Pupil Premium Review – 20.3.24</li> <li>• SEF Review</li> <li>• SDP Review</li> <li>• Pupil Progress Meeting 27.3.24</li> <li>• Parent questionnaires (Bi annual)</li> </ul>	<p>Personal Development Audit – 24.4.24 SCR check (MA) – 17.4.24</p>
May	June	July	August
<ul style="list-style-type: none"> <li>• SLT professional discussions 1.5.24</li> <li>• Safeguarding audit – 1.5.24</li> <li>• OFSTED Phone Call – 9.5.24 4.30-6pm</li> <li>• KS1 and KS2 SATS – WB 13.5.24</li> <li>• RE Deep Dive 22.4.24</li> <li>• SEF Review</li> <li>• SDP Review</li> </ul>	<ul style="list-style-type: none"> <li>• Y6 transition programme</li> <li>• SEND audit – 12<sup>th</sup> June</li> <li>• EYFS audit – 19.6.24</li> <li>• Final assessments for Year Y1,3,4,5</li> <li>• Phonics Test Y1</li> <li>• EYFS assessments</li> <li>• Identify with staff and governors’ key priorities for next year’s SDP</li> <li>• Maths audit 12.6.24</li> <li>• Music – professional discussion 12.6.24 8am</li> </ul>	<ul style="list-style-type: none"> <li>• Performance appraisal final review of performance and targets over 2 weeks beg 8.7.24</li> <li>• TA CPD final reviews WB 24.6.24</li> <li>• English Audit – 3.7.24</li> <li>• APR – 11.7.24 inc Pupil Premium/Attendance audit</li> <li>• Draft School development plan</li> <li>• End of year records, reports and assessments completed</li> <li>• Data analysed/ standards review</li> <li>• Reports out to parents</li> <li>• SATS results reported to LA, Governors and Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Relax, reflect, recharge</li> <li>• Complete school development plan</li> </ul>

		<ul style="list-style-type: none"><li>• Pupil questionnaires and feedback</li><li>• SEF Review</li><li>• SDP Review</li><li>• Examples of work to exemplify the key learning in History, Geography and Science – by 5.7.24</li></ul>	
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## Staff Structure 2023-2024

Administration/ Reception Amanda Chapman and Dorcas Walker	Office Manager and PLW Sarah Smith	Business Manager/ Bursar Sarah Chadwick	Mandy Austin SIA x 1 day Head Teacher Lisa Paulson Overall School - Effectiveness / Leadership and Management/ School Improvement/ Financial Management / Performance Management/ Safeguarding			Caretaker Darren	Site Management Team Contract Cleaning
Assistant Head - Amanda Evans SEND/DSL/ Designated Teacher P/LAC/Mental Health		Assistant Head Annie Harley (0.8) Attendance/Behaviour & Attitudes/Personal Development/Fundamental British Values		Assistant Head Mary Chambers (0.8) Quality of Education /Policy implementation/ M&E/ Standards in Literacy/ Curriculum Development			
	MDS team: Senior MDS Julia Nesbit	City Catering Team	Sports provision- Premier Education Sports Coaches - 5 afternoons: Ella Smallwood and Daniel Lawrence	Forest School - Maddy Bell	Joanne Needham 1.5 days/Darren Fretwell 1 day - Music Amanda Drage MFL Fridays		
EYFS Lead - Becky Ward		KS1 Lead, Foundation Curriculum Lead, Off-Site Visits - Bex Crawford		Lower KS2 Lead - Amanda Evans		Upper KS2 Lead - Annie Harley Computing/Assessment Lead - Josh Grimshaw	
F1 Emily Deighton	F2 Kiran Sian Jayne Thraves/Siobhan Parkes	Y1 Becky Smith(0.8) /Maddy Bell (0.2) Helena Tank	Y2 Bex Crawford Mel Williamson	Y3 Alex Shaw	Y4 Grace Higham	Y5 Ros Jackie	Y6 Joshua Grimshaw
Laura Wilkinson Becky Storey P/T	F2 Becky Ward Liz	Y1 Sophie Dredge Debbie Wallace	Y2 Rhiannon Clarke Ellie Appleby	Y3 Katie Smith  Katie Gilbert	Y4 Amanda Evans/Sarah Galpin  Antonia Fletcher	Y 5 Tracey Harrison/Mary Chambers/ Emma Dewey Jan 23	Y6 Helen Thieme Annie Harley Sally Owens Jing Hung
Lois - Willow	Tom England - Oscar mornings		Pauline Wilkinson - Isabelle Hannah - Alyssa/Harvey	Sue Smithson - Lizzie/Ameer	Mariella Decelis- Isaac		



<b>Link Governor Roles 2023-24</b>		
<b>Subject</b>	<b>Leader</b>	<b>Link Governor</b>
SEND	Amanda Evans	Andrea Snelling
Safeguarding	Lisa Paulson/Mel Williamson	Helen Yates
Staff Wellbeing	Amanda Evans	Andrea Snelling
Pupil Voice		Andrea O'Grady
Designated Teacher for LAC	Amanda Evans	Andrea Snelling
English	Mary Chambers	Helen Yates
Maths	Josh Grimshaw/Tracey Harrison	Mat Hanson
EYFS	Becky Ward	Andrea O'Grady
Science	Bex Crawford	Michael Bold
Computing	Joshua Grimshaw	Mat Hanson
Geography	Rhiannon Clarkew	Lucy Wareham
History	Becky Smith	Lucy Wareham
PSHE/SRE	Alex Shaw	Manisha Yasin
RE	Ros Harris	Manisha Yasin
Art and Design	Maddy Bell/Katie Smith	Francesca Chauhan
Design and Technology	Maddy Bell/Katie Smith	Francesca Chauhan
Music	Jo Needham	Francesca Chauhan
EAL		Elton D'Agostino
Languages - Spanish	Emily Deighton	Elton D'Agostino
PE	Helen Thieme	Mohammed Yusuf
Health and Safety	Sarah Chadwick	Lucy Wareham