



<b>School Development Plan 2024-2025</b>	 <b>Haydn Primary and Nursery School</b> <b>Happiness, Partnership and Success</b>	
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### 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 Head Teacher Lisa Paulson is supported by a newly appointed SLT –, Annie Harley DHT, Amanda Evans AHT, Mary Chambers AHT. The Head Teacher has been in role since January 2024. The Chair of Governors Helen Yates is in her third year in role. The School Business Manager is in her third year in this role in school but has been an employee of the school for many years.
- 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. The aspiration to be 'Outstanding' is now being revisited. The school's last inspection was in October 2013.
- **448 pupils on roll: 19.9.2024**
- **Attendance for academic year 2022/23: 95.1%**
- At Haydn there are 61 Pupil Premium pupils (13%) (23.4% national). We have 1 Child in Care (CIC) and approximately 1/4(15) are Post Child in Care (PCIC) which can bring additional challenges for individuals. FW. We believe there may be more families who are eligible for FSM. The importance of applying for FSMs has 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.
- 23 % pupils with EAL – 82 children
- 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 and 11 pupils with HLN funding. There are 47 pupils in total identified as SEND pupils with the main area of need is ASD. There are 20 children who we are currently monitoring and assessing their needs.

- Attendance for the academic year 2023/24 - 95.1% (FFT National 94.5%) . Persistent absence: 11% (FFT National 15.2%) is down from 14% in 2022/23. 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%.
- There is 1 Deputy Head Teacher and there are 2 Assistant Head Teachers in post (1 of which works 2 days)
- There are 4 strong Phase Leads in EYFS, KS1, LKS2 and UKS2.
- We have an Early Career Pathway teacher in Year 4 who is in 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.
- 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 2024. 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. The OPAL Primary Programme is planned to be introduced in January 2025 with a view to further improving the quality of outdoor play.
- 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>Quality of education (detail to be refined post ASP IDSR 2019)</b>	<ul style="list-style-type: none"> <li>To extend the Key Learning assessment criteria to include RE, Art and Computing so that the children from Y1 to Y6 can be accurately assessed in these subjects</li> <li>To follow the Priority Literacy programme from Y1 to Y6 with a focus on 'writing sequence' so improving the quality of the children's writing provision and attainment overall</li> <li>To review and adapt the Haydn Good Lesson Guide to ensure that all aspects are clear to all and applied in all lessons. To emphasise the quality of the learning environment, consistency and high expectations</li> <li>To provide staff training to explicitly focus upon the needs of the child with SEND in the classroom and the ways in which their work can efficiently and effectively be adapted</li> <li>To reconsider the planning, implementation and impact of the KS2 Little Wandle Catch Up sessions</li> <li>To adopt the Maths Mastery approach from Y1 to Y6 to improve the quality of provision, consistency and attainment in maths</li> <li>To review and adapt the medium term planning format for sequences of lessons.</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> <li>To hold an NST Teaching and Learning Review in October 2024</li> <li>To write a Music Development Plan to answer the DFE's music requirements ; this will be planned alongside the school's Music Progression Map.</li> </ul>
Area 2	<b>Pupils' behaviour and attitudes</b>	<ul style="list-style-type: none"> <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 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) in line with the new statutory document 'Working Together to Improve School Attendance'.</li> <li>To improve lunchtimes at school so that lunchtimes are enjoyable for all children ensuring that time is spent purposefully and that children's social and physical skills are developed.</li> </ul>
Area 3	<b>Pupils' Personal Development</b>	<ul style="list-style-type: none"> <li>To define spiritual development in children, to identify opportunities at Haydn Primary, to plan and implement further spiritual opportunities in each year group.</li> </ul>
Area 4	<b>Leadership and management</b>	<ul style="list-style-type: none"> <li>To reconsider the school's vision including expectations, consistency and high standards. What is unique to Haydn? What are our professional aspirations?</li> <li>To further strengthen the role of the Governing Body through bespoke training</li> <li>To fully induct new staff in their roles in school; to fully induct the permanent, new SLT roles in the revised staffing structure ie DHT and AHT</li> <li>To fully support the staff teaching apprenticeships providing training, support and challenge</li> <li>To create a remit for a Staff Well Being Working Party representing all groups of staff; to establish the working party and agree meeting schedules, agenda and feedback to the HT</li> <li>To refine the school's offer to Pupil Premium children recognising their needs and aspirations; to ensure that the Pupil Premium Statement reflects this change</li> <li>To consider the new RSE/RSHE policy and practice requirements and ensure that Haydn's practice answers the revised, national expectation.</li> <li>To establish a Staff Dress Code</li> <li>To include all groups in the school community, to compile the Haydn Primary Sustainability Plan; agree key, shared, practical priorities</li> <li>To agree a Family Engagement Strategy across the whole school including an annual calendar of events to offer to parents to inform, enthuse and involve them in their children's learning</li> <li>To redesign the website so that it is easily accessible to all and an up-to-date reflection of the school.</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, KCSIE Sept 2024, 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>Effectiveness of the early years provision</b>	<ul style="list-style-type: none"><li>• To ensure that the quality of provision in F1 matches that of F2 with an emphasis on outdoor provision.</li><li>• To define Haydn Primary's Cultural Capital and ensure this is known and articulated by all staff in EYFS.</li></ul>
Area 6	<b>Additional Aspects (Buildings, H&amp;S, Safeguarding, Governor Projects etc)</b>	<b>We shall return to this area if the need arises.</b>

## 2024 Key Current and Target Performance Indicators: Overarching Milestones for Teaching and Achievement:




Overarching Milestones for attainment and progress % of pupils on track			National 2024	NST 2024	School Outcomes 2024	FFT Estimates top 25-5% range	School Targets for July 2025
<b>F2 GLD</b>	<b>GLD</b>	<b>GLD</b>	67.7%	63.2%	80.0%		80%
<b>Year 1</b>	<b>Year 1 phonics</b>	<b>APS</b>	33.4	31.7	34.8		35%
		<b>WA</b>	80%	73.7%	90.0%		95%
	<b>Year 1 reading</b>	<b>EXS+</b>		64.0%	83.33%	88-92%	88%
		<b>GDS+</b>		16.0%	30.00%	42-54%	35%
	<b>Year 1 Writing</b>	<b>EXS+</b>		61.0%	75.00%	84-89%	85%
		<b>GDS+</b>		8.0%	15.00%	32-48%	25%
	<b>Year 1 Maths</b>	<b>EXS+</b>		70.0%	81.67%	88-92%	88%
		<b>GDS+</b>		15.0%	16.67%	37-50%	30%
<b>Year 1 RWM</b>	<b>EXS+</b>		56.0%	70.00%	80-85%	80%	
	<b>GDS+</b>			6.0%	5.00%	27-44%	25%
			<b>(2023 national for Y2)</b>				
<b>Year 2</b>	<b>Year 2 phonics</b>	<b>APS</b>			21.4		
		<b>Working At</b>	53.3%	51.1%	57%		80%
	<b>Year 2 Reading</b>	<b>EXS+</b>	68.40%	66.0%	76.67%		85%
		<b>GDS</b>	18.80%	22.0%	38.33%		35%
	<b>Year 2 Writing</b>	<b>EXS+</b>	60.20%	60.0%	74.55%		80%
		<b>GDS</b>	8.20%	8.0%	29.09%		30%
	<b>Year 2 Maths</b>	<b>EXS+</b>	70.50%	67.0%	74.55%		85%
		<b>GDS</b>	16.40%	8.0%	29.09%		30%
<b>Year 2 RWM</b>	<b>EXS+</b>	56.2%	55.0%	65.45%		70%	
	<b>GDS</b>	6.2%	7.0%	18.18%		25%	
<b>Year 3</b>	<b>Year 3 Reading</b>	<b>EXS+</b>		67.0%	73.33%	85%-50%	80%
		<b>GDS</b>		22.0%	26.67%	38%-43%	40%
	<b>Year 3 Writing</b>	<b>EXS+</b>		56.0%	68.33%	88%-92%	80%
		<b>GDS</b>		10.0%	16.67%	30%-49%	35%

Overarching Milestones for attainment and progress % of pupils on track			National 2024	NST 2024	School Outcomes 2024	FFT Estimates top 25-5% range	School Targets for July 2025
	Year 3 Maths	EXS+		67.0%	80.00%	89%-93%	80%
		GDS		19.0%	28.33%	52%-64%	35%
	Year 3 RWM	EXS+		51.0%	65.00%	78-85%	70%
		GDS		8.0%	13.33%	15-26%	20%
Year 4	Year 4 Reading	EXS+		70.0%	73.33%	89-93%	80%
		GDS		23.0%	41.67%	47-58%	30%
	Year 4 Writing	EXS+		59.0%	65.00%	92-95%	75%
		GDS		11.0%	23.33%	41-53%	25%
	Year 4 Maths	EXS+		69.0%	78.33%	93-96%	85%
		GDS		22.0%	43.33%	47-59%	35%
	MTC Year 4	Average Score	20.6				
		%-21-25	63.4%				
	Year 4 RWM	EXS+		54.0%	63.33%	84-90%	70%
		GDS		9.0%	18.33%	26-39%	20%
Year 5	Year 5 Reading	EXS+		69.0%	83.05%	87-91%	88%
		GDS		21.0%	44.07%	42-51%	45%
	Year 5 Writing	EXS+		58.0%	77.97%	91-94%	78%
		GDS		9.0%	18.64%	34-44%	25%
	Year 5 Maths	EXS+		66.0%	79.66%	91-94%	85%
		GDS		20.0%	47.46%	42-53%	45%
	Year 5 RWM	EXS+		52.0%	69.49%	82-88%	70%
		GDS		7.0%	15.25%	20-32%	20%
Year 6	Year 6 Reading	SS	105.2	104.3%	106.4	107-109	108
		EXP+	74.3%	73.4%	90.0%	85-90%	90%
		High	28.6%	24.5%	31.7%	37-46%	45%
		Reading Progress					
	Year 6 Writing	EXP+	71.7%	69.7%	90.0%	89-93%	90%

Overarching Milestones for attainment and progress % of pupils on track			National 2024	NST 2024	School Outcomes 2024	FFT Estimates top 25-5% range	School Targets for July 2025
		High	13.1%	9.2%	18.3%	29-39%	25%
		Writing Progress					
	Year 6 Maths	SS	104.6	103.5	107.0	108-110	109
		EXP+	73.0%	71.5%	91.7%	90-93%	92%
		High	23.5%	19.7%	35.0%	38-49%	45%
		Maths progress					
	Year 6 GPS	SS	105.2	104.7	109.4	109-112	110
		EXP+	71.8%	71.8%	91.7%	90-94%	92%
		High	31.5%	29.5%	56.7%	49-62%	57%
	Year 6 RWM	EXP+	60.5%	58.7%	83.3%	80-87%	85%
		High	7.7%	5.2%	13.3%	17-27%	17%
<b>Attendance</b>			<b>FFT National (2024)</b>		<b>2024 School- (Arbor)</b>	<b>2025 Target</b>	
<b>Attendance all</b>			94.30%		<b>95.1%</b>	97%	
<b>Attendance Pupil Premium</b>			91.8%		94.9%	97%	
<b>Persistent absence (% of pupils with 10% + absence)</b>			16%		8.8%	8%	

# Priority Action Plans

School Development Plan	<b>Haydn Primary and Nursery School</b>	 <b>2024-25</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>Lessons will be appropriately adapted so that all children including those with SEND will be able to access and achieve within the full curriculum</li> <li>The children will be able to articulate their knowledge gained over time in all subjects</li> <li>Assessment in RE, Art and Computing 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 question</b>
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Objective	Specific Actions	Timeline/When	Lead Staff	Resources/Cost	Monitoring/Evaluation		
					What?	Who?	When?
To extend the Key Learning assessment criteria to include RE, Art and Computing so that the children from Y1 to Y6 can be accurately assessed in these subjects	<ul style="list-style-type: none"> <li>Subject leaders for RE, Art and Computing will check that the identified 'key learning criteria' – 'what the children must know' – match the National Curriculum criteria</li> <li>Ensure that the disciplinary knowledge is well-represented</li> <li>Staff meeting to agree key learning criteria (substantive and disciplinary knowledge) with all staff</li> <li>Staff complete assessments at the end of each unit of work.</li> </ul>	End of Autumn1	RH MG JG  LP	Leadership Time Plus 3 days cover	Tasks are completed and we are accurate in the criteria selected	LP AH	As listed
<b>IMPACT</b>	November 2024 - Subject leaders have identified key learning assessment criteria for Computing and Art and this was shared with staff in a staff meeting on 14.10.24 – follow up work planned for 18.11.24 to support staff with new format of the computing assessments to be completed at the end of each unit of work and review assessments made in Art. RE subject lead has been off for Autumn 1 and will lead a staff meeting by the end of Autumn 2 to introduce key learning assessment criteria.						
To follow the Priority Literacy programme from Y1 to Y6 with a focus on 'writing sequence' so improving the quality of the children's writing	<ul style="list-style-type: none"> <li>All staff to attend INSET session run by Teresa Heathcote to support new planning format – all staff attended training spring/summer term</li> <li>New and returning staff to complete training</li> <li>Staff meeting - Autumn Term</li> <li>Build on expectations that all writing sequences will include the 6 steps toward quality writing outcome</li> </ul>	2.9.24  30.9.24	MC LP	INSET Day  Leadership time  Staff meeting time	English Lead monitoring – planning is in place and where lessons are visited, sequence is evident  Next steps are identified and staff meeting is planned to meet these needs.	MC LP	English audit – Autumn Term



provision and attainment overall							
<b>IMPACT</b>	Nov 2024 – all staff completed INSET training and are now using the new format for planning literacy lessons. New and returning staff have now completed the original training session with Teresa Heathcote from Priority Literacy. Staff meeting planned for SP1, January 2025.						
To review and adapt the Haydn Good Lesson Guide to ensure that all aspects are clear to all and applied in all lessons. To emphasise the quality of the learning environment, consistency and high expectations	<ul style="list-style-type: none"> <li>Introduce on INSET Day at the beginning of the year</li> <li>Additional information provided to new teachers during their inductions</li> <li>Appraisal procedures for 24-25 will reflect these objectives in objective 2</li> <li>Briefing reminders to all throughout Autumn Term</li> <li>All monitoring will refer to this guide and expectations reinforced as appropriate</li> <li>Environment Learning walk for all phase groups</li> </ul>	2.9.24 Appraisal observations WB 30.9.24 Autumn Term audits and subject lead monitoring	LP/AH  SLT and subject leads All staff	INSET Day	Appraisal observations SLT and Subject Leader monitoring	LP AH MC AE  Subject leads	30.9.24  Autumn Term
<b>IMPACT</b>	Nov 2024 - Haydn Good Lesson Guide has been reviewed and introduced on Sept Inset Day, followed up with ECT1. Appraisal meetings and observations completed Sept/Oct 2024 and feedback given and actions followed up with individual teachers. Monitoring cycle in place including SEND audit 8.10.24, English Audit 16.10.24, Maths monitoring 13.11.24 and School Review 5.11.24 with 2 SIAS.						
To provide staff training to explicitly focus upon the needs of the child with SEND in the classroom and the ways in which their work can efficiently and effectively be adapted	<ul style="list-style-type: none"> <li>SEND Lead to identify gaps in provision and skill set of staff and plan staff meetings accordingly.</li> <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>	Staff meeting 14.10.24 Autumn 1 and then termly	AE LP		SEND Audit – Autumn Term Then termly Appraisal observations	AE LP AH	
<b>IMPACT</b>	Nov 2024 - Staff meeting for all staff on Adaptive Practice in the Classroom – 16.10.24 delivered by the Learning Support Team ; SEND Audit 8.10.24 identifying strengths, gaps and next steps, feedback given to staff team .IPMs and PSPs reviewed and updated staff meeting 16.9.24, shared with parents at Parents Evening meetings w/b 7.10.24. Targets in place for all chn on SEND register and reviewed by SEND Lead.						
To reconsider the planning, implementation and impact of the KS2 Little Wandle Catch Up sessions	<ul style="list-style-type: none"> <li>Y3 and Y4 TAs will complete LW training specific to Rapid Catch-Up <i>Getting to Grips with Rapid</i> - booked</li> <li>Refresher Keep Up training for Y1 and Y2 TAs – booked</li> <li>Coaching sessions for TAs new to LW catch up</li> <li>Catch up sessions timetabled appropriately in agreement with the Reading Lead</li> </ul>	19.9.24  18.9.24  Autumn 1	BW  KG BW and KS2 staff	Leadership time Disaggregated IINSET time	Early Reading Audit – Autumn Term Then termly TA CPD – Autumn Term	BW  LP AE AH	W.B 11.11.24

<b>IMPACT</b>	Nov 2024 – Y3 and Y4 TAs have completed Little Wandle training as well as the Y1 and Y2 TAs completing the refresher Keep Up training. Catch up sessions in KS2 are planned for and timetabled – ref SEND Audit 8.10.24						
To adopt the Maths Mastery approach from Y1 to Y6 to improve the quality of provision, consistency and attainment in maths	<ul style="list-style-type: none"> <li>JG to attend Maths Hub Mastery Specialist Teacher 2 year programme beginning in September 2024, a 2 year course</li> <li>JG to implement changes to maths curriculum, in partnership with TH, co-maths lead.</li> <li>JG to run training in the five key pillars of the mastery approach ensuring all staff are equipped to competently deliver – 1:1 coaching where necessary</li> <li>All EYFS and KS1 classes will teach maths in mixed ability groups with the appropriate levels of support and challenge in place. Streaming in KS2 will continue until maths mastery approach to grouping is embedded in KS1.</li> <li>Ensure Maths Retrieval Task ‘Maths Blast’ is in place and expectation shared with teachers as an approach to rapid retrieval.</li> <li>Ensure outcomes of the Y4 MTC check are at least aligned with national level: purchase Times Tables Rockstars</li> </ul>	September - Dates TBC  Spring 1   2.10.24  Spring 1	JG  JG/TH  All teachers  JG/TH All teachers  JG/TH/Y4 teachers	Agreed time to complete qualification – funded  Leadership time  Staff meeting  £182 per year	Regular feedback from JG   Monitoring – spring term assess the implementation across all year groups.   Monitoring cycle for Maths	LP   JG/LP  JG/TH	Half Termly     Termly
<b>IMPACT</b>	Nov 2024 – JG has attended initial session of programme. All EYFS and KS1 classes are now taught in mixed ability groups with support and adaptations in place for the majority of children with SEND. Times Tables Rockstars has been purchased and in use.						
To review and adapt the medium-term planning for units of work to ensure that plans set out a sequence of lessons in all subjects and make links to prior and future learning in the subject.	<ul style="list-style-type: none"> <li>Introduce new format Staff meeting</li> <li>All staff complete medium term plans using the new format, initially in Geography and History</li> <li>Subjects leaders ensure that plans are in place for their subjects.</li> <li>To ensure that Equality Diversity and Inclusion, and Sustainability are built into all teaching and learning and mapped on planning documents</li> </ul>	17.9.24  Autumn monitoring cycle	LP  Subjects leaders	Staff meeting  Subject Leadership time	Subject leaders for Geography and History – monitoring activity – check in place – report to LP/AH	LP/AH	Termly
<b>IMPACT</b>	Nov 2024 New medium term planning format introduced in staff meeting 16.9.2024 and rationale explained. Trialling Autumn 2. EDI are explicitly planned for from the beginning of units – mapped on new documents. Monitoring planned for end of Autumn 2.						
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 Arbor</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>	16.9.24   Oct or Nov/Feb/April	Class Teachers	Staff Meeting time	Collect the targets Hold Pupil Progress Meetings Within the Pupil Progress Meetings focus upon SEND, disadvantaged and the more able children Analyse data Ensure provision is allocated to match need	LP MA	By 8.11.23  Feb April


<b>IMPACT</b>	Nov 2024 – all targets set in Arbor for all children. Class lists have been created highlighting SEND, disadvantaged, lowest 20% as well as safeguarding concerns and attendance concerns. Pupil Progress meetings planned – 11.12.2024. F2 Baseline Assessment completed. Y2 and Y6 have identified GD children and set targets accordingly. Messages are being re-stated and Greater Depth is a key focus for all staff
<b>Review and Next Steps:</b>	
Ongoing evaluation	Next steps

School Development Plan	Haydn Primary and Nursery School	 2024-25
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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 plan and prepare for the introduction of the OPAL Play Programme to improve lunchtimes at school so that they are enjoyable for all children-ensuring that time is spent purposefully and that children’s social and physical skills are developed.	<ul style="list-style-type: none"> <li>Identify an OPAL working group</li> <li>Identify locations for storage of sheds and loose parts</li> <li>Set dates for grounds meeting and INSET with OPAL mentor</li> <li>Start collecting loose parts</li> <li>Ask children, staff and parents to complete ‘play’ surveys</li> <li>To implement an action plan drawn up with Wendy Syalon (OPAL mentor) during our pre-audit taking place on 25<sup>th</sup> September 2024.</li> <li>OPAL programme implemented January 2025</li> <li>Baseline OPAL Audit</li> </ul>	September 2024  Autumn 1 and ongoing  14.1.25 1-3.30pm – working party – link governor and parent partners	AH/GH/KG	Initial cost of £5000 plus cost of sheds for resources	Tasks are completed from action plan timely and effectively	LP	Based on dates identified on action plan – TBC on 25.9.24
<b>IMPACT</b>	Nov 2024 – Ongoing - OPAL working group set up. AH and GH – teachers leading, KG – TA supporting, 2 parents supporting. Storage sheds have been built by site manager, located in KS2 playground. 2 other locations have been identified with a view to using existing storage sheds. Letter has gone out parents introducing the programme and first meeting with OPAL mentor has taken place 25.9.2024. Date set for staff twilight – 8.1.25 3.30-5.30 for all staff, link governor, parents and middays (Play Team)						
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>	20.6.24 From 3.9.24 to 11.9.24 September 2024	LP/BW  All F2 Teachers and TAs	Leadership time	Regular drop-ins to F2 each week EYFS Audit  BW/LP	LP	Autumn 1

<b>IMPACT</b>	.Nov 2024 - Impact: F1 and F2 have settled into school and are learning every day. EYFS Audit planned Weds 20.11.24. SEND adaptations and provision in place for children with additional needs. Early Reading meetings have taken place for F1 and F2 parents – F1 7.11.24 and F2 26.9.24.						
Attendance Champion to ensure the effective implementation of the new 'Working Together to Improve School Attendance' document and to keep the overall attendance above the national average.  (Attendance Internal Audit termly)	<ul style="list-style-type: none"> <li>Update the Attendance Policy, agree with governors, publish on the school website and email to all parents</li> <li>Weekly checks on attendance – Attendance Champion/Attendance Admin Officer</li> <li>Fortnightly checks on attendance -SENDCO/DSLs</li> <li>Termly meetings with EWO</li> <li>Termly Audit</li> <li>Persistent absentees monitored half termly- support and challenge offered to parents</li> <li>Follow up letters/communication/meetings as applicable for parents</li> <li>Penalty notices issued where appropriate</li> <li>To develop use off Arbor to track and monitor attendance</li> </ul>	Governors meeting 25.9.24 Website and out to parents by 2.10.24  Autumn term and ongoing	AH	Leadership time	Check tasks completed	AH	Weekly  Fortnightly  Ongoing
<b>IMPACT</b>	Nov 2024 Impact: All measures to date are in place and attendance stands at 95.6% (above national) Attendance Policy updated in line with statutory guidance, agreed with governors – 25.9.25 Gov meeting – and published on school website. Weekly checks on attendance in place and on-going. Attendance audit planned for 20.11.24 with link governor present.						
<b>Review and Next Steps:</b>							
End of year evaluation		<b>Actions for 24/25</b>					

<b>School Development Plan</b>	<b>Haydn Primary and Nursery School</b>	 <b>2024-25</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 many 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	 <b>Personal Development questi</b>
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Objective	Specific Actions/ strategies	Timeline/ When	Lead Staff	Resources/ Cost	Monitoring/Evaluation		
					What?	Who?	When?
To define spiritual development in children, to identify opportunities at Haydn Primary, to plan and implement further spiritual opportunities in each year group.	<ul style="list-style-type: none"> <li>Staff Meeting on Spiritual, Moral, Social and Cultural aspects of the curriculum to identify curriculum coverage – spiritual focus</li> <li>Identify any gaps in curriculum coverage and plan further opportunities to answer these.</li> </ul>	Spring 1	LP SLT	Staff Meeting	Ensure that the gaps have been planned and delivered.	LP MA	Termly
<b>IMPACT</b>	Nov 2024 – staff meeting Spring 1						
To check that the children receive regular messages in assemblies and lessons re IT safety	<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>	LP JG	Termly	Leadership time	Check assemblies and lessons are taking place and talk to a sample of children	JG LP	Termly
<b>IMPACT</b>	IT safety assembly planned						


**Review and Next Steps:**

End of year evaluation	Actions for 24/25
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School Development Plan	Haydn Primary and Nursery School	 2024-25
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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	 <b>Leadership and Management quest</b>
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Objective	Specific Actions/ strategies	Timeline/ When	Lead Staff	Resources/ Cost	Monitoring/Evaluation		
					What?	Who?	When?
To fully induct new staff in their roles in school; to fully induct the permanent, new SLT roles in the revised staffing structure ie DHT and AHT	<ul style="list-style-type: none"> <li>Detailed discussion with each senior leader and SLT as a team</li> </ul>	September 2024	LP	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 SLT	
<b>IMPACT</b>	.Detailed discussions with DHT and AHTs took place July 2024. Appraisal meetings and observations planned for WB 25.11.24						
To reconsider the school's vision including expectations, consistency and high standards. What is unique to Haydn? What are our professional aspirations?	<ul style="list-style-type: none"> <li>Discussion with SLT to write new vision statement ensuring it also includes: Community engagement, Sustainability, Diversity, equality and inclusion (DEI), Wellbeing (for pupils, staff and leaders)</li> <li>Share vision statement with staff team</li> <li>Share with parents on the school website</li> </ul>	December 2024  Once complete and by 21.12.24	LP SLT	Leadership time	School practice reflects the school vision	LP SLT	Appraisal Monitoring audits
<b>IMPACT</b>							

To further strengthen the role of the Governing Body through bespoke training	<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>Subject Leaders to share the intent for their subject with governors</li> <li>Termly meetings with Subject Leaders</li> <li>Attendance at monitoring audits</li> </ul>	Autumn Term Date to be arranged  25.9.24  Termly	LP HY	Leadership time	LP to ensure tasks are completed	LP	As per monitoring programme
<b>IMPACT</b>	<p>On-going The majority of tasks have been answered. Impact: The governing body is increasingly effective. Nov 2024 – notable strength within the Governing Body at the full GB meeting 25.9.24.. Chair of Governors insisting upon the completion of relevant documentation. An identified governor has attended each of the internal audits this term. Governors have met with subject leaders on 25.9.24 and will meet again with SLs in January. Dates for training for governors on Governor Hub. New governor signposted to Induction training on 19.11.24. OFSTED criteria is referred to at the beginning of each meeting.</p>						
To fully support the staff teaching apprenticeships providing training, support and challenge	<ul style="list-style-type: none"> <li>Mentors complete training to fully understand role</li> <li>Staff structure in place to ensure apprentices are covered for any days on training or placements</li> </ul>	Autumn Term	SG ES	½ day per term for each mentor	LP to ensure tasks are completed and sign off assessment records as appropriate	LP	Termly
<b>IMPACT</b>	Nov 2024 – staff teaching apprenticeship changes due to issues with provider – resolved over Autumn 1 – now accessing the Assessment Only Route as part of a bespoke programme offered by Orange Moon. LP meeting with tutors WB 18.11.24. Mentors in place and staff structure revisited to ensure cover for iTap weeks.						
To create a remit for a Staff Well Being Working Party representing all groups of staff; to establish the working party and agree meeting schedules, agenda and feedback to the HT	<ul style="list-style-type: none"> <li>Working Party to be set up to run termly led by a member of SLT and governor during directed time</li> <li>Working Party to provide feedback of staff wellbeing as well as plan programme of regular events to support wellbeing</li> <li>Protocol established for emails/messages outside of working hours</li> <li>Supervision opportunities for staff outside of line management – weekly open door session after school</li> <li>Wellbeing/SEND lead to hold monthly supervision group for staff dealing with challenging experiences</li> <li>Staff signposted to external support</li> <li>Staff wellbeing survey to ascertain impact of actions</li> <li>Review marking/feedback policy to address impact on teacher workload and ensure feedback is of high quality and has the greatest impact possible on pupil outcomes</li> <li>Staff wellbeing policy reviewed and updated</li> </ul>	By 25.9.24 then termly meetings By 21.12.24 – date amended  April 2025  21.12.24       By 18.10.24 By 21.12.25 – date amended	AE/AH/HY          AE/LP	Leadership time          Leadership time	Feedback from meetings to LP	LP	Termly
<b>IMPACT</b>	On-going Nov 2025 – staff now identified. Governor to be invited and first meeting to take place by end of Autumn 2. Open door policy currently in place, staff explicitly encouraged to come and talk to SLT about workload, any work-related or personal issues. Staff are always listened to and given time when needed. SLs have time given termly/half termly for monitoring and specific activities. Staff are signposted regularly and individually where appropriate to external support.						
To refine the school's offer to Pupil Premium children recognising their needs and aspirations; to ensure	<ul style="list-style-type: none"> <li>Pupil Premium Statement reviewed and updated for 2024-25</li> <li>Staff meeting – Marc Rowland – Spring Term 2025</li> </ul>	27.9.24  TBC	AH/LP  All staff	Leadership time	Pupil Premium offer finalised and uploaded onto website	LP	1.10.24



that the Pupil Premium Statement reflects this change	<ul style="list-style-type: none"> <li>Identify specific needs of our Pupil Premium children to ensure that all gaps are addressed and needs met.</li> <li>Write Pupil Support Plans for all Pupil Premium children to reflect individual needs – reviewed termly</li> </ul>	<p>Staff meeting to introduce – 18.9.24</p> <p>27.9.24 Termly</p>	<p>All staff</p> <p>All staff</p>	<p>Staff meeting</p> <p>Staff meeting</p>	<p>All PSPs in place and updated termly</p> <p>Termly drop-ins/routinely part of subject audits</p>	<p>AH</p> <p>AH/subject leaders</p>	<p>Termly</p> <p>As per monitoring programme</p>
<b>IMPACT</b>	Nov 2024 – Pupil Premium Statement reviewed and updated and published on website. Will be shared with governors at next meeting on 4.12.24. Pupil Support Plans in place, identifying specific needs and support to ensure gaps are addressed and needs met. Pupil Progress meetings set for 9.12.24. PSPs reviewed termly. Pupil Premium children’s progress and provision routinely part of audits/reviews and SL’s monitoring.						
To consider the new RSE/RSHE policy and practice requirements and ensure that Haydn’s practice answers the revised, national expectation.	<ul style="list-style-type: none"> <li>RSE lead and DHT to review policy and practice requirements.</li> <li>Staff meeting to share with staff team</li> </ul>	September 2024	AS/AH				
<b>IMPACT</b>	Nov 2024 – revised statutory guidance currently on hold. RSE/RSHE policy has been reviewed and updated October 2024. We await further DfE guidance.						
To establish a Staff Dress Code	<ul style="list-style-type: none"> <li>SLT to agree changes to staff dress code</li> <li>Introduce to staff team INSET</li> </ul>	Summer term 2024 2.9.24	SLT	Part of INSET	On-going – check all staff follow code	LP	Ongoing
<b>IMPACT</b>	Code of Conduct reviewed to include a more explicit staff dress code. Signed off by staff in September 2024. Staff are always dressed appropriately for school.						
To include all groups in the school community, to compile the Haydn Primary Sustainability Plan; agree key, shared, practical priorities	<ul style="list-style-type: none"> <li>Staff meeting to share and agree key priorities for the Plan.</li> <li>Children are consulted via the Eco Team to gain Pupil Voice</li> <li>Embed sustainability within all teaching and learning and annotate on planning documents.</li> <li>Share plan with parents and governors, and ask for feedback before finalising plan.</li> </ul>	<p>November 2024</p> <p>Eco Team agenda</p> <p>Autumn 2 Term</p> <p>As MTP new format</p>	<p>LP</p> <p>All staff</p> <p>Eco Team</p>	INSET	Monitor new planning format	SLT/subject leads	End of Autumn 1/during Autumn subject leader time
<b>IMPACT</b>	Nov 2024 – new planning format for foundation subjects and science introduced and being trialled Autumn 2 – Geography and History – includes planning for sustainability						
To agree a Family Engagement Strategy across the whole school including an annual calendar of events to offer to parents to inform, enthuse and involve them in their children’s learning	<ul style="list-style-type: none"> <li>Draft a paragraph that summarises the school’s strategy for engaging families.</li> <li>All year groups to draw up their calendar, including past practice and new ideas</li> <li>Refer to strategy in annual questionnaire to parents and measuring the impact</li> </ul>	<p>18.10.24</p> <p>21.12.24</p> <p>Spring Term 2025</p> <p>Staff meeting</p>					
<b>IMPACT</b>							
To redesign the website so that it is easily accessible to all and an up-to-date reflection of the school.	<ul style="list-style-type: none"> <li>Consult with Juniper to identify and agree a new website design.</li> <li>Identify key pages and menus required</li> <li>Once website has migrated, review website content including photographs</li> </ul>	Summer 2024	MC	Leadership time		LP	

<b>IMPACT</b>	Nov 2024 – new website went live .11.24. Staff meeting planned for staff training on 2.12.24. Key staff able to do basic editing and LP and JG will complete video training ready for staff meeting and to ensure website remains compliant.						
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 2024, 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>	6.11.24  Termly Termly	LP MA AH AE	Leadership time	Consider the children’s responses and take action accordingly	LP	Termly
<b>IMPACT</b>	Nov 2024 – Safeguarding audit date planned 27.11.24 with chair of governors. Assemblies delivered this term to date include Keeping Safe and Happy at Haydn – 2 assemblies, Key messages are regularly revisited during different assemblies with a different focus to ensure all children feel safe in school and have a real sense of belonging.						
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 AH to thoroughly check each area of the website against ‘What schools must publish online’</li> <li>• NST website check.</li> </ul>	September 2024	LP AH	Leadership time	By the end of September the website is compliant.	LP AH	Autumn Term
<b>IMPACT</b>	Nov 2024 – website compliancy check completed and website is compliant (Sept 2024). We await NST website check.						
<b>Review and Next Steps:</b>							
<b>End of year evaluation</b>		<b>Actions for 24/25</b>					

<b>School Development Plan</b>	<b>Haydn Primary and Nursery School</b>	 <b>nst</b> Nottingham Schools Trust 2024-25
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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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<b>Essential Evaluation Questions for Governors/ SLT</b>
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Objective	Specific Actions/ strategies	Timeline/ When	Lead Staff	Resources/ Cost	Monitoring/Evaluation		
					What?	Who?	When?
<ul style="list-style-type: none"> <li>To ensure that the quality of provision in F1 matches that of F2 with an emphasis on outdoor provision..</li> </ul>	<ul style="list-style-type: none"> <li>Audit of F1 outdoor provision and identify gaps in consultation with EYFS Lead, BW and with reference to the Early Excellent model of outdoor provision</li> <li>Equipment ordered and provision put in place</li> </ul>	September 2024  October 2024	ED BW	TBC – cost of resources/leadership time Leadership	High quality outdoor provision in place F1, positively impacting on teaching and learning and reflecting Haydn’s EYFS curriculum expectations.	LP EYFS governor	End of Autumn half term 2024
<b>IMPACT</b>							
To define Haydn Primary’s Cultural Capital and ensure this is known and articulated by all staff in EYFS	<ul style="list-style-type: none"> <li>Becky Ward to draw up a Cultural Capital statement reflecting Haydn’s offer – shared with all EYFS staff.</li> </ul>	October 2024	BW	Leadership time	All staff when asked are able to articulate Haydn’s Cultural Capital	LP EYFS governor	EYFS audit – 13.11.24

<b>IMPACT</b>
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<b>Review and Next Steps:</b>
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<b>End of year evaluation</b>	<b>Actions for 24/25</b>
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**Area 6: Additional Aspects** *(This could include 'Buildings', H&S, Safeguarding, Governor specific priorities, Projects et cetera)*

Objectives:

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Impact: *(Make these specific and if possible measurable)*

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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 2024-25

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 23.9.24 and 30.9.24</li> <li>• British Values/5Rs/Curriculum Display Learning Walk WB 23.9.24</li> <li>• Governors Committee Meeting 25.9.24</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• PP Reading diary check – 3.10.24</li> <li>• Annual Performance Review 8.10.24</li> <li>• Head Teacher appraisal review and target setting with Governors and Advisor 17.10.24</li> <li>• SEND Audit 9.10.24</li> <li>• English Audit 16.10.24</li> <li>• Parents Evenings WB 7.10.24</li> <li>• SDP Review</li> <li>• SEF Review</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding Audit – 4.11.24</li> <li>• DHT/AHT Appraisal meetings WB 4.11.24</li> <li>• DHT/AHT Appraisal observations WB 11.11.24</li> <li>• TA CPD</li> <li>• Open Evenings for prospective parents – WB. 11.11.24/18.11.24</li> <li>• EYFS Audit 13.11.24</li> <li>• Maths monitoring - 13.11.24</li> <li>• Attendance Audit – 20.11.24</li> <li>• INSET Day 29.11.24</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Premium Audit 2.12.24</li> <li>• Full Governors Meeting 4.12.24</li> <li>• Pupil Progress Meeting 9.12.24</li> <li>• All end of term assessments completed and analysed by SLT</li> <li>• Examples of work to exemplify the key learning in RE, Computing and Art</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>• Governor Committee Meeting – 22.1.25</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• SEF Review</li> <li>• SDP Review</li> <li>• Performance appraisal Mid-year Target Review and observations</li> </ul>	<ul style="list-style-type: none"> <li>• Open Evening for Parents</li> <li>• Full Governors Meeting – 19.3.25</li> <li>• Finance Meeting –Set budget, determine spending priorities, SFVS</li> <li>• TA CPD</li> <li>• All end of term assessments completed and analysed by SLT</li> <li>• SEF Review</li> <li>• SDP Review</li> <li>• Pupil Progress Meeting</li> </ul>	
May	June	July	August
<ul style="list-style-type: none"> <li>• KS1 and KS2 SATS</li> <li>• Governors Committee Meeting – 14.5.25</li> <li>• SEF Review</li> <li>• SDP Review</li> </ul>	<ul style="list-style-type: none"> <li>• Y6 transition programme</li> <li>• Full Governors Meeting – 25.6.25</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>• Performance appraisal final review of performance and targets (into July)</li> </ul>	<ul style="list-style-type: none"> <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> <li>• Pupil questionnaires and feedback</li> <li>• Parent questionnaires (Bi annual)</li> <li>• SEF Review</li> <li>• SDP Review</li> </ul>	<ul style="list-style-type: none"> <li>• Relax, reflect, recharge</li> <li>• Complete school development plan</li> </ul>

## Staff Structure 2024-2025

Administration/ Reception Amanda Chapman and Dorcas Walker Laura Wilkinson (1 day)	Office Manager and PLW Sarah Smith (4 days) Amanda Chapman (1 day)	Business Manager/ Bursar Sarah Chadwick	Head Teacher Lisa Paulson Overall School - Effectiveness / Leadership and Management/ School Improvement/ Financial Management / Performance Management/ Safeguarding			Site Manager Darren Shaw	Site Management Team Contract Cleaning
Assistant Head - Amanda Evans SEND/DSL/ Designated Teacher P/LAC/Mental Health		Deputy Head Teacher - Annie Harley Attendance/Behaviour & Attitudes/Personal Development/Fundamental British Values			Assistant Head - Mary Chambers (2 days) Quality of Education /Policy implementation/ M&E/ Standards in Literacy/ Curriculum Development		
	MDS team:	City Catering Team	Sports provision- Premier Education Sports Coaches - 4 afternoons and 2 mornings	Forest School - Maddy Greenwood	Joanne Needham 1.5 days 1 day - Music Amanda Drage MFL Fridays		
EYFS and Y1 Lead Early Reading Lead - Becky Ward		Foundation Curriculum Lead, Off- Site Visits - Bex Crawford		Y2 and Lower KS2 Lead - Amanda Evans		Upper KS2 Lead - Annie Harley Computing/Assessment/Maths Lead - Josh Grimshaw	
F1 Emily Deighton	F2 Becky Ward Liz Deane	Y1 Emily Sudborough Maddy Greenwood Debbie Wallace Sue Smithson - Th/F	Y2 Rhiannon Clarke Ellie Appleby	Y3 Helen Thieme Jackie Elson	Y4 Helen Warburton Jing Hung Laura Wilkinson (Tues/Weds)	Y5 Bex Crawford Mel Williamson/Tom England	Y6 Mary Chambers/Tracey Harrison  Sally Owens
Becky Storey (am) Gemma West (M- W) Laura Wilkinson (T-F)	F2 Kiran Sharma Jayne Thraves/Siobhan Parkes	Y1 Sophie Dredge Helena Tank	Y2 Emma Dewey Alex Shaw Katie Gilbert	Y3 Grace Higham	Y4 Amanda Evans/Sarah Galpin Antonia Fletcher	Y 5 Ros Harris	Y6 Joshua Grimshaw
	The Haven - Lois Brookes Jo Tointon	Nadia Haroon 1:1		Pauline Wilkinson			Annie Harley

<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	Helen Yates
Staff Wellbeing	Amanda Evans	Andrea Snelling
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	Sarah Galpin/Emily Sudborough	Michael Bold
Computing	Joshua Grimshaw	Mat Hanson
Geography	Bex Crawford	Lucy Wareham
History	Rhiannon Clarke	Lucy Wareham
PSHE/SRE	Alex Shaw	Manisha Yasin
RE	Ros Harris	Manisha Yasin
Art and Design	Maddy Bell	Francesca Chauhan
Design and Technology	Sophie Dredge	Francesca Chauhan
Music	Jo Needham	Francesca Chauhan
EAL	Emily Deighton	Elton D'Agostino
Languages - Spanish	Emily Deighton	Elton D'Agostino
PE	Helen Thieme	Mohammed Yusuf
Health and Safety	Sarah Chadwick	Lucy Wareham
Staff Wellbeing	Annie Harley	Jacque Olpin