



School Development Plan Academic Year 2026 / 2027

We embed the school's Time to Talk oracy approach as a golden thread across teaching, learning, and inclusion, ensuring every pupil can communicate, participate, and achieve.

Evaluation Area	Strategic Improvement Target	How Time to Talk Drives Improvement
Leadership and Governance	Further Strengthen Leadership, Monitoring and Accountability of 'Time To Talk' to Improve Outcomes.	Time to Talk provides evidence of learning, helping leaders evaluate impact and improve outcomes.
Curriculum	Further Strengthen Curriculum Implementation including 'Time To Talk' to Secure High-Quality Outcomes.	Time to Talk <i>deepens knowledge, strengthens understanding and supports the confident application of learning across the curriculum.</i>
Developing Teaching	Further Strengthen Adaptive Teaching and 'Time To Talk' to Improve Learning for all pupils.	Time to Talk <i>strengthens adaptive teaching through purposeful questioning, discussion and collaborative learning.</i>
Achievement	Further Improve Attainment and Progress in Writing and Mathematics While Sustaining Strong Reading Outcomes.	Time to Talk <i>develops vocabulary, reasoning and communication to improve outcomes in reading, writing and mathematics.</i>
Behaviour and Attendance	Further Improve Attendance and Positive Attitudes to Learning.	Time to Talk <i>builds positive relationships, strengthens pupil voice and promotes engagement, attendance and positive attitudes to learning.</i>
Personal Development and Well-being	Further Strengthen Personal Development to Build Confident, Resilient and Responsible Pupils.	Time to Talk <i>develops confident, resilient and responsible pupils through meaningful communication and collaboration.</i>
Inclusion	To further strengthen inclusive practice so that pupils with SEND and disadvantaged pupils achieve and thrive from their individual starting points.	Time to Talk and communication <i>removes barriers to learning by enabling all pupils, particularly those with SEND and disadvantaged pupils, to participate, communicate and achieve.</i>
Early years	Further Strengthen EYFS Provision Through Time to Talk, Early Writing and Mathematics.	Time to Talk develops communication and language in the Early Years, providing the foundation for early reading, writing, mathematics and future learning.

Evaluation Area	Leadership and Governance
Strategic Priority	Further Strengthen Leadership, Monitoring and Accountability of 'Time To Talk' to Improve Outcomes.
Rationale (linked to self-evaluation)	Further strengthen leadership, monitoring and accountability processes to drive continuous school improvement and ensure collective ownership of priorities.
Implementation	1. Establish a Robust Cycle of Monitoring and Quality Assurance Lead: B. Suddhi (Headteacher) Supporting Leaders: S. Khan (Deputy Headteacher/SENCO), J. Shanker (Assistant Headteacher), R. Carr (Assistant Headteacher) - Implement the termly programme of quality assurance, as outlined in the Monitoring Plan of Action, including drop-in days, book scrutiny, planning reviews and pupil voice activities, to evaluate the quality, consistency and impact of teaching and the Time to Talk approach across the school. - Evaluate the fidelity, consistency, and impact of the Time to Talk approach alongside wider school improvement priorities. - Triangulate evidence from all monitoring activities to identify strengths, areas for development and variation in practice across the school. - Share findings with staff and use evidence to inform school self-evaluation and improvement planning. 2. Strengthen Teaching Through Targeted Professional Development Lead: S. Khan (Deputy Headteacher/SENCO) Supporting Leaders: B. Suddhi (Headteacher), J. Shanker (Assistant Headteacher), R. Carr (Assistant Headteacher) - Analyse evidence from quality assurance activities each term to identify individual, phase and whole-school professional development priorities, resulting in targeted support that addresses identified strengths and areas for development. - Deliver targeted coaching, mentoring, instructional modelling and evidence-informed CPD to secure consistent implementation of agreed approaches, evidenced through improved consistency in the quality of teaching across all phases. - Provide timely, developmental feedback with precise, measurable success criteria, enabling staff to refine their practice and demonstrate increased confidence and competence in implementing the Time to Talk approach. - Review progress through subsequent monitoring cycles, adapting support where necessary to ensure improvements are embedded and sustained, evidenced through stronger outcomes from lesson observations, book scrutiny, pupil voice, assessment information, and measurable improvements in pupil engagement, language development, progress, and attainment. 3. Evaluate Impact and Secure Continuous Improvement Lead: B. Suddhi (Headteacher) Supporting Leaders: S. Khan (Deputy Headteacher/SENCO), J. Shanker (Assistant Headteacher), R. Carr (Assistant Headteacher), Governing Body - Evaluate the impact of improvement strategies each term using evidence from lesson observations, work scrutiny, assessment information, pupil voice, and staff feedback. - Assess the extent to which improvements are strengthening teaching, promoting pupil engagement, developing oracy and language, and improving attainment and progress.

	• Use evaluation findings to refine the School Improvement Plan, inform future professional development, and ensure resources are deployed effectively. • Provide governors with clear, evidence-based reports that demonstrate the impact of improvement actions and enable effective strategic challenge, accountability, and strategic oversight. This version clearly allocates strategic leadership while reflecting Ofsted's expectation that leaders at all levels are accountable for monitoring, implementation, evaluation, and sustained improvement.
Success Criteria / Impact	Monitoring evidence demonstrates consistently high-quality implementation of Time to Talk , improved teaching practice and positive trends in pupil engagement, progress and attainment.
Lead(s)	Bindy Suddhi – Headteacher Shazia Khan – Deputy Headteacher Jess Shankar – Assistant Headteacher Bobby Carr – Assistant Headteacher

Evaluation Area	Curriculum
Strategic Priority	Further Strengthen Curriculum Implementation including 'Time To Talk' to Secure High-Quality Outcomes.
Rationale (linked to self-evaluation)	Maintain the strategic focus on reading, writing and mathematical fluency while ensuring pupils increasingly apply these foundational skills confidently across the wider curriculum.
Implementation	1. Teachers and Teaching Assistants will deliver the curriculum in line with agreed medium-term plans, maintaining high expectations for all pupils and embedding the Time to Talk approach within daily teaching. Staff will provide purposeful opportunities for high-quality classroom dialogue, consistently model ambitious vocabulary, use effective questioning and structured talk routines, and ensure all learners, including disadvantaged pupils and those with SEND, actively participate, deepen their understanding and make strong progress. 2. J. Shanker and R. Carr (Assistant Headteachers), alongside Curriculum Lead Teachers, will implement termly monitoring of medium-term plans, book scrutiny and pupil voice to evaluate the implementation and impact of the Time to Talk approach across the curriculum. Monitoring will assess whether planned oracy opportunities are consistently delivered, embedded within teaching and contributing to high-quality classroom dialogue. Evidence will be triangulated to identify strengths, address inconsistencies and inform curriculum development and targeted professional development. 3. B. Suddhi (Headteacher) and S. Khan (Deputy Headteacher/SENCO) will monitor the Nursery and Reception Lead Teachers' implementation of the EYFS curriculum through planning reviews, drop-in days and pupil outcomes. Monitoring will evaluate the consistent delivery of medium-term plans, with a focus on Time to Talk, early writing, number, high-quality adult-child interactions, and effective indoor and outdoor provision. The Nursery and Reception Lead Teachers will model exemplary practice and provide ongoing coaching to ensure consistent implementation and high expectations across the EYFS team, resulting in strong outcomes for all children. 4. Teachers will embed the Time to Talk approach within curriculum planning and teaching, providing structured opportunities for pupils to develop vocabulary, articulate their thinking, explain their reasoning, and engage in purposeful discussion. High-quality questioning and talk routines will ensure all pupils, including disadvantaged pupils and those with SEND, actively participate and deepen their learning. 5. B. Suddhi (Headteacher), S. Khan (Deputy Headteacher/SENCO), J. Shanker and R. Carr (Assistant Headteachers) will use monitoring evidence to provide targeted coaching, professional development and curriculum support where needed. Impact will be evidenced through greater consistency in curriculum delivery, improved pupil engagement and oracy, stronger use of subject-specific vocabulary, secure progression in knowledge and skills, and improved pupil outcomes.
Success Criteria / Impact	• Oracy is consistently embedded across the curriculum and supports pupils' acquisition and application of knowledge. • Pupils confidently articulate their learning using subject-specific vocabulary and explain their thinking. • Monitoring demonstrates a well-sequenced curriculum that enables pupils to retain, apply and build on prior learning across all subjects.
Lead(s)	All teaching staff All support staff

Evaluation Area	Developing Teaching
Strategic Priority	Further Strengthen Adaptive Teaching and 'Time To Talk' to Improve Learning for All Pupils.
Rationale (linked to self-evaluation)	Continue embedding the <i>Time to Talk</i> approach to ensure consistently high-quality oracy across all curriculum areas. Continue developing teachers' expertise in adaptive teaching to ensure consistently ambitious learning for all pupils.
Implementation	1. B. Suddhi (Headteacher), S. Khan (Deputy Headteacher/SENCO), J. Shanker and R. Carr (Assistant Headteachers) will implement a planned, sequenced programme of professional development focused on adaptive teaching, high-quality questioning and the effective implementation of the Time to Talk approach. This will be delivered through weekly staff professional development meetings, instructional coaching, collaborative planning and opportunities to observe effective practice. Professional development will be informed by monitoring outcomes, evidence-informed research and school improvement priorities, ensuring staff develop the knowledge, confidence and expertise to consistently deliver high-quality teaching that meets the needs of all learners. 2. B. Suddhi (Headteacher), S. Khan (Deputy Headteacher/SENCO), will establish a termly coaching and feedback cycle through drop-in days, focused observations and professional dialogue. Teachers will receive timely written and verbal feedback that recognises effective practice and identifies precise, achievable next steps. Leaders will provide coaching, modelling and support where required, with agreed actions reviewed through subsequent monitoring cycles to evaluate progress, secure consistency and ensure improvements are embedded in everyday classroom practice. 3. Teachers and Teaching Assistants will consistently implement agreed Time to Talk classroom expectations by planning and delivering structured opportunities for purposeful pupil talk within lessons. This will include the use of Talking Teams and Talking Trios, explicit vocabulary modelling, sentence stems, effective questioning and opportunities for pupils to explain, justify and extend their thinking. Implementation will be monitored through planning reviews, drop-in days, book scrutiny and pupil voice, with findings used to celebrate effective practice, identify areas for development and inform future coaching and professional development. 4. Teachers and Teaching Assistants will consistently implement the agreed Time to Talk approach across the school day to develop pupils' oracy, confidence and communication skills, with a particular focus on EYFS deep-level learning talk and purposeful adult-child interactions. This will include planned opportunities for Morning Time to Talk, Guided Talk, Throw and Catch Talk, Reciprocal Talk, Amazing Talk, Collective Talk, Relational Practice Talk, and meaningful talk opportunities during playtime and lunchtime. Staff will model high-quality language, promote sustained shared thinking and active listening, and ensure all pupils have regular opportunities to articulate ideas, extend vocabulary, explain their thinking and engage in rich, purposeful dialogue.
Success Criteria / Impact	• High-quality adaptive teaching is consistently evident across the school. • Time to Talk strategies are embedded in lessons and used to improve pupil participation and understanding. • Pupils are more confident in explaining thinking, using subject-specific vocabulary and engaging in structured discussion. • Monitoring evidence shows improved consistency in teaching quality and increased pupil engagement across all subjects.
Lead(s)	SLT Teaching staff Support staff

Evaluation Area	Achievement
Strategic Priority	Further Improve Attainment and Progress in Writing and Mathematics While Sustaining Strong Reading Outcomes.
Rationale (linked to self-evaluation)	To raise attainment and accelerate progress in writing and mathematics across the school, ensuring that a higher proportion of pupils achieve age-related expectations or above by strengthening the quality and consistency of teaching, curriculum implementation and targeted intervention.
Implementation	B. Suddhi (Headteacher), S. Khan (Deputy Headteacher/SENCO), J. Shanker and R. Carr (Assistant Headteachers) will ensure a robust, data-informed approach is used to identify pupils requiring additional support through termly analysis of attainment, progress, and assessment information. Leaders and class teachers will use this information to identify barriers to learning, with a particular focus on disadvantaged pupils, pupils with SEND and those at risk of underachievement in writing and mathematics, enabling targeted support and timely intervention. Senior leaders will track identified case study pupils termly, using assessment information, pupil voice, and observations to evaluate progress, with a particular focus on the development of pupils' oracy skills, confidence, and ability to articulate their thinking through the Time to Talk approach. Target teaching, introduced in September 2025, will be embedded consistently across reading, writing and mathematics to provide focused, responsive support for identified pupils. Teachers and Teaching Assistants will use formative assessment to adapt teaching, address misconceptions, close gaps in knowledge and secure pupils' next steps in learning. The effectiveness of target teaching will be reviewed weekly through ongoing assessment, pupil work, and professional dialogue, with its impact evaluated termly during pupil progress meetings to ensure support is accelerating progress, improving attainment, and enabling pupils to achieve their potential. - Teachers and Teaching Assistants will implement the amended medium-term writing plans across EYFS and Key Stage 1, ensuring the Time to Talk approach is a planned, consistent feature of every English lesson. Staff will provide purposeful opportunities for pupils to rehearse ideas, develop vocabulary, orally compose sentences, explain their thinking, and receive feedback before writing. This will strengthen language development, improve the quality of writing, and build pupils' confidence as effective communicators and writers. B. Suddhi (Headteacher) and S. Khan (Deputy Headteacher/SENCO) will monitor the impact of teaching and targeted provision on pupil outcomes through a programme of termly quality assurance activities, including book scrutiny, lesson observations, drop-in days, pupil progress meetings, assessment analysis, and pupil voice. Evidence will be triangulated to evaluate the effectiveness of classroom practice, target teaching, and Time to Talk strategies in improving attainment and progress. Findings will inform future school improvement priorities, identify further professional development needs, and ensure resources and support are directed where they will have the greatest impact on pupil achievement.
Success Criteria / Impact	- Increased proportion of pupils achieving age-related expectations and greater depth in writing and mathematics. - Accelerated progress for disadvantaged pupils and pupils with SEND. - Pupils demonstrate improved reasoning, vocabulary and written outcomes as a result of structured talk. - Reading outcomes remain strong and at least in line with national expectations. - Monitoring shows consistency in teaching, target teaching and its impact on pupil progress.
Lead(s)	SLT Teaching Staff Support staff

Evaluation Area	Behaviour and Attendance
Strategic Priority	Further Improve Attendance and Positive Attitudes to Learning.
Rationale (linked to self-evaluation)	Leaders will continue to prioritise attendance through a targeted and personalised programme of support for identified families, ensuring barriers to attendance are addressed through bespoke interventions, strong relational practice and sustained partnership working.
Implementation	1. B. Suddhi (Headteacher), Attendance Lead and L. Wilkins (Attendance Champion) will monitor attendance weekly, supported by administrative staff, to identify pupils whose attendance falls below 96%, those at risk of persistent absence and emerging attendance trends across year groups and vulnerable pupil groups. Attendance information will be analysed alongside safeguarding, behaviour, and pastoral information to identify barriers at the earliest opportunity. Findings will be used to prioritise support, monitor the impact of interventions and ensure timely action is taken to improve attendance. 2. The school's established Early Help offer and bespoke attendance support will continue to provide targeted, graduated support for families experiencing barriers to attendance. Identified families will receive personalised support, regular communication and agreed actions to improve attendance. Home visits will be further strengthened for identified families where concerns remain, enabling leaders to understand barriers, coordinate appropriate support and work collaboratively with families and external agencies to secure sustained improvements in attendance. 3. Teachers and Teaching Assistants will work proactively with the Attendance Lead and L. Wilkins (Attendance Champion) to strengthen relational approaches with families where pupils are persistently late or absent. Staff will share concerns promptly, contribute to understanding individual barriers and support early communication with families through positive conversations, regular check-ins and agreed actions. This collaborative approach will ensure families receive consistent messages, appropriate support, and encouragement, while maintaining high expectations for attendance and punctuality. 4. B. Suddhi (Headteacher), Attendance Lead and L. Wilkins (Attendance Champion) will implement a focused approach to addressing persistent lateness by identifying patterns, monitoring punctuality data, and working with families where lateness is impacting pupils' learning and routines. Teachers, Teaching Assistants, and administrative staff will support early identification by reporting concerns promptly, enabling timely conversations, targeted support and agreed actions with families. The impact of support will be reviewed regularly to ensure punctuality improves and pupils are ready to learn at the start of the school day.
Success Criteria / Impact	• Overall attendance improves and is sustained at or above national expectations. • Reduction in persistent absence, particularly for disadvantaged pupils and pupils with SEND. • Increased punctuality and reduced lateness across the school. • Pupils demonstrate positive attitudes to learning and stronger engagement in school life. • Families report improved communication and increased support from school.
Lead(s)	SLT Attendance Champion All teaching staff & support staff

Evaluation Area	Personal Development and Well-being
Strategic Priority	Further Strengthen Personal Development to Build Confident, Resilient and Responsible Pupils.
Rationale (linked to self-evaluation)	- Continue to strengthen pupils' understanding of online safety and digital citizenship in response to emerging technologies and social media. - Further develop partnerships with parents to promote consistent messages around wellbeing, relationships, and safe online behaviours. - Continue to evaluate participation in wider opportunities to ensure all pupils, particularly the most vulnerable, fully benefit from the rich personal development offer.
Implementation	- The PSHE and online safety curriculum will be delivered systematically across EYFS and Key Stage 1 to provide a coherent and progressive approach to pupils' personal development. Teaching will support children to develop an understanding of relationships, emotions, wellbeing, diversity, safety, and responsible choices in an age-appropriate way. The Time to Talk approach will be embedded throughout lessons and daily routines, providing structured opportunities for children to develop vocabulary, express feelings, listen to others, explain their thinking, and build confidence in discussing personal and social experiences. B. Suddhi (Headteacher) and S. Khan (Deputy Headteacher/SENCO) will ensure parents and carers receive regular, timely information to support pupils' personal development, online safety, wellbeing, and healthy relationships. Administrative staff will support this work under the direction of the Headteacher and Deputy Headteacher by coordinating communication through the school website, text messaging, and other agreed channels. Administrative staff will also establish systems to gather parental feedback, using responses to evaluate the effectiveness of communication and inform future updates and support for families. - Administrative staff will collect and maintain participation data for enrichment activities, clubs, educational visits, and wider curriculum experiences, reporting findings to B. Suddhi (Headteacher) and S. Khan (Deputy Headteacher/SENCO). Leaders will analyse this information to identify any groups of pupils, including disadvantaged pupils, pupils with SEND and vulnerable pupils, who may be underrepresented, and will implement targeted strategies to remove barriers and ensure all pupils have equitable access to opportunities that support their personal development. B. Suddhi (Headteacher) and S. Khan (Deputy Headteacher/SENCO) will gather and evaluate pupil voice each term through discussions, classroom activities, and focused case studies of identified pupils to assess pupils' understanding of wellbeing, online safety, healthy relationships, and wider personal development themes. Evidence will be triangulated with curriculum monitoring, behaviour, and safeguarding information to evaluate the impact of provision. Findings will inform refinements to the PSHE and online safety curriculum, staff development, and targeted support to ensure personal development provision is responsive to pupils' needs and aligned with whole-school priorities.
Success Criteria / Impact	- Pupils demonstrate a secure understanding of online safety, digital citizenship and healthy relationships. - Increased participation of all pupils, particularly disadvantaged pupils and pupils with SEND, in wider enrichment opportunities. - Pupils show improved confidence, resilience and ability to articulate feelings and choices. - Parents report clearer understanding of school messages around wellbeing and online safety. - Pupil voice shows increased awareness of how to stay safe and make positive choices online and in school.
Lead(s)	SLT All teaching staff & support staff

Evaluation Area	Inclusion
Strategic Priority	To further strengthen inclusive practice so that pupils with SEND and disadvantaged pupils achieve and thrive from their individual starting points.
Rationale (linked to self-evaluation)	To further strengthen inclusive provision and accelerate outcomes for pupils with SEND and disadvantaged pupils, leaders will refine and embed highly responsive, evidence-informed teaching and intervention systems across the school and nursery, ensuring consistently strong progress from individual starting points across all areas of need.
Implementation	1. S. Khan (Deputy Headteacher/SENCO) will review the progress of pupils with SEND and disadvantaged pupils on a termly basis to ensure provision is responsive, targeted, and effective. Attainment, progress, attendance, behaviour, and wellbeing information will be analysed alongside teacher assessments to identify strengths, barriers to learning and emerging needs. Provision maps will be reviewed and updated regularly, ensuring interventions, classroom adaptations and additional support are precisely matched to individual needs and aligned with pupils' EHCP outcomes or support plans where appropriate. 2. Teachers and Teaching Assistants will consistently implement agreed adaptive teaching strategies and Time to Talk approaches to ensure all pupils can access the curriculum, participate confidently, and achieve well. Adaptive teaching will focus on providing appropriate scaffolding and challenge, rather than reducing expectations or changing the intended learning outcome. This will include effective scaffolds, visual supports, pre-teaching of vocabulary, sentence stems, modelling, structured discussion, carefully sequenced questioning, and adaptive resources. Staff will use ongoing formative assessment to identify pupils requiring additional support or greater challenge, ensuring those who need support receive timely adjustments while pupils ready for deeper learning are appropriately stretched. This will enable pupils with SEND and disadvantaged pupils to make strong progress alongside their peers. 3. S. Khan (Deputy Headteacher/SENCO) will coordinate a collaborative, multi-agency approach to supporting pupils with additional needs, working closely with external professionals, including educational psychologists, speech and language therapists, health services, and other specialist agencies where appropriate. Teachers and Teaching Assistants will play an active role in implementing agreed strategies, sharing observations, and contributing to the assessment and review of provision. Regular communication with families will ensure parents and carers are fully involved in planning, reviewing, and evaluating support, enabling consistency between home and school. This partnership approach will support the early identification of emerging needs, timely referrals where required and positive outcomes for pupils academically, socially, and emotionally.
Success Criteria / Impact	• Pupils with SEND and disadvantaged pupils make strong, sustained progress from their individual starting points. • Classroom practice consistently reflects effective adaptive teaching and inclusive strategies. • Interventions show clear and measurable impact on pupil progress. • Pupils are able to access learning, participate fully and communicate their understanding confidently. • Parental engagement with SEND processes is strong and supports improved outcomes.
Lead(s)	SLT / SENCO All teaching staff and support staff

Evaluation Area	Early Years
Strategic Priority	Further Strengthen EYFS Provision Through Time to Talk, Early Writing and Mathematics.
Rationale (linked to self-evaluation)	Leaders will continue to strengthen EYFS provision in preparation for the merger of Nursery and Reception onto one site, ensuring greater consistency, coherence, and continuity across the Early Years Foundation Stage. The curriculum will continue to be refined with a sustained focus on communication, language development, early literacy, writing and numeracy as the foundations for reading, writing, and mathematics.
Implementation	1. B. Suddhi (Headteacher) and S. Khan (Deputy Headteacher/SENCO) will provide strategic oversight of the EYFS curriculum, ensuring a coherent and progressive learning journey across Nursery and Reception that meets the needs of all children. 2. C. Gallagher (Reception Lead Teacher) and A. Hadfield (Nursery Lead Teacher) will lead the implementation and review of the EYFS curriculum, ensuring planning provides clear progression in communication and language, early writing, mathematical development, personal, social, and emotional development, early literacy, and the wider areas of learning. 3. C. Gallagher and A. Hadfield will ensure curriculum planning provides purposeful opportunities to develop early writing skills, including mark-making, transcription and meaningful writing experiences, alongside secure number sense, mathematical vocabulary, counting, and problem-solving. 4. C. Gallagher and A. Hadfield will lead the development of high-quality indoor and outdoor provision, ensuring learning environments promote deep-level learning through purposeful play, sustained shared thinking and effective adult-child interactions. Provision will reflect the Time to Talk approach, enabling children to develop vocabulary, communicate ideas, explain their thinking, and build confidence as learners. 5. EYFS teachers and Teaching Assistants will consistently implement the Time to Talk pledge throughout continuous provision and adult-led learning. Staff will model rich vocabulary, use purposeful questioning, storytelling, and role play, and create opportunities for children to predict, reason, explain and retell. These interactions will strengthen children's communication, language development, and readiness for future learning. 6. EYFS staff will regularly evaluate the effectiveness of provision, adult interactions and curriculum implementation through observations, assessment information, and monitoring of children's learning. Findings will be used to refine practice and ensure all children, including those requiring additional support, make strong progress from their starting points.
Success Criteria / Impact	• Children make strong progress in communication and language, early literacy and numeracy from starting points. • Time to Talk is consistently embedded across EYFS provision and evident in interactions and learning environments. • Nursery and Reception demonstrate strong curriculum coherence and consistency. • Accurate assessment informs planning and ensures early identification of need. • A higher proportion of children achieve a Good Level of Development (GLD).
Lead(s)	SLT Nursery Teacher EYFS lead teacher All EYFS teachers and support staff