



Sir James Knott Nursery School and Nest Development Plan 2026-2027

1. Inclusion

Focus: Inclusion by Design – Belonging, Participation and Early Intervention

To develop a whole-school approach to inclusion where barriers are anticipated and removed, commonly occurring and predictable needs are met through high-quality universal provision, and every child from birth to four is enabled to belong, participate and thrive.

This is particularly timely. DfE's 2026 direction is explicitly towards provision that is inclusive by design, early evidence-based support, strong family partnerships and accessible environments. The new inspection toolkit also explicitly refers to the requirement for an inclusion strategy.

Objectives:

1. Develop and implement a whole-school Inclusion Strategy: Linked Focus - DfE Inclusion Strategy, SEND Reform, Ofsted Inclusion.

2. Strengthen inclusive universal provision across birth-4: Linked Focus - Adaptive Teaching, Ordinarily Available Provision, Birth to 5 Matters Second Edition.

3. Strengthen early identification and evidence-informed response to emerging needs: Linked Focus - Early Intervention, SEND, Communication and Language, PSED.

4. Strengthen partnerships with families and external professionals: Linked Focus - Co-production, Transitions, Early Help.

Key Actions	Intended Outcomes	Autumn Term Update	Spring Term Update
1: Inclusion Strategy • Complete a cohort-level analysis of commonly occurring and predictable needs and barriers to learning, development and participation. • Map current universal, targeted and specialist provision.	1: Whole-School Inclusion Strategy • The school has a clear, ambitious and evidence-informed Inclusion Strategy which reflects the context of Sir James Knott Nursery School and the nest and identifies the commonly occurring and		

• Develop the school's Inclusion Strategy around identified cohort needs, provision, intended impact and use of resources. • Ensure governors scrutinise implementation and impact. • Publish and communicate the strategy appropriately. 2: Inclusive Universal Provision • Audit rooms, routines, continuous provision, outdoor provision and Extended Provision for barriers to participation. • Establish clear expectations for inclusive provision from birth–4. • Strengthen adaptive teaching, scaffolding, visual support, Makaton, sensory/regulation approaches and communication-friendly environments. • Ensure reasonable adjustments are part of everyday provision rather than an "add-on". 3: Early Identification • Strengthen assessment and graduated response processes. • Use observation, developmental assessment, WellComm and professional	predictable needs of children from birth to four. • Leaders and governors have an accurate understanding of the barriers that may affect children's access, participation, learning and development and can clearly articulate how resources, staffing, environments and professional development are being used to address these. • Inclusion is understood as a whole-school responsibility and is embedded within strategic decision-making, curriculum development, staffing and resource allocation rather than viewed solely as the responsibility of the SENDCo. • Leaders routinely evaluate the implementation and impact of the Inclusion Strategy, using evidence from children's participation, progress, parent voice, staff practice and external professional involvement to identify further priorities. 2: Inclusive Universal Provision • High-quality inclusive practice is consistently evident across the main school, the nest and extended provision, with environments, routines, interactions and learning experiences designed from the outset to enable the widest possible participation.		
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dialogue to identify emerging needs early. • Develop staff confidence in identifying the difference between developmental variation and potential additional need. • Review the impact of interventions rather than simply recording that they have taken place. 4: Families and Services • Strengthen parent voice within SEND and inclusion processes. • Develop transition pathways between home, the nest, main school and Reception. • Strengthen partnership working with Early Years Inclusion Service, health, SALT and other professionals. • Provide targeted workshops/resources for families.	• Practitioners demonstrate increased confidence in adapting teaching, interactions, routines and environments while maintaining ambitious expectations for every child. • Children with SEND, emerging needs and other potential barriers to learning are increasingly able to participate alongside their peers, with adaptations incorporated naturally into universal provision and unnecessary withdrawal or separation reduced. • Staff can confidently explain the adaptations they make, why they are appropriate and the difference they are making to children's engagement, independence and development. 3: Early Identification and Intervention • Emerging developmental needs are identified promptly through high-quality observation, assessment, professional dialogue and partnership with families, enabling appropriate support to be provided at the earliest opportunity. • Staff demonstrate a secure understanding of child development from birth to four and are increasingly confident in recognising when children may require adaptations, additional assessment or specialist advice.		
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	• Graduated responses are timely, proportionate and regularly reviewed, with leaders evaluating whether interventions and adaptations are improving children's participation and progress rather than simply recording that support has been delivered. • Children receive the right support at the right time, reducing the likelihood that emerging barriers become more significant or entrenched. 4: Partnership with Families and Professionals • Families are recognised as knowledgeable and valued partners and are meaningfully involved in identifying needs, agreeing priorities and evaluating support. • Communication between families, school and external professionals is increasingly coordinated, resulting in greater consistency in approaches across home and educational provision. • Transition between the nest, main school, other early years provision and Reception is carefully planned for children requiring additional support, enabling continuity in relationships, strategies and provision. • Parent feedback demonstrates increasing confidence that		
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	children's individual needs are understood, valued and effectively supported.		
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2. Curriculum and Teaching

Focus: Evidence-Informed Curriculum - From Intent to High-Quality Interaction

To refine and embed an ambitious, responsive and developmentally appropriate birth-4 curriculum, informed by Birth to 5 Matters Second Edition and EEF evidence, where high-quality interactions, play and intentional teaching enable children to build increasingly secure knowledge, skills and understanding.

The second edition of Birth to 5 Matters retains continuity with the original but adds/upgrades material including under-2s, digital pedagogy, sustainability and adapting pedagogy for different ages.

Objectives:

- 1. Review the school's curriculum against Birth to 5 Matters Second Edition:** Linked Focus - Birth–4 Curriculum, Curriculum Progression.
- 2. Further embed high-quality interactions as the principal vehicle for teaching:** Linked Focus - EEF Evidence Store, ShREC, Responsive Teaching.
- 3. Strengthen continuous provision and enhancements as purposeful curriculum implementation:** Linked Focus - Play, Environment, Intentional Teaching.
- 4. Develop evidence-informed implementation and professional learning:** Linked Focus - EEF Implementation, Coaching and CPD.

Key Actions	Intended Outcomes	Autumn Term Update	Spring Term Update
1: Birth to 5 Matters • Audit existing curriculum overviews against the second edition. • Identify implications for birth–2 provision, sustainability and digital pedagogy. • Refine progression pathways without creating unnecessary assessment or curriculum burden. • Ensure curriculum expectations remain responsive to children's development rather than becoming age-related checklists. 2: High-Quality Interactions • Continue CPD and coaching around high-quality adult-child interaction. • Use ShREC, sustained shared thinking, modelling, vocabulary, commenting and questioning appropriately. • Develop staff understanding of when to observe, when to join play and when to intentionally extend learning. • Monitor interaction quality through learning walks, coaching and professional dialogue.	1: Birth to 5 Matters Second Edition and Curriculum Development • The school's birth-to-four curriculum is coherently aligned with the principles and updated content of Birth to 5 Matters Second Edition while retaining the school's established curriculum identity, values and understanding of its community. • Curriculum progression is clearly understood across the nest and main school, enabling practitioners to recognise how children's knowledge, skills, vocabulary and experiences develop progressively from infancy to four. • Staff use curriculum guidance intelligently rather than as a checklist, responding appropriately to children's interests, schemas, developmental pathways and individual starting points. • Children experience a broad, balanced, ambitious and developmentally appropriate curriculum which provides strong foundations for future learning. 2: High-Quality Interactions • High-quality interactions are consistently embedded as the principal mechanism through which practitioners extend		

<i>EEF currently rates communication and language approaches as high impact and emphasises intentional vocabulary/language teaching, interactive reading, social communication and well-trained practitioners.</i> 3: Continuous Provision • Map curriculum intentions through continuous provision. • Strengthen the purpose of enhancements rather than frequently changing resources without clear rationale. • Develop indoor/outdoor parity in curriculum implementation. • Ensure provision reflects schemas, interests, developmental needs and identified curriculum priorities. 4: Implementation • Use an Explore → Prepare → Deliver → Sustain approach when introducing significant developments. • Identify a small number of agreed pedagogical approaches and implement them consistently. • Use coaching, modelling and peer observation rather than one-off training. • Evaluate whether professional development changes adult	children's thinking, communication, vocabulary and understanding. • Staff demonstrate increasing confidence in recognising when to observe, model, comment, question, scaffold or extend children's learning and when to allow children time and space to explore independently. • Children increasingly engage in sustained interactions, communicate their ideas, develop richer vocabulary and demonstrate deeper levels of involvement in play and learning. • Monitoring demonstrates greater consistency in interaction quality across rooms, age phases, sites and staff groups. <i>This is particularly well supported by EEF evidence, which identifies communication and language approaches- including vocabulary, modelling, interactive reading and collaborative talk- as high-impact approaches, with the quality of adult engagement being central to their effectiveness.</i> 3: Continuous Provision and Enhancements • Continuous provision across indoor and outdoor environments has a clearly understood curricular purpose and enables children to revisit, practise,		
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practice and children's experiences.	consolidate and deepen previously introduced knowledge, skills and experiences. • Enhancements are purposeful and responsive to identified learning rather than being driven by frequent changes of theme or resources. • Staff confidently explain the learning possibilities within different areas of provision and how these relate to curriculum intentions and children's developmental needs. • Children demonstrate increasing independence, sustained engagement, problem-solving and creativity because environments enable them to make meaningful choices and pursue their own lines of enquiry. 4: Evidence-Informed Implementation • Changes to curriculum and pedagogy are introduced through a structured implementation process, allowing sufficient time for staff to understand, practise, refine and embed agreed approaches. • Professional development moves beyond one-off training, with coaching, modelling, observation, feedback and professional dialogue supporting sustained improvements in practice.		
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	• Leaders identify the essential features of agreed approaches and monitor whether these are being implemented consistently while allowing appropriate professional responsiveness. • School improvement activity becomes increasingly focused and sustainable, with leaders able to demonstrate the relationship between professional development, changes in practice and improved experiences for children.		
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3. Achievement

Focus: Knowing the Difference We Make - Progress from Individual Starting Points

To strengthen understanding of achievement within a birth-4 context, ensuring leaders and practitioners know children well, identify meaningful progress from starting points and use assessment intelligently to improve curriculum, teaching and outcomes.

Objectives:

1. **Refine the school's approach to demonstrating achievement from birth-4:** Linked Focus - Ofsted Achievement, EYFS Assessment.
2. **Prioritise communication and language as a foundation for achievement:** Linked Focus - EEF Communication and Language.
3. **Strengthen outcomes for children experiencing disadvantage and those with SEND:** Linked Focus – Equity, EYPP, Inclusion.
4. **Strengthen transition and readiness for children's next stage:** Linked Focus – Birth-2, Rising Threes, Reception Transition.

Key Actions	Intended Outcomes	Autumn Term Update	Spring Term Update
1: Assessment and Achievement - Define what "achievement" means within the school's curriculum. - Review assessment systems to ensure they are proportionate and useful. - Use starting points, observations and professional knowledge to evaluate progress. - Introduce regular cohort review meetings focusing on	1: Understanding Achievement - Leaders and practitioners have a shared and developmentally appropriate understanding of what achievement looks like for children from birth to four, recognising progress in knowledge, skills, communication, independence, relationships and dispositions for learning. - Assessment is proportionate, meaningful and rooted in practitioners' knowledge of children rather than generating		

children/groups at risk of falling behind. 2: Communication and Language • Establish communication and language as a whole-school achievement priority. • Strengthen vocabulary, storytelling, interactive reading and conversational approaches. • Use screening/assessment appropriately to identify children requiring additional support. • Track the impact of targeted communication interventions. 3: Equity • Analyse outcomes for SEND, disadvantaged children, children eligible for EYPP and other identified groups. • Link EYPP expenditure clearly to identified barriers and evidence-informed approaches. • Ensure targeted intervention supplements rather than replaces high-quality universal provision. • Evaluate whether gaps in participation and learning are reducing.	unnecessary data or documentation. • Staff confidently use observation and assessment to identify what children know and can do, what they are beginning to understand and what experiences or interactions are likely to support further development. • Leaders have an accurate overview of achievement across cohorts and groups and can identify where children are thriving and where curriculum or teaching requires further adaptation. 2: Communication and Language • Communication and language are recognised across the organisation as fundamental foundations for children's achievement and future learning. • Children experience language-rich environments in which adults intentionally model vocabulary, extend children's communication and create frequent opportunities for sustained conversation, storytelling, songs, rhymes and interactive reading. • Children with emerging communication needs are identified earlier and receive appropriate universal, targeted or specialist support. • Assessment and monitoring demonstrate increasingly strong communication outcomes from		
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4: Transition • Establish expected foundations for transition between rooms and phases. • Strengthen information exchange between the Nest, main school and Reception settings. • Develop children's independence, communication, self-regulation and confidence as central elements of readiness. • Gather destination-school feedback to evaluate curriculum impact.	children's individual starting points, including for disadvantaged children and those with SEND. <i>EEF's current Early Years Evidence Store specifically encourages settings to combine research evidence with professional expertise and provides evidence-informed approaches across communication and language, PSED, self-regulation, physical development, literacy and mathematics.</i> 3: Equity and Closing Gaps • Leaders have an increasingly precise understanding of the achievement and participation of disadvantaged children, children with SEND and other identified groups. • Resources, including EYPP, are strategically targeted towards identified barriers and evidence-informed approaches rather than being allocated through generic provision. • Targeted support supplements strong universal provision and children remain included within the wider curriculum and peer group wherever appropriate. • Differences in children's participation, communication, engagement and development are identified promptly and leaders		
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	can demonstrate the actions taken and resulting impact. 4: Transition and Readiness • Children make successful transitions between rooms, the nest, main school and Reception because curriculum and transition arrangements provide continuity while recognising each child's individual development. • Children leaving the school demonstrate increasingly secure foundations in communication, independence, relationships, physical development, curiosity and self-regulation. • Receiving schools have clear and useful information about children's strengths, development and any additional support required. • Feedback from families and receiving settings provides evidence that children are well prepared emotionally, socially and developmentally for their next stage of education.		
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4. Attendance and Behaviour

Focus: Belonging, Attendance and Positive Behaviour from the Earliest Years

To establish strong foundations for attendance, belonging and positive behaviour from birth-4 through nurturing relationships, effective partnerships with families, accurate attendance systems and consistent approaches to co-regulation and behaviour.

There is a useful nuance here for an MNS. The July 2026 DfE attendance guidance applies to maintained schools, and **both compulsory and non-compulsory school-age pupils must be entered on the admission register**. I would therefore make this a strategic priority without applying compulsory-school-age enforcement language indiscriminately to nursery children.

Objectives:

- 1. Develop a birth-4 culture where attendance is understood as fundamental to belonging, continuity and learning:** Linked Focus - DfE Attendance Guidance.
- 2. Strengthen attendance monitoring, analysis and early support:** Linked Focus - Attendance, Safeguarding, Vulnerability.
- 3. Embed a relational and developmentally appropriate approach to behaviour:** Linked Focus - PSED, Co-regulation, EEF Self-Regulation.
- 4. Strengthen partnership with families around attendance, routines and behaviour:** Linked Focus - Parental Engagement.

Key Actions	Intended Outcomes	Autumn Term Update	Spring Term Update
1: Attendance • Review Attendance Policy against July 2026 DfE guidance. • Ensure admission and attendance registers meet requirements. • Develop an attendance dashboard appropriate to nursery-aged children. • Analyse patterns by cohort, SEND, disadvantage, vulnerability and session.	1: Culture of Attendance • A positive culture of attendance is established from the earliest years, with families understanding the relationship between regular attendance, belonging, relationships, continuity of learning and children's development. • Attendance expectations are communicated sensitively and consistently, recognising the non-	•	

• Establish thresholds for supportive conversations with families. • Make links between attendance, safeguarding and wider family needs explicit. 2: Behaviour • Review Behaviour/Relationships Policy through an early-childhood lens. • Embed consistent co-regulation, emotion coaching and developmentally appropriate expectations. • Strengthen staff understanding of behaviour as communication. • Develop consistent language and approaches across the Nest, main site and extended provision. <i>EEF's evidence emphasises adult modelling, scaffolding and intentional opportunities to develop children's self-regulation and executive functioning.</i>	compulsory-school-age context of many children while maintaining appropriately high expectations. • Staff understand that attendance is everyone's responsibility and recognise changes or patterns that may indicate wider family, wellbeing or safeguarding concerns. • Children experience greater continuity in routines, relationships and curriculum experiences as a result of improved attendance. 2: Monitoring and Early Support • Attendance information is accurate, timely and routinely analysed by leaders to identify individual and cohort patterns. • Leaders understand attendance patterns for children with SEND, disadvantaged children and other vulnerable groups and respond appropriately where inequalities emerge. • Families experiencing attendance difficulties receive early, supportive and proportionate intervention, with barriers explored rather than assumptions made about the reasons for absence. • Attendance information contributes meaningfully to safeguarding, inclusion and pastoral decision-making.		
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	3: Positive Behaviour and Relationships • A consistent, relational and developmentally appropriate approach to behaviour is embedded across the nest, main school and extended provision. • Staff confidently understand behaviour as communication and respond with curiosity, co-regulation, appropriate boundaries and developmentally appropriate expectations. • Children increasingly develop the ability to recognise emotions, communicate their needs, negotiate relationships and begin to regulate their behaviour with appropriate adult support. • Children experience predictable routines and consistent adult responses, contributing to emotionally safe environments in which they feel secure and ready to explore and learn. <i>EEF highlights responsive adult interactions, predictable routines, modelling and scaffolded opportunities as important mechanisms through which very young children develop self-regulation.</i> 4: Partnership with Families • Families understand the school's approaches to attendance,		
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	relationships, behaviour and emotional regulation and receive practical support to develop consistency between home and school. • Difficult conversations about attendance or behaviour are undertaken through respectful relationships and a shared focus on the child's needs. • Parent workshops, guidance and individual conversations increase family confidence in supporting routines, boundaries, independence and emotional development. • Parent voice indicates that families feel listened to, supported and able to work collaboratively with staff when difficulties arise.		
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5. Personal Development and Wellbeing

Focus: Achieve, Belong, Thrive - Building the Foundations for Lifelong Wellbeing

To provide a rich birth-4 experience that supports children's emotional security, physical development, independence, relationships, voice and sense of belonging, enabling every child to achieve, belong and thrive.

Objectives:

- 1. Strengthen PSED, self-regulation and emotional development across birth-4:** Linked Focus - EEF PSED/Self-Regulation.
- 2. Promote children's physical health, independence and self-care:** Linked Focus - EYFS, Healthy Development.
- 3. Strengthen children's voice, agency and sense of belonging:** Linked Focus - Birth to 5 Matters Second Edition, Inclusion.
- 4. Ensure all children access a rich range of experiences beyond the core curriculum:** Linked Focus - Cultural Capital, Inclusion, Community.

Key Actions	Intended Outcomes	Autumn Term Update	Spring Term Update
1-4 Children's Personal Development and Wellbeing • Develop a progressive PSED approach from attachment/co-regulation in birth-2 through increasing independence and self-regulation. • Embed emotional vocabulary, modelling, relationship skills and opportunities for collaborative play. • Review routines around eating, toileting, sleep/rest, hygiene and independence.	1: PSED, Emotional Development and Self-Regulation • Children develop secure, trusting relationships with familiar adults who understand their individual communication, emotional and developmental needs. • From birth onwards, children experience sensitive co-regulation which progressively supports them to recognise feelings, communicate needs and develop an increasing repertoire of strategies for managing emotions and behaviour.	•	

• Strengthen physical development through indoor/outdoor provision and movement. • Develop children's voice through observation, choice, consultation and responsive planning. • Audit experiences to ensure disadvantaged children and children with SEND have equitable access. • Strengthen community links, visitors, outings, nature, sustainability and real-life experiences. • Develop age-appropriate understanding of diversity, difference and belonging. <i>EEF's updated PSED material supports intentional teaching of relationship skills, social communication, emotional awareness and self-regulation.</i>	• Practitioners confidently model emotional vocabulary, relationships, problem-solving and self-regulation throughout everyday interactions and play. • Children demonstrate increasing resilience, confidence, persistence, collaborative skills and ability to manage developmentally appropriate challenges. <i>EEF's evidence recognises that self-regulation develops partly through adult co-regulation, modelling, teaching and opportunities to practise, with the level of adult scaffolding changing according to the child and context.</i> 2: Physical Health, Independence and Self-Care • Children experience regular opportunities for movement, physical challenge and outdoor learning which support gross and fine motor development, confidence and wellbeing. • Routines including eating, toileting, dressing, hygiene, rest and sleep are treated as valuable opportunities for learning, relationships and increasing independence. • Adults recognise children's differing developmental trajectories and provide appropriate scaffolding that		
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	enables children to do increasingly more for themselves. • Children develop positive attitudes towards physical activity, healthy routines and caring for themselves appropriate to their age and development. 3: Voice, Agency and Belonging • Children experience a strong sense of belonging and recognise that their communication, choices, interests and ideas are valued. • Children's voice is understood broadly, particularly for babies and children who communicate non-verbally, with practitioners sensitively interpreting gesture, behaviour, expression, movement and preference. • Children increasingly exercise meaningful choice and agency within their play, routines and learning while being supported to understand appropriate boundaries. • The curriculum, environment and resources enable children to see themselves, their families and the diversity of the wider community positively represented. 4: Rich Experiences and Equity • All children access a broad and enriching range of experiences		
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	regardless of disadvantage, SEND or family circumstances. • Experiences within and beyond the setting broaden children's understanding of people, places, nature, culture and their local community and provide meaningful contexts for language and learning. • Leaders identify and remove barriers that may prevent individual children or groups from participating fully in enrichment opportunities. • Children's experiences contribute to growing confidence, curiosity, independence and knowledge of the world around them.		
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6. Leadership and Governance

Focus: Evidence-Informed Leadership – Sustaining Quality Across an Expanded Organisation

To strengthen strategic leadership and governance across Sir James Knott Nursery School and the Nest, ensuring leaders at all levels have clarity of responsibility, use evidence intelligently and maintain a relentless focus on quality, inclusion, safeguarding and sustainable improvement.

This is a natural progression from 2025–26. Our previous plan concluded that monitoring and evaluation had become more robust and that leadership was increasingly aligned with Ofsted expectations. The next stage should therefore be less about *inspection readiness* and more about **distributed leadership and demonstrable impact**.

Staff Mental Health, Wellbeing and Professional Culture

To re-establish and strengthen the school's commitment to staff mental health and wellbeing, aligned with the DfE Education Staff Wellbeing Charter and supported through the Still Human: Leading Staff Wellbeing programme, creating a positive professional culture where staff feel valued, connected, supported and able to maintain a sustainable work-life balance.

Linked Focus: DfE Education Staff Wellbeing Charter, Staff Mental Health and Emotional Wellbeing, Positive Organisational Culture, Work-Life Balance, Belonging, Still Human: Leading Staff Wellbeing.

Objectives: Leadership and Governance:

- 1. Strengthen distributed leadership and accountability:** Linked Focus - Leadership Capacity, Role Clarity.
- 2. Embed evidence-informed implementation and evaluation:** Linked Focus - EEF Implementation.
- 3. Strengthen governance oversight of inclusion, curriculum, safeguarding and outcomes:** Linked Focus - Ofsted, DfE Governance.
- 4. Develop a sustainable professional learning and wellbeing culture:** Linked Focus - CPD, Coaching, Staff Development and Retention.
- 5. To strengthen a positive and sustainable professional culture through meaningful staff voice, supportive leadership and evidence-informed approaches to wellbeing:** Linked Focus – Still Human, DfE Charter, Ofsted, Coaching, Staff Development and Retention.

Key Actions	Intended Outcomes	Autumn Term Update	Spring Term Update
1: Distributed Leadership • Embed revised leadership roles and responsibilities. • Develop middle/subject/curriculum leaders as drivers of improvement. • Establish clear monitoring cycles with identified responsibility and follow-up. • Ensure leaders evaluate impact rather than simply report completed actions. 2: Implementation • Apply EEF implementation principles to major school priorities. • Reduce competing initiatives and identify a small number of high-leverage priorities. • Build implementation plans with clear active ingredients, measures and review points. • Use evidence from children, families, staff, assessment and monitoring to inform decisions. 3: Governance • Align governor monitoring to the six Ofsted evaluation areas. • Develop concise termly dashboards around inclusion, attendance, safeguarding, curriculum and achievement.	1: Distributed Leadership and Accountability • Leadership capacity is strengthened across the organisation, with responsibilities clearly understood and leaders empowered to make appropriate decisions within their areas of accountability. • Middle and curriculum leaders increasingly move beyond coordinating activities to evaluating the quality and impact of provision. • Staff understand who is responsible for key areas of school operation and improvement, reducing unnecessary operational dependency upon senior leaders. • Monitoring demonstrates greater consistency across the main school, the nest and extended provision while maintaining the distinct developmental needs of different age groups. 2: Evidence-Informed Improvement • Leaders make strategic decisions using a combination of research evidence, professional expertise and a detailed understanding of the school's children, families and context. • School improvement priorities remain focused, manageable and		

• Ensure governors scrutinise the Inclusion Strategy and associated resources. • Strengthen governor visits and challenge around impact. • Provide targeted governor CPD. <i>The maintained-schools governance guidance itself was updated in July 2026, so I would build a review of governance roles and statutory responsibilities into the autumn programme.</i> 4: Professional Culture • Develop an annual evidence-informed CPD programme linked directly to SDP priorities. • Embed instructional/professional coaching and reflective dialogue. • Strengthen induction for staff across both sites. • Continue staff wellbeing work while maintaining high professional expectations. • Evaluate CPD through changes in practice and impact on children rather than attendance at training. 5: Staff Mental Health, Wellbeing and Professional Culture	sufficiently sustained to enable meaningful implementation rather than introducing multiple competing initiatives. • Leaders routinely evaluate whether agreed approaches are being implemented as intended and whether they are resulting in improved practitioner practice and children's experiences. • Professional dialogue increasingly focuses on what is adding value, what evidence demonstrates impact and what should be refined, sustained or discontinued. 3: Governance • Governors have an accurate and current understanding of the school's strengths, priorities, risks and statutory responsibilities across both the main school and the nest. • Governor monitoring is explicitly aligned with the six inspection areas, enabling governors to triangulate information from leadership reports, visits, data, staff and parent voice. • Governors provide appropriate strategic challenge around inclusion, safeguarding, curriculum quality, achievement, attendance, staff development and use of resources. • Minutes, monitoring records and governing body discussions		
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• Re-establish the school's and nest's wellbeing commitment and clearly communicate how this aligns with the principles of the DfE Education Staff Wellbeing Charter. • Revisit the school's and nest's vision and values and ensure staff understand how these contribute to a culture of achievement, belonging, wellbeing and professional support. • Use the Still Human: Leading Staff Wellbeing programme to support leaders in developing a whole-school, evidence-informed approach to staff wellbeing. • Deliver the whole-staff Still Human wellbeing workshop on Wednesday 2nd September, using this as a launch point for the school's and nest's renewed wellbeing commitment. • Ensure all staff are aware of and able to access the Still Human App as an ongoing source of wellbeing information, reflection and support. • Undertake a whole-staff wellbeing survey to establish an accurate baseline of staff experience, including workload, work-life balance, relationships, confidence, belonging, emotional wellbeing	demonstrate that governors evaluate impact rather than simply receiving information. • Governors can confidently articulate how strategic decisions and resource allocation contribute to improved experiences and outcomes for children. 4: Professional Learning, Culture and Wellbeing • A coherent professional development programme is directly aligned with school priorities, identified staff needs and evidence-informed approaches. • Staff understand the rationale behind professional development and have opportunities to practise, receive feedback, reflect and refine their implementation. • Coaching, peer support and professional dialogue contribute to a culture in which staff feel confident to reflect openly upon practice and identify areas for development. • Leaders evaluate professional development through changes in knowledge, confidence and practice and, ultimately, its impact on children's experiences and outcomes. • Staff wellbeing is supported alongside clear professional expectations, creating a culture		
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and perceived levels of support. • Analyse the findings of the staff survey and use these to devise a clear, proportionate Staff Wellbeing Action Plan, identifying a small number of priority areas, actions, responsible leaders and review points. • Ensure staff voice continues to inform the action plan through supervision, professional dialogue, staff meetings and follow-up wellbeing surveys. • Review and update the school's and nest's Mental Health and Wellbeing Policy, ensuring it reflects current school practice, the DfE Wellbeing Charter and learning from Still Human. • Review working practices, systems and expectations to identify avoidable workload pressures and opportunities to strengthen work-life balance. • Promote a positive professional culture in which staff feel confident to raise concerns, ask for support and contribute constructively to school improvement. • Strengthen opportunities for staff connection and belonging across the main school, the nest and extended provision, recognising the importance of relationships and shared	characterised by high challenge, appropriate support, shared responsibility and a collective commitment to improvement. 5: Staff Mental Health, Wellbeing and Professional Culture • The school and nest have a clearly articulated and visible commitment to staff mental health and wellbeing which is understood by staff, leaders and governors and is aligned with the principles of the DfE Education Staff Wellbeing Charter. • Staff understand that wellbeing is not treated as a one-off initiative, but as an integral element of leadership, organisational culture, workload management and professional relationships. • The school's and nest vision and values are re-established across the organisation, with staff able to recognise how their individual roles contribute to a shared culture of achievement, belonging, wellbeing and high professional expectations. • Staff feedback demonstrates an increasingly positive culture in which colleagues feel valued, listened to, respected and able to contribute their views safely and constructively. • Leaders have a more accurate understanding of staff wellbeing through the use of survey		
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identity within an expanded organisation. • Ensure staff understand the range of support available to them, including internal support, occupational health and appropriate external services where required. • Promote and publicise the role of the school's and nest's four trained Mental Health First Aiders, ensuring all staff know who they are, how they can be approached and the boundaries of their role. • Include wellbeing within leadership and governor monitoring so that staff wellbeing is reviewed as part of the school's and nest's wider approach to organisational sustainability and effectiveness.	information, supervision, staff voice and professional dialogue, allowing priorities to be identified from evidence rather than assumption. • The resulting Staff Wellbeing Action Plan is focused, achievable and responsive to identified need, with clear actions and review points enabling leaders to demonstrate how staff feedback has influenced organisational practice. • Workload and working practices are considered routinely within leadership decision-making, with unnecessary burdens identified and reduced where possible while maintaining appropriate professional accountability and high standards. • Staff report improved understanding of strategies that support sustainable work-life balance and feel increasingly confident in raising workload or wellbeing concerns before these become more significant. • Emotional and mental wellbeing is supported through a combination of preventative approaches, supportive leadership, professional relationships, accessible resources and appropriate signposting. • The Mental Health and Wellbeing Policy accurately reflects the school's and nest's current approach and provides staff with		
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	clear information about expectations, support pathways and responsibilities. • The Still Human programme becomes embedded within the school's and nest's wider wellbeing strategy rather than remaining an isolated piece of training, with leaders applying learning from the programme when reviewing culture, workload and staff support. • Staff make appropriate use of the Still Human App and other wellbeing resources to support reflection, professional learning and individual wellbeing. • The school's and nest's four Mental Health First Aiders are clearly identified and visible to the staff team, and staff understand how to access informal initial support when required. • Staff recognise the boundaries of the Mental Health First Aid role and understand that Mental Health First Aiders complement, rather than replace, professional health or occupational health support. • Staff across the main school, the nest and extended provision experience an increasingly consistent sense of connection and belonging, contributing to stronger teamwork and organisational cohesion. • Staff confidence, professional connection and sense of		
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	belonging strengthen over time, supporting retention, morale and a more sustainable workforce. • Governors have appropriate oversight of staff wellbeing and are able to challenge leaders constructively around workload, culture, staff voice and organisational sustainability. • Ultimately, a well-supported and professionally fulfilled workforce is increasingly able to provide children with the consistent, nurturing and high-quality interactions that underpin the school's and nest's curriculum and care.		
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