



**Sir James Knott Nursery School and Nest Development Plan 2025-2026
(Building on some priorities from 2024-25)**

1. Curriculum Implementation and Engagement

To provide a high-quality early year’s curriculum underpinned by a researched-informed model of learning and engagement. The curriculum to be carefully designed to meet the diverse needs of our children while remaining responsive to their interests, experiences, and stages of development.

Objectives:

1. Implement new curriculum overviews aligned to Birth to 5 Matters: ***Linked Focus- Curriculum development, Birth to 5 Matters Framework.***
2. Launch Teacher Padlet and Parent Padlet to support communication and curriculum engagement: ***Linked Focus- Parental engagement, professional learning and curriculum transparency.***
3. Deliver targeted staff CPD to embed curriculum and interaction principles: ***Linked Focus- CPD, pedagogy, responsive teaching.***

Key Actions	Intended Outcomes	Autumn Term Update	Spring Term Update
<p>1: Finalise and share new curriculum overviews for all areas of learning. Ensure progression pathways reflect Birth to 5 Matters guidance. Embed curriculum into planning cycles and daily routines. Provide staff training to ensure clear understanding and consistency of implementation.</p> <p>2: Create and curate content for Teacher Padlet (linked resources, key documents, planning tools). Launch Parent Padlet to share curriculum focus, learning at home ideas, and links to workshops.</p>	<p>1: Staff demonstrate increased confidence in using the revised curriculum overviews. Planning is clearly aligned to developmental pathways and cohort needs. Curriculum is consistently implemented across the setting.</p> <p>2: Staff use the Padlet as a live tool to support planning and curriculum delivery. Parents have increased access to curriculum information and feel more involved in their child’s development. Improve home-school links: consistent approaches to child</p>	<p>1: Curriculum overviews for all areas of learning have been finalised and shared with staff across both the main site and the Nest. These overviews are explicitly aligned to Birth to 5 Matters and clearly identify progression pathways across age bands. Staff training sessions have focused on understanding progression, intent and how the curriculum translates into daily routines, continuous provision and adult-led experiences. Curriculum overviews are now embedded into planning cycles, with leaders monitoring consistency through learning walks and planning reviews.</p> <p>2: The Teacher Padlet has been successfully launched and is being used as a central hub for curriculum</p>	<p>1: Curriculum overviews continue to be securely embedded across both the main site and the Nest, with staff demonstrating increased confidence in using them to inform planning and provision. Monitoring through learning walks and planning reviews indicates greater consistency in how progression is understood and applied across age phases, including birth–2. Staff are increasingly able to articulate how curriculum intent translates into daily practice, with a stronger focus on sequencing learning and revisiting key experiences to support consolidation.</p>

<p>Provide guidance for staff and families on how to use the Padlets effectively.</p> <p>3: Deliver CPD on the new curriculum overviews and links to Birth to 5 Matters. Provide workshops on high-quality interactions and curriculum-linked provision. Use peer coaching and reflection to embed learning into practice.</p>	<p>development e.g. toileting, behaviour, sleep, food.</p> <p>3: Staff understand the ‘why’ and ‘how’ of the curriculum changes. High-quality interactions are embedded across all areas of learning. CPD leads to measurable improvements in planning, provision and outcomes.</p>	<p>documentation, planning tools and professional reading. Staff are increasingly accessing this as a live working document rather than a static document. The Parent Padlet has been introduced to families, providing clear information about curriculum focus areas, practical learning-at-home ideas and links to workshops and guidance. Early feedback from parents indicates increased understanding of curriculum intent and greater confidence in supporting consistent approaches at home, particularly around routines, behaviour and independence.</p> <p>3: Targeted CPD has been delivered focusing on the revised curriculum structure, the rationale behind changes, and links to Birth to 5 Matters. Workshops have explicitly linked curriculum intent to high-quality interactions and responsive teaching. Peer coaching and reflective discussions have begun within rooms, supporting staff to translate theory into practice. Early monitoring shows increased confidence in planning and clearer articulation by staff of how curriculum decisions support children’s development.</p>	<p>2: The Teacher Padlet is now fully embedded as a live tool, with staff regularly accessing and contributing to support planning, reflection and professional development. The Parent Padlet has been further developed, with increased engagement from families. Feedback indicates that parents feel more informed and confident in supporting their child’s development at home, particularly in relation to routines, independence and communication. There is a more consistent approach between home and school, strengthening partnership working.</p> <p>3: Ongoing CPD has focused on deepening staff understanding of curriculum implementation, with a particular emphasis on high-quality interactions and responsive teaching. Peer coaching and reflective dialogue are now more established within teams, supporting staff to refine their practice. Monitoring shows improvements in the quality of provision, with clearer links between assessment, planning and children’s next steps.</p>
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2. High-Quality Interactions across the setting

To be committed to fostering warm, responsive, and intentional interactions that promote every child’s holistic development. This commitment to be underpinned by research and best practice in early childhood education and aligns with the statutory requirements of the Early Years Foundation Stage (EYFS).

Objectives:

1. Embed high-quality interactions across the setting: ***Linked focus- EEF Guidance, Early Years Pedagogy.***
 2. Strengthen curriculum through responsive, play-based design: ***Linked Focus- Development of curriculum, EEF implementation guidance.***
 3. Embed inclusion by design across the setting: ***Linked Focus- EEF SEN in the Early Years, Inclusive practice.***
 4. Enrich learning through high-quality outdoor provision: ***Linked Focus- Outdoor Learning, EEF 5 a day principles.***
- Align teaching and learning with EEF evidence-informed practice: ***Linked Focus- All strands***

Key Actions	Intended Outcomes	Autumn Term Update	Spring Term Update
<p>1: Deliver CPD on sustained shared thinking, open-ended questioning, and responsive interactions. Introduce interaction prompts and coaching support within each room.</p> <p>2: Map curriculum overview across all areas of learning using Birth to 5 Matters. Involve staff in co-planning next steps based on observation, assessment and cohort needs. Regularly review how core experiences are sequenced and revisited.</p> <p>3: Audit environments and routines to identify and remove potential barriers.</p>	<p>1: Practitioners consistently use high-quality, intentional interactions to extend learning. Children demonstrate deeper engagement and sustained thinking. Increased professional confidence in responsive teaching strategies.</p> <p>2: Clear, coherent curriculum with progression in skills, knowledge, and experiences. Planning reflects children’s interests, schemas, and developmental stages. Greater continuity in learning, with fewer gaps across transitions.</p> <p>3: All children access universal provision and learning with minimal need for withdrawal. Children with SEND make strong progress from starting points.</p>	<p>1: Whole-staff CPD has focused on sustained shared thinking and the role of intentional adult interaction. Interaction prompts have been introduced in rooms to support consistency, and leaders have begun coaching conversations during learning walks. Observations indicate improved use of open-ended questioning and increased adult responsiveness, with children demonstrating longer periods of engagement and more purposeful communication.</p> <p>2: Curriculum mapping across all areas of learning has been reviewed and refined to ensure coherence and progression. Staff are increasingly using observations and assessment information to co-plan next steps based on cohort needs, interests and schemas. Leaders have begun reviewing how core experiences are</p>	<p>1: High-quality interactions are becoming more consistently embedded across the setting. Staff are increasingly confident in using sustained shared thinking, open-ended questioning and responsive approaches. Learning walks and observations show improved adult-child interactions, with children demonstrating longer periods of engagement, increased communication and deeper involvement in learning.</p> <p>2: Curriculum implementation continues to strengthen through responsive, play-based approaches. Staff are effectively using observation and assessment to co-plan next steps, ensuring learning experiences reflect children’s</p>

<p>Embed universal design principles into planning and room organisation. Deliver CPD on adaptive teaching, scaffolding, and reducing separation effects.</p> <p>4: Review outdoor provision to ensure it is purposeful, engaging, and well-resourced. Provide staff training on outdoor interactions and linking experiences to curriculum goals. Develop outdoor continuous provision planning with clear intentions.</p> <p>5: Use the EEF's 'Putting Evidence to Work' model to review existing strategies. Embed consistent, school-wide approaches to feedback, modelling and interaction. Monitor implementation through learning walks, staff reflection, and impact reviews.</p>	<p>Inclusion is evident in every aspect of practice, not as an add-on.</p> <p>4: Outdoor spaces mirror indoor curriculum priorities with equal value. Children develop confidence, independence, and physical well-being outdoors. Greater engagement of children who learn best through movement and sensory experiences.</p> <p>5: Staff implement approaches with fidelity and clarity. Improvements in language, engagement, and progress across all groups. Strategic decisions are evidence-informed, monitored, and sustainable.</p>	<p>revisited and built upon, supporting continuity and reducing gaps across transitions between rooms and sites.</p> <p>3: An audit of environments and routines has been completed to identify potential barriers to access. Universal design principles are now being applied more consistently, with adaptations embedded into everyday provision rather than additional or separate interventions. CPD on adaptive teaching and scaffolding has supported staff confidence, particularly in supporting children with SEND and those experiencing separation anxiety. Early evidence indicates reduced need for withdrawal and increased participation in universal provision.</p> <p>4: Outdoor environments across both sites have been reviewed to ensure they reflect curriculum priorities and offer purposeful learning opportunities. Staff training has focused on extending learning through outdoor interactions and linking physical experiences to curriculum goals. Outdoor continuous provision planning has been strengthened, and early observations show improved engagement, particularly for children who learn best through movement and sensory exploration.</p> <p>5: Leaders have begun using the EEF's <i>Putting Evidence to Work</i> model to review existing strategies. There is a</p>	<p>interests and developmental stages. There is improved continuity across rooms and between sites, with leaders continuing to refine how core experiences are sequenced and revisited.</p> <p>3: Inclusive practice is now more embedded across the setting, with adaptations routinely built into provision rather than delivered as additional support. Staff confidence in adaptive teaching and scaffolding has increased, particularly in supporting children with SEND and those experiencing separation anxiety. There is evidence of increased participation in universal provision and reduced need for withdrawal.</p> <p>4: Outdoor provision has continued to develop, with greater alignment to curriculum priorities. Staff are more confident in extending learning outdoors and linking physical experiences to curriculum intent. Continuous provision outdoors is more purposeful, with improved engagement from children, particularly those who benefit from movement and sensory-based learning. Further development is ongoing to enhance the</p>
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		<p>growing consistency in approaches to modelling, feedback and interaction across the setting. Learning walks, staff reflection and professional dialogue are being used to monitor implementation and impact. Early indicators show improvements in language use, engagement and sustained attention across groups.</p>	<p>environment and maximise its potential.</p> <p>5: Leaders have strengthened the use of the EEF 'Putting Evidence to Work' model to support implementation. There is increasing consistency in approaches to modelling, feedback and interaction across the setting. Monitoring through learning walks and staff reflection shows improved fidelity to agreed approaches, with positive impact on children's language development, engagement and sustained attention.</p>
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3. EYFS reforms and new Ofsted framework implementation

As a Maintained Nursery School, we embrace the EYFS reforms and the Ofsted Education Inspection Framework (Inspection Toolkit) as essential drivers for improving early childhood education. These frameworks align with our commitment to delivering high-quality, inclusive, and developmentally appropriate provision that supports the best possible outcomes for all children.

Objectives:

1. Prepare for and implement EYFS reforms from September 2025: **Linked Focus- Statutory changes, curriculum pedagogy.**
Align practice with the new Ofsted Inspection Framework (Inspection Toolkit): **Linked Focus- Leadership and management, curriculum intent and impact, safeguarding.**

Key Actions	Intended Outcomes	Autumn Term Update	Spring Term Update
<p>1: Review the revised EYFS statutory framework and identify key changes. Update curriculum planning, assessment processes, and policies in line with reforms. Provide staff training and opportunities for discussion to support understanding and implementation. Engage with families to inform them of the changes and implications for their child's learning.</p> <p>2: Analyse the new Education Inspection Framework (Inspection Toolkit) and map requirements to current school development priorities. Update self-evaluation and quality assurance processes to reflect Education Information Framework (Inspection Toolkit) to reflect Education Inspection Framework (Inspection Toolkit) language and focus areas.</p>	<p>1: The setting is fully compliant with the updated statutory EYFS requirements from September 2025. Staff feel confident and prepared to implement changes in pedagogy and provision. Children's learning continues to be well-supported through an up to date and responsive curriculum.</p> <p>2: Leadership is well-informed and prepared for inspection under the new framework. Curriculum intent, implementation, and impact are clearly articulated and evidenced. School self-evaluation aligns with Ofsted expectations and supports continuous improvement.</p>	<p>1: Leaders have reviewed the revised EYFS statutory framework and identified key areas for development. Initial updates to curriculum planning, assessment approaches and policies have been made in preparation for implementation. Staff briefings and professional discussions have begun to build shared understanding of pedagogical changes. Families have been informed through communications and meetings, ensuring transparency and continuity in children's learning experiences.</p> <p>2: The Education Inspection Toolkit has been analysed and mapped against existing development priorities. Self-evaluation processes and monitoring tools are being refined to reflect inspection language and focus areas, including curriculum, achievement, safeguarding, inclusion, attendance, behaviour and personal development. Initial CPD sessions have introduced staff to the framework's key themes, and leaders have begun internal audits and peer</p>	<p>1: Both settings are now securely implementing the revised EYFS statutory requirements, with curriculum planning, assessment processes and policies aligned to current guidance. Staff confidence has increased through ongoing CPD and professional dialogue, with a clearer understanding of how reforms influence pedagogy and practice. Families continue to be engaged and informed, supporting continuity between home and setting.</p> <p>2: Leaders have further refined self-evaluation and monitoring processes to align with the Education Inspection Framework (Inspection Toolkit). There is increased confidence across the leadership team in articulating curriculum intent, implementation and impact,</p>

<p>Deliver CPD on the new frameworks key themes: Curriculum, Developing curriculum, Achievement, Behaviour and Attitudes, Attendance, Personal Development and Well-being, Inclusion and Early Years.</p> <p>Conduct internal audits and peer reviews to evaluate readiness and identify areas for refinement.</p>		<p>reviews to assess readiness. Early outcomes show increased confidence among leaders in articulating intent, implementation and impact.</p> <p>Summary Impact (Autumn Term)</p> <ul style="list-style-type: none"> • Curriculum implementation is more consistent and clearly articulated across both sites. • Staff confidence in high-quality interactions and responsive teaching has strengthened. • Inclusion is increasingly embedded by design, not additional provision. • Leadership is better aligned to EYFS reforms and the new Ofsted Inspection Toolkit, strengthening inspection readiness and governance assurance. 	<p>as well as strengths in safeguarding, inclusion and personal development.</p> <p>The Nest underwent an Ofsted inspection on Wednesday 25th March, which provided an opportunity to demonstrate the quality of provision in practice. Staff across the provision responded positively, maintaining a calm, consistent and nurturing environment for children. The inspection process has further strengthened leaders' understanding of strengths and next steps, contributing to ongoing school improvement.</p> <p>Internal audits, peer reviews and monitoring activities continue to support readiness for our school inspection, with a clear focus on consistency of teaching and learning across the expanded team.</p> <p>Summary Impact: (Spring Term)</p> <ul style="list-style-type: none"> • Curriculum implementation is secure, consistent and increasingly embedded across both sites. • Staff demonstrate greater confidence and consistency in high-quality interactions.
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			<ul style="list-style-type: none">• Inclusion is fully integrated into everyday practice, with strong outcomes for all children.• Outdoor provision is developing well, with improved engagement and purposeful learning.• Leadership is well-aligned to EYFS reforms and Ofsted expectations, strengthened through inspection experience.• Monitoring and evaluation processes are robust and impactful, supporting continuous improvement.
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