School Development Plan – 2024/2026

LONG-TERM VISION

School Development Plan – 2024/2026

CORE PRIORITIES FOR ACADEMIC YEAR 2024/25

Priority 1 - To empower children by addressing their existing skills and cultivating the necessary ones for comprehensive literacy through a systematic, skill-based approach.

Priority 2: To enhance the developmental outcomes of children exhibiting regulatory challenges by implementing strategies that support the development of their vestibular and proprioceptive systems. These strategies will be informed by current research on the relationship between physical activity and brain stem regulation.

PRIORITY 3: To further enhance the learning opportunities for children both at school and home by implementing ECERS standards, fostering parent-teacher partnerships, and leveraging external resources GroBrain, PEEP and Boromi – Play Matters.

Priority 4: To critically evaluate the outdoor area to ensure the presence of curriculum opportunities that facilitate high-quality play for children. Less experienced practitioners will gain confidence in utilising the outdoor space to its full potential and will understand the links to the curriculum, Forest School principles, and children's schemas of learning.

School Development Plan – 2024/2026

WIDER-CURRICULUM PRIORITIES FOR 2024/2026

-EYFS Overall Outcomes	Prime Area Outcomes	Specific Area Outcomes
• End of year expectations; children 'met' assessment linked to ARE - Prime >80% children 'met' ARE - Reading discrete focus 78% children 'met' ARE - Specific aspects >78% children 'met' ARE • Ensure parity between gender (<5%). • Ensure parity between EYPP (<10%) difference. Taking account of EYPP / SEND children • Significantly reduce variances in reading and writing of those children on EYPP (<5%).	• End of year ARE - Prime >80% children 'met' • Intensive intervention is in place (where necessary) in order to achieve /sustain 100% of children expected progress or above for; EYPPG children SEND 2yr Funded CP plan • All children in receipt of EYPPG will make better than expected progress (>1) in all aspects of the Prime areas. • Prepare and review for changes in curriculum, modifying during the terms to ensure fit for purpose. • Identify and respond to those children at "Not yet" - Keyworkers to inform AHT/SENDCo. • Clear and quick identification of those children 'not yet' met ARE. Action plans in place and gaps narrowed.	• To continue to develop writing diminishing the school leavers end of year ARE, 'met' to <3% • To diminish the very small minority (6%) of school leavers who historically have not achieved 'met' in some specific areas on leaving the Nursery School; to become 'met' in targeted assessment. • Reading – focus; Launchpad for Literacy – and the small step approach

Two Year Provision	Behaviour, Welfare and Attendance	Teaching, Learning and Assessment
• Play trajectories - Schemas researched and disseminated– James Tunnell, Tamsin Grimmer, Nutbrown, Louis/Beswick • Theory / literature review - The Whole Brain Child – Siegel and Bryson; Bowlby and Attachment- Key person; Sensory Play; Tassoni – Getting it Right; Kathy Brodie – 2 year olds in a mixed age group • Establish staff new to the two-year-old provision • Audit the 2's environment - ECERS	• Information for parents on how scripts can help at home • EYPP – activities – termly program of activities for groups • Establish further trauma informed teaching and learning – linked to movement. • Review behaviour policy in light of trauma informed • Ensure we have a supply of foods to support children/ re set	• Advance timetabled progress discussions – suggested scripts and recording sheet • Review of literacy curriculum assessment and expectations – linked to Launchpad • Embed further Helicopter stories

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Environment	**Leadership and Staffing**	**SEND**
• Develop further staff responsibility for developing environment, reflective of curriculum • Focus on development of the Art Studio & its links to our curriculum • Focus on Woodwork Area & develop staff knowledge & confidence in this area. • Audit provision in order to promote communication friendly spaces. • ECERS	• SLT accountability walks • Look at how we define progress and exceeded • Deployment of staff to develop areas and environment • Curriculum focus and holding to account • Establish a mentor system to support staff who now have new roles. • To continue to develop peer coaching through staff training and liaising with collaboration nurseries. • Establish new staff as key teachers- mentoring support • Systematic probation meetings and induction for new members of staff	• Transition process into primaries • Adaptive Teaching – EEF • Intervention time built into the rota • Assessment (What level children are working at) • Staff training -portage techniques, PECS & Social Stories

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WIDER-CURRICULUM PRIORITIES FOR 2024/2026

PSED	Physical	Communication, Language & Literacy	Literacy – Early Writing, reading & phonics	Before & After school; Lunch time
- Develop further daily routines to incorporate mindfulness, emotions and PSED focus - EEF – managing emotions through use of puppets and social stories; Group puppet / home puppet - PSED is explicitly evident within Floorbooks - Develop a feelings area 'Peace area' with relevant resources (Yoga books, mindful cards, Emotion books, fidget toys) - Liaise with Ed Phyc re training on Metacognition - Home bags to help transition, photobooks of home life, pets and siblings to explore with the children - Ask parents to add images of family and pets to Dojo. - Purchase new equipment for the home corner sofas etc…	- Research and develop a program for the development of core strength in line with trauma informed - Use SAPTS proprioceptive and vestibular exercises for all link to trauma informed - Kinaesthesia - Development of outdoor area to support gross motor – resource for upper body strength - Environment Audit identified a need for opportunities to develop fine motor skills	- Helicopter Story further embedded - Launchpad for literacy embedding	- Establish good practice with early letter formation skills – shoulder, elbow, wrist pivot - linked to phonological awareness; write own name – review if fit for purpose in light of Launchpad	- Healthy lunches - Plastic free (Lots of packing at lunch time linked to sustainability). - Promoting independence - Table manners, expectations and nursery rules - Lunch resources?

Science / engineering	EAD – Creating with Materials	EAD – Being Imaginative & Expressive	Mathematics	Understanding of the world
- Living wall, air plants - Hydroponics developed further - Plot science activities and experiences across the year e.g. Great Science Week Create Science bags - Invite STEM ambassadors to promote children's inquisitiveness in these areas.	- Artist developing links with local artists - Investigate the possibility of a Resident Artist.	- Timetabled and progressive musical curriculum, incorporating a range of instruments - programme for progressive development of skill - To ensure that music is explicitly taught at a deeper level, e.g. children are exposed to a range of genre	- Develop links with primaries to share their knowledge and expectations, use of schemes etc - Review Little Big Maths resource to support progression and link to Launchpad - Staff training to further develop understanding of concepts and terminology. - Further embed subitising and 5 frames.	- Develop space for experiments - Develop links within the local area & explore the local environment

Technology	Outdoor Learning	Social, Moral, spiritual and Cultural - SMSC	Community / parent support	Relationship & Health Education	Forest School

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- Develop immersive Reggio space / sensory aspect. - Audit resources linked to the teaching of circuits - Embed circuits teaching	- Large scale activities and projects – long handled painting, vertical surfaces, long handled mops, brushes, rollers - Large construction - Loose parts for open ended play - Sensory play opportunities	- Link with parents; develop their celebrations and culture; Roles and occupations. - Behaviour workshop for parents linked to the trauma informed approach	- Development of a parent space, sensory area. - Collaboration with home learning - Link with carehome – armchair yoga, gardening, knitting - Home school Boromi bags. - parent visits arranged - Visits into nursery for parents/ community	- Family photo album in home corner - Oral health – termly - Programme of safety – teaching and events – shared with parents - Produce a document for parents explaining how & what we teach, including using the correct terminology - Explicit teaching of road safety- road safety week the 19th of November	- Ensure all staff have basic Forest School training - Lead weekly forest school principle sessions - Look at strategies to develop high order thinking-metacognition

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<table>
<tr><td>Priority and rationale</td><td colspan="3">PRIORITY 1 - Empower children by addressing their existing skills and cultivating the necessary ones for comprehensive literacy through a systematic, skill-based approach.
<u>KEY ISSUES</u>
• Children's communication skills are low
• Access to literature within homes is minimum for some children
• Children's auditory skills, particularly memory are poor.
• Children's receptive language is not developed.
• Core text don't maximise learning opportunities by linking to key aspects of the curriculum

This action plan spans six terms (two years) and focuses on developing literacy foundations for 2-3 year olds. Using the Launchpad for Literacy Skills Framework, the plan emphasises the early stages of literacy development, concentrating on at First and gradually transitioning into Systematic Preparation. The primary focus will be on auditory attention, early phonological awareness, receptive language, and basic oral communication skills

CPD Sessions: Staff will undergo regular training on the Launchpad for Literacy framework, focusing on how to support auditory attention, early language development, and phonological awareness.</td></tr>
<tr><td></td><td>By the end of Autumn Term 2024/25, we will have:</td><td>By the end of Spring Term 2024/25, we will have:</td><td>By the end of Summer Term 2024/25, we will have:</td></tr>
<tr><td></td><td>Launchpad collaboration training
- All staff launch Knottingley
- Delta trainers to model sessions and give practical prompts for teaching (Bridlington DHT attend)
- DHT attend Kirst Page training session
- Staff meetings x2 to disseminate and problem solve challenges.

Establishing Baseline Skills and Developing Auditory Attention
Focus: Assess auditory attention and introduce foundational listening and language skills
Key Objectives:
• Baseline Assessment: Assess auditory attention, early phonological awareness, and receptive language using the At First stage from the Launchpad for Literacy framework</td><td>Launchpad training
- Early Years Leaders to explore challenges and ways forward
- 2x staff meetings
- DHT attend Delta school to see sessions in action

Introducing Early Phonological Awareness and Language Expansion
Focus: Develop sound discrimination and expand vocabulary
Key Objectives:
• Phonological Awareness: Introduce basic phonological activities like clapping syllables and recognising rhymes.
• Vocabulary Development: Focus on expanding children's vocabulary through interactive play and storytelling, using nouns and simple verbs.
Activities:</td><td>Launchpad training
- Early Years leaders and DHT to work collaboratively to ensure profile and staff feel skilled
- Follow up session
- Focus for SIP visit
- 2x staff meetings
- DHT governor updates on progress so far

Launchpad Enhancing Receptive and Expressive Language Skills
Focus: Strengthen understanding and usage of basic language structures
Key Objectives:
• Receptive Language: Help children follow two-word instructions (e.g., "sit down," "pick up")
• Expressive Language: Encourage simple sentence formation, using two to three-word phrases.</td></tr>
</table>

	• Auditory Attention: Focus on helping children develop the ability to listen in small groups and follow simple instructions • Oral Language: Encourage turn-taking in conversations and use of early vocabulary in context. Activities: • Simple auditory games like identifying environmental sounds (e.g., animal noises) • Interactive story times with visual and auditory support, encouraging children to respond with actions or simple words.	• Clapping games to break words into syllables (e.g., "ta-ble," "ap-ple") • Daily story sessions where children are encouraged to name objects or characters in the book	Activities: • Interactive play sessions where children follow simple instructions related to everyday tasks. • Small-group discussions with prompts like "What are you doing?" encouraging responses with short phrases
	By the end of Autumn Term 2025/26, we will have:	By the end of Spring Term 2025/26, we will have:	By the end of Summer Term 2025/26, we will have:
	Launchpad training - Early Years leaders and DHT to work collaboratively to ensure profile and staff feel skilled - 2x staff meetings Developing Auditory Discrimination and Visual Attention Support auditory discrimination and visual tracking skills Key Objectives: • Auditory Discrimination: Focus on distinguishing between different sounds (e.g., long vs short, loud vs quiet) • Visual Discrimination: Encourage children to track objects visually and begin recognising shapes and simple patterns Activities: • Games that involve discriminating between environmental sounds or different musical instruments • Visual tracking activities using objects like rolling balls or following a line of toys	Launchpad training - Early Years leaders and DHT to work collaboratively to ensure profile and staff feel skilled - 2x staff meetings Building Fine Motor Skills and Syllable Awareness Focus: Develop fine motor skills for pre-writing and reinforce syllable recognition Key Objectives: • Fine Motor Skills: Engage children in activities that strengthen hand-eye coordination, preparing them for writing tasks • Syllable Awareness: Reinforce syllable recognition through games and music, encouraging children to clap out the syllables in familiar words Activities: • Threading beads, using tongs, and other fine motor activities like painting and drawing.	Launchpad training - Early Years leaders and DHT to work collaboratively to ensure profile and staff feel skilled - 2x staff meetings - DHT governor updates on progress so far - Preparing for Systematic Phonological Awareness and Independent Play Focus: Transition into *Systematic Preparation* with early phonological tasks and promote independent play Key Objectives: • Phonological Awareness: Begin early phonics preparation by introducing the concept of initial sounds in words. • Independent Play: Encourage children to engage in independent role-play, using language and creativity to express ideas. Activities: • Introduce simple activities for initial sound recognition (e.g., "What sound does 'cat' start with?").

		• Clapping games focusing on breaking down multi-syllable words like "e-le-phant" and "but-ter-fly"	• Provide opportunities for role-play with puppets and props, allowing children to express stories or situations verbally
	Targets, Outcomes and Success Criteria		
	Term 1 • Children demonstrate the ability to listen in small groups for short periods with minimal distractions. • 70% of children can identify familiar sounds and respond to basic questions like "What is this sound?"	Term 2 • 75% of children can recognise syllables in simple words. • Children actively engage in identifying objects and characters during stories, using at least 10 new vocabulary words by the end of the term.	Term 3 • 70% of children can follow two-word instructions without visual support. • Children begin using two to three-word phrases during guided play or discussions.
	Term 4 • 75% of children can discriminate between long and short sounds in structured activities. • Children demonstrate the ability to visually track objects during play or group activities. •	Term 5 • 80% of children can participate in simple threading activities and other fine motor tasks. • Children recognise and clap the syllables in at least 5 multi-syllable words.	Term 6 • 70% of children can identify the initial sound in familiar words. • Children demonstrate the ability to participate in independent role-play, using new vocabulary and creativity to express ideas.

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<table>
<tr><td>Priority and rationale</td><td colspan="3">PRIORITY 2: To enhance the developmental outcomes of children exhibiting regulatory challenges by implementing strategies that support the development of their vestibular and proprioceptive systems. These strategies will be informed by current research on the relationship between physical activity and brain stem regulation.

<u>Key issues</u>
• the nursery is accepting more children with complex behaviour and SEND needs linked to behaviour
• the mainstream population of children struggle with self-regulation
• many children are displaying signs of trauma
• children have poor brain stem regulation which can be seen through aspects of their physical development

To effectively support children with regulatory challenges, the plan should will implement strategies that enhance vestibular and proprioceptive development. This will be achieved through curriculum integration, resource development, staff training, and ongoing evaluation. By incorporating sensory play, movement activities, weighted tools, and individualised sensory diets.</td></tr>
<tr><td></td><td>By the end of Autumn Term 2024/25, we will have:</td><td>By the end of Spring Term 2024/25, we will have:</td><td>By the end of Summer Term 2024/25, we will have:</td></tr>
<tr><td>Actions</td><td>• Assessment and Baseline Data Collection
• Identify children: Conduct screenings or assessments to identify children who are struggling with regulation challenges, such as difficulty staying on task, controlling emotions, or managing sensory input.
• Gather baseline data: Collect data on children's current levels of vestibular and proprioceptive function.
• Staff training: Provide staff with training on the signs and symptoms of sensory processing disorders, the importance of vestibular and proprioceptive development, and strategies for supporting children with regulatory challenges.
• Sensory Profile: Administer the Sensory Profile to parents and teachers to gain insights into the child's sensory processing.
• Movement Observations: Observe children during play and activities to identify any motor difficulties or sensory sensitivities.
• Training: Conduct workshops on sensory processing, vestibular system, and proprioception.</td><td>• Curriculum Integration and Resource Development
• Curriculum review: Review existing curriculum and identify opportunities to integrate vestibular and proprioceptive activities.
• Resource development: Create or acquire resources (e.g., sensory equipment, activity plans) to support the implementation of strategies. Bridlington to share finding of the 'movement room'.
• Parent education: Develop resources and workshops to educate parents about the importance of vestibular and proprioceptive development and how they can support their child at home. Link to 'GroBrain'.
• Sensory Breaks: Incorporate short sensory breaks throughout the day, such as deep breathing exercises, stretching, or playing with sensory materials.
• Weighted Tools: Introduce weighted blankets, vests, or lap pads for calming and proprioceptive input.</td><td>• Implementation of Strategies
• Implementing strategies: Introduce vestibular and proprioceptive activities into the daily routine of identified children – looking at 'movement room' and pilot at Bridlington Nursery school.
• Monitor progress: Track children's progress and adjust strategies as needed.
• Staff support: Provide ongoing support and training to staff to ensure effective implementation.
• Movement Activities: Integrate movement activities into lessons, such as yoga, dance, or obstacle courses.
• Vestibular Activities: Incorporate activities that stimulate the vestibular system, like swinging, spinning, and rocking.
• Proprioceptive Activities: Include activities that provide deep pressure, such as heavy work (pushing, pulling, carrying), resistance bands, or weighted tools.</td></tr>
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		• Sensory Play: Create sensory bins with various materials like rice, beans, sand, water, or slime. • Parent information: Create information leaflet / session on sensory-friendly activities and strategies for home.	• Sensory Diets: Create individualised sensory diets based on the child's sensory needs. – link to 'one man jobs'.
	By the end of Autumn Term 2026/26, we will have:	By the end of Spring Term 2026/26, we will have:	By the end of Summer Term 2026/26, we will have:
	• Data Analysis and Evaluation • Collect data: Continue to collect data on children's progress. • Analyse data: Analyse the collected data to assess the effectiveness of the strategies. • Make adjustments: Based on the data analysis, make necessary adjustments to the strategies. • Anecdotal Records: Keep track of changes in behavior, attention, and academic performance. • Assessment: Use standardised assessments, such as the Sensory Profile or the Boxall profile, to measure progress. • Parent Feedback: Collect feedback from parents about their child's progress.	• Expansion and Collaboration • Expand strategies: Expand the implementation of strategies to include more children who may benefit. • Collaborate with outside agencies: Collaborate with therapists, occupational therapists, or other professionals to provide additional support. • Share best practices: Share best practices and lessons learned with other schools/ organisations. • Sensory Rooms: Create sensory rooms or sensory corners in the classroom. • Collaborative Partnerships: Partner with occupational therapists or physical therapists for specialised support. • Staff Training: Provide additional training on specific sensory processing challenges and strategies.	• Sustained Implementation and Evaluation • Continue implementation: Continue to implement the strategies throughout the school year. • Conduct ongoing evaluation: Conduct ongoing evaluation to ensure the effectiveness of the strategies. • Plan for future development: Plan for future development of the program based on the evaluation results. • Ongoing Monitoring: Continue to monitor children's progress and adjust strategies as needed. • Staff Support: Provide ongoing support and resources for teachers. • Community Outreach: Share best practices and resources with other schools and organisations.
	Targets, Outcomes and Success Criteria		
	Term 1 • Identified children receive tailored support plans based on sensory profiles. • 100% of identified children are assessed for sensory processing challenges (e.g., vestibular/proprioceptive). • All staff complete initial training on sensory processing and regulatory challenges.	**Term 2** • 70% of identified children show early signs of improved regulation (e.g., calmness during sensory breaks). • 80% of children receiving sensory diets display improved self-regulation and focus during sensory play. • Staff are using resources such as sensory bins, weighted tools, and movement activities in classrooms.	**Term 3** • 75% of children participate in structured proprioceptive activities (e.g., heavy lifting, pushing, resistance). • Teachers report a 50% improvement in the children's attention and ability to stay on task. • 80% of children show noticeable improvements in motor control and emotional regulation, measured through observational data.

	Term 4 • 80% of children exhibit consistent improvements in self-regulation and attention span during structured activities. • Sensory profiles and anecdotal reports show measurable improvements in 80% of children. • Adjustments are made to sensory strategies based on observed challenges and progress.	**Term 5** • Collaborative efforts lead to tailored support for 90% of children with sensory needs. • Occupational therapists provide additional support and guidance to 100% of identified children. • Classroom environments are fully equipped with sensory-friendly resources and spaces (e.g., sensory corners).	**Term 6** • 85% of children demonstrate significant improvements in motor skills, attention, and emotional regulation. • Data analysis indicates 85% of children meet their sensory and regulatory milestones. • Parents and staff report positive long-term changes in children's behaviour and regulation abilities, as measured through feedback and progress reports.

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<table>
<tr><td>Priority and rationale</td><td colspan="3">PRIORITY 3: To further enhance the learning opportunities for children both at school and home by implementing ECERS standards, fostering parent-teacher partnerships, and leveraging external resources GroBrain, PEEP and Boromi – Play Matters.

<u>KEY ISSUES</u>
• Home school links need developing further – at times parental engagement is low
• Embed ECERS as a standardised audit tool
• Home learning is variable. Parents do not always recognise the benefits of play.
• Develop further home school links by sharing bitesize information of neuroscience and learning.
• Boromi bags to be key tool to promoting play at home</td></tr>
<tr><td></td><td>By the end of Autumn Term 2024/25, we will have:</td><td>By the end of Spring Term 2024/25, we will have:</td><td>By the end of Summer Term 2024/25, we will have:</td></tr>
<tr><td rowspan="4">Actions</td><td>• ECERS Evaluation: Comprehensive assessments of the current learning environment.
• Initial Training: Staff training on ECERS, GroBrain, and peer coaching.
• Collaboration Training: GroBrain training for Sarah Welbourne; PEEP training for Jane Armitage and Amy Gawthorpe.
• Parent Survey: Collect baseline feedback on parent involvement and satisfaction.
• Information Collation: Staff begin gathering and sharing information to support collaboration</td><td>• Curriculum Review: Align teaching with ECERS standards and GroBrain principles.
• Resource Development: Create or acquire resources that support ECERS and GroBrain.
• Support from EYLs: Early Years Leads guide integration of GroBrain and PEEP.
• Whole Staff Training: Sessions to implement ECERS, GroBrain, and PEEP consistently.
• Boromi Bags: Designated staff member oversees the Boromi programme and collects feedback</td><td>• Parent-Teacher Conferences: Regular meetings to discuss progress and introduce GroBrain.
• Parent Workshops: Sessions on child development and responsive caregiving aligned with GroBrain.
• Home-School Activities: Engage parents in reading logs, shared projects, and family events.
• Programme Implementation: Full implementation of GroBrain and PEEP, with evidence collection.
• Boromi Evaluation: Assess Boromi's impact and cost, and present findings to governors</td></tr>
<tr><td>By the end of Autumn Term 2025/26, we will have:</td><td>By the end of Spring Term 2025/26, we will have:</td><td>By the end of Summer Term 2025/26, we will have:</td></tr>
<tr><td>• ECERS Re-evaluation: Assess improvements in the learning environment after programme implementation.
• Data Analysis: Review data from ECERS evaluations, parent surveys, and teacher observations.
• Adjustments: Modify teaching practices and resource use based on evaluation findings.
• Monitoring Implementation: Leads ensure fidelity and effectiveness of GroBrain and PEEP.</td><td>• Further Integration: Expand GroBrain resources in both school and home environments.
• Community Partnerships: Collaborate with local organisations to support GroBrain and PEEP.
• Data Collection: Gather evidence on the impact of PEEP, GroBrain, and Boromi.</td><td>• Ongoing Monitoring: Continuously assess the learning environment and effectiveness of programmes.
• Regular Data Review: Analyse data regularly to guide future planning.
• Celebrating Success: Recognise achievements of staff, students, and parents in improving the learning environment.</td></tr>
</table>

	• Refresher Training: Revisit ECERS, GroBrain, and PEEP principles with staff. • Impact Measurement: Develop a method to measure long-term impact on student outcomes.	• Cross-School Collaboration: Expand peer coaching to share best practices across schools.	
	Targets, Outcomes and Success Criteria		
	Term 1 • Conduct ECERS Evaluation: Comprehensive evaluations leading to a clear understanding of the current learning environment. • Initial Training Completion: Staff demonstrate knowledge of ECERS, GroBrain, and PEEP principles through successful completion of training sessions. • Parent Survey Response: High response rate to the parent survey providing valuable baseline data on parental engagement and satisfaction. •	Term 2 • Established peer coaching groups enabling staff to share good practices and reflect on their development. • Successful alignment of the curriculum with ECERS and GroBrain principles, evidenced by reviewed lesson plans and improved learning environments. • New educational materials and play equipment implemented, supporting developmentally appropriate teaching. • Early Years Leads effectively support the integration of GroBrain and PEEP programmes across schools.	Term 3 • Achieved increased parent engagement through regular parent-teacher conferences and well-attended workshops, resulting in positive feedback from parents. • Full implementation of GroBrain and PEEP programmes demonstrating a positive impact on children's social-emotional development. • Comprehensive review yielding clear findings on cost-effectiveness and impact on learning, presented to governors.
	Term 4 • ECERS re-evaluation results reflect measurable enhancements compared to Term 1. • Clear areas for further improvement identified, with action plans developed and implemented. • Modifications to teaching practices based on feedback from GroBrain and PEEP leads, showcasing increased programme effectiveness. • Developed methodology for assessing the long-term impact of GroBrain, PEEP, and Boromi.	Term 5 • Successfully integrated GroBrain resources into school and home environments, positively impacting children's development. • Stronger partnerships with local organisations providing additional resources and support for families. • Evident increased staff collaboration through expanded peer coaching sessions, with staff reporting improvements in practice and confidence in applying ECERS standards. • Collected evidence on the effectiveness of PEEP, GroBrain, and Boromi.	Term 6 • Continuous assessment of the learning environment ensuring sustained improvement. • Data reviews lead to measurable enhancements in teaching and learning practices. • Recognition of achievements fosters a culture of motivation and positivity within the school community. • A record of improvements aligned with ECERS, GroBrain, and PEEP principles shared with stakeholders.

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Priority and rationale	**PRIORITY 4:** To critically evaluate the outdoor area to ensure the presence of curriculum opportunities that facilitate high-quality play for children. Practitioners will gain confidence in utilising the outdoor space to its full potential and will understand the links to the curriculum, forest school principles, and children's schemas of learning. KEY ISSUES • Outdoor areas are beginning to look tired and worn • Resources need replenishing and investment • Children are not accessing all areas of the curriculum within the outdoor spaces • New practitioners are not fully aware of the curriculum links and how to maximize learning • Training on schemas has not been revisited and cascaded to all staff.		
	By the end of Autumn Term 2024/25, we will have:	By the end of Spring Term 2024/25, we will have:	By the end of Summer Term 2024/25, we will have:
Actions	• Conduct a comprehensive evaluation of the current outdoor space to identify areas that require improvement and resources that need replenishing. • Engage staff, parents, and children in discussions to gather insights on how the outdoor area can better support curriculum objectives • Develop a plan for immediate improvements based on the assessment. **Consider the central experiences:** • Grow Sunflower: Start sunflower seeds indoors for later transplanting outside. • Set Up Wormery (Invertebrate): Establish a wormery and learn about the importance of worms in soil health. • Learn Parts of Insects: Focus on identifying the head, thorax, and abdomen of various insects. • Use Busy Wall: Engage children with interactive activities on the busy wall. • Use Montessori Knives to Chop Vegetables: Introduce basic knife skills safely.	• Implement necessary improvements to the outdoor area, such as repairing worn-out resources and adding new materials that facilitate curriculum-linked activities, like growing vegetables and engaging in sensory play. • Disseminate training on schemas to all staff, ensuring they understand how to link outdoor activities to children's schemas and the curriculum. This will include practical examples related to outdoor play and learning. **Consider the central experiences:** • Spring Experiences • Engage in Large-Scale Painting and Art Projects: Utilise outdoor space for messy art activities. • Daily Experience of Playdough: Incorporate playdough into everyday play. • Make Simple Playdough: Teach children to make their own playdough. • Participate in Dialogic Book Talk: Engage children in discussions about books related to winter themes. • Self-Select Comforters: Encourage children to choose items that provide comfort during the colder months.	• Establish clear links between outdoor activities and curriculum opportunities. Create resource guides that align outdoor experiences with specific curriculum goals, such as measuring and mixing for baking or using tools for building projects. • Organise workshops for practitioners focusing on the integration of forest school principles into daily outdoor activities, including role-play and large-scale sensory experiences. • Promote the use of outdoor resources that enhance physical development, such as climbing frames and climbing activities. **Consider the central experiences:** • Observe from Egg to Butterfly Cycle: Introduce caterpillars and observe their growth. • Grow Vegetables in Allotment Area with Farm to Fork Philosophy: Start planting seasonal vegetables. • Germinate Bean Seed to Observe Roots: Observe the growth process of beans. • Use Hammer, Electric Screwdriver, Hacksaw, and Learn 'Tool Talk': Introduce basic tools and safety practices for outdoor projects. • Follow Instructions with Picture Clues to Build Structures and Models: Engage children in building outdoor structures. • Dance with Ribbon Wands and Pom-Poms: Incorporate spring-themed music and dance.

School Development Plan – 2024/2026

	By the end of Autumn Term 2025/26, we will have:	By the end of Spring Term 2025/26, we will have:	By the end of Summer Term 2025/26, we will have:
	• Develop an Ateliers approach (Ateliers are environments promoting knowledge and creativity, suggesting questions and generating evocations; they are beauty that produces knowledge and vice-versa, the places where "the hundred languages" are enacted.) • Monitor and evaluate children's engagement and learning outcomes during outdoor sessions, focusing on their interactions with various activities, such as beebots and participating in music with cultural backgrounds. • Schedule regular reflective meetings with practitioners to discuss successes and challenges in implementing outdoor activities. Consider the central experiences: • Experience Large-Scale Sensory Activities: Plan sensory play with water and sand. • Create Tiles and Group Art Pieces: Use clay and other materials for collaborative art projects. • Make a Basic Picture Frame, Geo Board, Log Face: Create simple crafts using natural materials. • Engage in Helicopter Stories: Use storytelling in outdoor settings. • Copy Pictures in Books: Encourage drawing and painting outdoors using books for inspiration.	• Engage the community by inviting local organisations or specialists to enhance the outdoor learning experience. This could include visits from parents, grandparents, or professionals to demonstrate skills or share knowledge relevant to the curriculum. • Organise events that encourage family participation in outdoor activities, such as growing plants in the allotment area or large-scale art projects. • Continue to gather feedback from parents and practitioners to identify areas for further development and enhancement. **Consider the central experiences:** • Use Small Climbing Frame, Swing/Climb on a Disc, and Foot Holder Climbing Rope: Incorporate physical challenges to build gross motor skills. • Climb a Rope Ladder or Tree: Facilitate risk-taking in a safe environment. • Practice Throwing and Catching Balls: Introduce ball games for developing coordination. • Move Heavy Objects and Use Long-Armed Tools: Engage in outdoor physical tasks to build strength and coordination. • Respond to Visual Prompts from Stories and Discovery Boxes: Use visual prompts to encourage exploration and engagement with stories.	• Conduct a comprehensive review of the outdoor area and its use in facilitating high-quality play and learning opportunities. Assess the effectiveness of the improvements made and the integration of outdoor activities with curriculum objectives. • Analyse data on children's engagement and progress related to outdoor activities and provide feedback to practitioners to support ongoing professional development. • Celebrate successes and acknowledge the contributions of staff, children, and the community in enhancing the outdoor learning environment. **Consider the central experiences:** • Experience a Range of Music from Different Cultural Backgrounds: Incorporate diverse music into outdoor activities. • Play Djembe Drum, Gathering Drum, and Bongos: Provide opportunities for rhythmic play. • Be Part of an Orchestra and Perform in Front of an Audience: Plan a performance that includes children playing instruments. • Visit Local Landmark/Shop and Identify Their Use and Purpose: Organise field trips to connect learning with the community. • Have Visits into School from Parents, Grandparents, and Various Services: Invite community members to share their experiences and skills.
	Targets, Outcomes and Success Criteria		

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	Term 1 • Increased engagement of children in outdoor play activities, demonstrating a broader range of skills linked to the curriculum, including sensory experiences, physical development, and creative expression. • Positive feedback from practitioners regarding their confidence and competence in using the outdoor area effectively, as measured through surveys and reflective discussions.	Term 2 • Visible improvements in the outdoor area, including well-maintained resources and accessible spaces for various activities, reflecting a thoughtful and engaging learning environment. • Increased participation of children in activities related to the forest school principles, demonstrating a connection to nature, risk-taking, and exploratory play.	Term 3 • Documentation of children's learning progress related to outdoor activities, including assessments of their physical skills, creativity, and social interactions during play. • Regular updates and reflections on the outdoor area from practitioners, identifying successes, challenges, and areas for future development in relation to the curriculum and outdoor learning.
	Term 4 • Growth in parental involvement and engagement in outdoor activities, as indicated by participation rates in events and feedback from surveys regarding outdoor learning opportunities. • Completion of targeted training leading to a shared understanding and approach to outdoor education.	Term 5 • Continued enhancement of children's experiences in the outdoor area, resulting in a diverse range of play opportunities. • Increased collaboration between practitioners and parents, with ongoing communication about outdoor learning goals and achievements.	Term 6 • Comprehensive evaluation of the outdoor area, resulting in actionable recommendations for further improvements based on feedback from practitioners, children, and parents. • Establishment of a sustainable plan for the ongoing development and maintenance of the outdoor space, ensuring it continues to meet the evolving needs of the curriculum and the children.