



School Improvement Plan 2024-25

WILLOW PARK SCHOOL CONTEXT

Dream Believe Exceed

- Willow Park School is a SEND (Special Educational Needs and Disability) non-association independent school for primary aged children aged 5-11. Our children are referred to us from the Local Authority through us being named in Section I of EHCPs, providing that all stakeholders are in agreement that we can provide a suitable education. We specialise in supporting children with SEND including those with Autism and Speech Language and Communication needs.
- The Directors of the school are Kimberley Preston and Oliver Preston
- The school opened to pupils on 22nd Jan 2024 with capacity of 20 pupils.
- The school currently has one class of pupils with a qualified teacher and at least 2 teaching assistants on each day.
- We have the following leadership staff:
- Principal (Alex Smythe – 2.5 days per week) – responsible for ensuring the strategic direction of the school
- Head teacher (Kimberley Preston – full time voluntary)
- Business Manager (Oliver Preston) – full time voluntary
- A teacher was employed at the school during the spring term 2024 but left at the end of the term. Currently, the Head teacher teaches the class.

Number of pupils on roll (Sept 2024)	7	Number of boys/girls	5xM 2xF	Number of pupils with a statement of special educational needs (SEN) or an education, health and care (EHC) plan	7
Overall attendance 2023-24 (*see below)	5.4%	Persistent absence (<90% attendance)	0	Staff turnover for the previous year	1 teacher
Percentage of pupils with English as an additional language (EAL)	0	Number of Qualified Teachers	3	Number of teaching assistants	5

Key Ofsted actions from last report	<p>The school's pre-registration inspection took place on 27th July 2023. In the report it was noted that the school's leaders have ensured that the independent school standards in all 10 parts are likely to be met.</p> <p>Importantly, the inspector also noted that:</p> <p><i>"Following the last pre-registration inspection, leaders have ensured that they have a sound understanding of how reading will be taught. They will ensure that reading will be given an appropriately high priority within the curriculum. Leaders intend to provide a wide range of engaging texts to capture pupils' interest. Leaders plan for staff to receive phonics training when they are appointed."</i></p> <p>Lots of work has been done to embed reading into the curriculum and phonics training happens regularly. This still remains a priority.</p>
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Key areas to improve	Ensuring all relevant policies are in place and being followed Maintaining up to date safeguarding training for all staff
Key staffing areas of issue	Recruitment of experienced EYFS teacher with SEND expertise Training requirements for phonics, safeguarding, SEND
Budget information	The actions on the following pages would require £18,700 of financial resource
Key performance indicators for the next 3 years – strategic forward planning	<ul style="list-style-type: none"> ➤ At least 18 children on roll ➤ At least 2 classes ➤ 2 teachers <ul style="list-style-type: none"> ○ 1 EYFS and SEND specialist ○ 1 KS1 and KS2 (and SEND) specialist ➤ Each class at least 4 TAs ➤ All children make better than expected progress in maths, reading, phonics and writing ➤ 100% percent of parents are happy with the service provided by the school ➤ Budget for curriculum resources is allocated each year (at least £10k per year on average) ➤ The school has specific SEND specialists who visit the school on a termly basis (or trained specialists on the staff with defined job descriptions to deliver specialist support) to provide training and support for staff and specific interventions for children: <ul style="list-style-type: none"> ○ educational psychologist, ○ an autism outreach specialist ○ speech and language therapist ○ behaviour specialists (e.g. Team teach)

*To exemplify the information above: individual attendance figures up to the end of the academic year 2023-24 (as at 17.7.24):

	Child 1		Child 2		Child 3		Child 4		All Pupils	
Sessions Possible	216		52		224		101		593	
Sessions Attended	202	93.52%	50	96.15%	212	94.64%	101	100%	565	95.28%
Authorised Absent	14	6.48%	2	3.85%	12	5.36%	0	0%	28	4.72%
Unauthorised Absent	0	0%	0	0%	0	0%	0	0%	0	0%



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OBJECTIVES FOR 2024-25

<p>Objective 1 Safeguarding</p>	<ul style="list-style-type: none">➤ Ensure complete and accurate Single Central Record➤ Review and update Safeguarding Policy in line with Keeping Children safe in Education 2024➤ Introduce Red and Amber forms for reporting incidents (for staff not able to access CPOMS)➤ Training Plan➤ Analysis of incidents and outcomes
<p>Objective 2 – Part 2 ISS Quality of Education</p>	<ul style="list-style-type: none">➤ Curriculum Review➤ Further Develop curriculum specific intervention strategies➤ Embed Cherry Garden assessment. Complete initial baseline in Sept 24 and ensure that we know which branch each child is working at➤ Find explicit opportunities for children to each share a book (on an individual basis) with an adult each day.
<p>Objective 3 – Part 3 ISS Behaviour and Attitudes</p>	<ul style="list-style-type: none">➤ Help the children to develop protective behaviours➤ Introduce new Behaviour Policy➤ Behaviour monitoring and analysis➤ Introduction of ABC approach to recording and analysing behaviour incidents to support learners➤ Making behaviour recording more concise to allow better analysis
<p>Objective 4 – Part 4 ISS Personal Development</p>	<ul style="list-style-type: none">➤ British Values planning overview - embed pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance➤ Ensure that curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and relationships education, contribute to pupils' personal development (including new RHE Policy, PSHE Policy)➤ More specific interventions and the use of outside specialists.



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OBJECTIVES FOR 2024-25

<p>Objective 5 – Part 5 ISS</p> <p>Leadership and Management</p>	<ul style="list-style-type: none"> ➤ Ensure that the website is compliant ➤ Ensure all policies are written, relevant, up to date, published (on the website) and understood by relevant staff ➤ Ensuring improved recording, tracking and analysis of assessment (Cherry Garden) ➤ Building up resources and displays to match the curriculum ➤ Clarity of lines of responsibility and staffing structure ➤ Implement more regular learning walks ➤ Recruitment of experienced EYFS teacher with SEND expertise ➤ Develop effective partnerships with similar organisations in order to maximise opportunities to improve and provide relevant training to staff. ➤ Ensure that the school's database (Horizons) is fully up to date with all contextual information about the children. ➤ Investigate further space on the site for development ➤ Consider widening the group of 'governors' beyond the two Directors to ensure high quality governance.
<p>Objective 6 – Part 6 ISS</p> <p>Early Years Provision</p>	<ul style="list-style-type: none"> ➤ Learning environment – continue to ensure that the environment suits the needs of the children ➤ Children should be outdoors as much as they are indoors, if not more, and have a balance of self-directed and adult-led activity time ➤ Enhance the outdoor learning area ➤ Creating immersive environment on entry to the school (both outside and inside) – linked to pupils' interests ➤ Use more sensory, play-based learning and therapies ➤ Embed Reading and Phonics at the heart of the whole curriculum (Ensuring clear link between phonics and reading 'books') ➤ Displays of phonics ➤ Phonics Training as required ➤ Develop the role of Key Workers

On the following pages are the specific actions and timescales (etc) for each of the 6 key objective areas.

Where we refer to (teacher), i.e. 'teacher' in brackets, we are referring to the fact that this will be a responsibility of the class teacher but at the time of writing, we didn't have a class teacher other than the Head teacher, Kimberley Preston.



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OBJECTIVE 1

SAFEGUARDING

The extent to which there is an effective whole-school approach to safeguarding. How well staff keep pupils safe.

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE
Ensure complete and accurate Single Central Record	August 24	Alex Smythe	£0 20 hours	Kimberley Preston Termly	Audit shows that there is no unexplained missing info from the SCR.	1a
Review and update Safeguarding Policy in line with Keeping Children safe in Education 2024	August 24 and July 25	Alex Smythe	£0 6 hours	Kimberley Preston Sept 24 Sept 25	Safeguarding INSET for all staff Sept 24	1b
Introduce Red and Amber forms for reporting incidents (for staff not able to access CPOMS)	Dec 24	Alex Smythe	£0 INSET Aug	Kimberley Preston Dec 24	Staff are using either CPOMS or Red/Amber forms to record safeguarding concerns.	1c
Training Plan	Dec 24 Apr 25	Kimberley Preston	£1000 6 hours	Alex Smythe termly	At least 5 training sessions for staff in Autumn 24	1d
Analysis of incidents and outcomes Both safeguarding and accidents	Oct 24 Feb 25	Alex Smythe	£0 10 hours	Kimberley Preston Termly	Reports (safeguarding and accidents) provided by AS At least 2 actions identified from each report	1e
			£1000 Training 42 hours			



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OBJECTIVE 2

QUALITY OF EDUCATION

All pupils in independent schools (including special schools) are entitled to receive a broad, rich curriculum – this is a requirement of paragraph 2(2)(a) of the independent school standards. We need to be able to provide evidence that the minimum requirements for the intended coverage and ambition of an independent school's curriculum are met.

On inspections of schools with pupils up to Year 3, inspectors will carry out a deep dive to evaluate how well pupils are taught to read. They will pay particular attention to pupils who most need to improve their reading (the lowest 20%) to assess how well the school is teaching phonics and supporting all children to become confident, fluent readers.

Consider how well we ensure that the curriculum is coherently sequenced to meet all pupils' needs, starting points and aspirations for the future

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE
Curriculum Review	Sept 24	Kimberley Preston	£0 20 hours	Alex Smythe Oct 24	Long term plan (year) Medium term plans for each subject (termly topics)	2a
Further Develop curriculum specific intervention strategies	Dec 24	Kimberley Preston and TAs	£500 10 hours	Alex Smythe Jan 25	At least 4 new interventions introduced for the year	2b
Embed Cherry Garden assessment. Complete initial baseline in Sept 24	Sept 24 And ongoing	Kimberley Preston and TAs (teacher)	£500 15 hours	Alex Smythe Termly	All children's initial (baseline) assessment (Cherry Tree) is recorded on Tapestry. An agreed measure of progress for pupils is identified for us to use moving forward (to measure outcomes for pupils)	2c
Find explicit opportunities for children to each share a book (on an individual basis) with an adult each day.	Oct 24	Kimberley Preston and TAs (teacher)	£500 Resources	Alex Smythe Learning Walks Dec 24 Monthly	All children have shared a book with an adult each day in the 4 weeks leading up to December	2d
			£1500 45 hours			



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OBJECTIVE 3

BEHAVIOUR AND ATTITUDES

Consider how leaders and other staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils. In our SEND specific provision, we should ensure that behaviour and conduct reflects the school's high expectations and our consistent, fair implementation should lead to demonstrable improvement in the attendance and behaviour of our pupils, taking account of their individual circumstances.

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE
Help the children to develop protective behaviours	Apr 25	Classroom staff (teacher)	£1000 Training and resources 5 hours	Kimberley Preston Termly	Behaviour reports show that there is a reduction in unsafe behaviours between Oct 24 and Apr 25	3a
Introduce new Behaviour Policy Introduction of ABC approach to recording and analysing behaviour incidents to support learners	Oct 24	Kimberley Preston	£0	Alex Smythe Termly	Staff are following the behaviour policy Children's behaviour has improved (see report)	3b 3e
Behaviour monitoring and analysis	Dec 24 Mar 25 July 25	Alex Smythe Termly	£0 10 hours	Kimberley Preston Termly	Report provided to the Head by the end of each term Pupils' behaviour has improved (at least 50% of the chn)	3c
Making behaviour recording more concise to allow better analysis	Dec 24	Classroom staff (teacher)	£0	Alex Smythe Termly	Classroom staff are recording incidents concisely. At least 4 examples of actions identified to improve behaviour	3d
			£1000 17 hours			



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OBJECTIVE 4

PERSONAL DEVELOPMENT

Our curriculum should extend beyond the academic. We need to be able to demonstrate that we support pupils to develop in many diverse aspects of life. The personal development judgement is used by inspectors to evaluate our intent to provide for the personal development of all pupils, and the quality with which the school implements this work. Inspectors will recognise that the impact of the school's provision for personal development will often not be assessable during pupils' time at school.

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE
British Values planning overview - embed pupils' understanding of the fundamental British values	Jan 25	Kimberley Preston	£0 10 hours	Alex Smythe Jan 25	At least one example of how we have covered each of the 5 areas of BV	4a
Ensure that citizenship, RE, PSHE and RHE contribute to pupils' personal development (including new RHE Policy, PSHE Policy)	Jan 25	Kimberley Preston	£500 Resources	Alex Smythe Jan 25	RE, PSHE planning is in place (linked to themes) RHE is explicitly identified in learning walks	4c 4b
To develop pupils' 'character' More specific interventions and the use of outside specialists.	Dec 24	Kimberley Preston and classroom staff (teacher)	£2500 Resources 10 hours	Alex Smythe termly	At least one outside specialist has visited the school in order to improve provision for either individuals or groups of chn	4c
			£3000 20 hours			



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OBJECTIVE 5

LEADERSHIP & MANAGEMENT

How do we, as leaders and directors ensure that the education that the school provides has a positive impact on all its pupils.

Consider:

- how well we identify, assesses and meets the needs of pupils with SEND; whether we are suitably ambitious for all pupils with SEND; how successfully we involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND; how well we ensure that pupils' outcomes are improving as a result of any different or additional provision being made for them.
 - This covers outcomes in communication and interaction, cognition and learning, physical health and development, social, emotional and mental health

How well are pupils with SEND prepared for their next steps in education?

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE
Ensure that the website is compliant – website audit	Sept 24	Alex Smythe	£0 20 hours	Kimberley Preston termly	Website audit (ISS) demonstrates that all aspects are in place External validation that the website is compliant (e.g.Ofsted)	5a
Ensure all policies are written, relevant, up to date, published (on the website) and understood by relevant staff	Aug 24	Alex Smythe	£0 90 hours	Kimberley Preston Olly Preston (following policy review cycle)	All policies required on the website are in place (see final page of SIP)	5b
Ensuring improved recording, tracking and analysis of assessment (Cherry Garden) – assessment policy	Dec 24	Alex Smythe, Kimberley Preston	£0 10 hours	Kimberley Preston Termly	Assessment report provided to the Head by the Principal each term Pupils are making measurable progress (method of measuring TBC)	5c



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ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE
Building up resources and displays to match the curriculum	Apr 25	Kimberley Preston and classroom staff (teacher)	£1000 Resources	Alex Smythe Termly	At least 5 examples of how resources have been purchased (and utilized by children) to enhance specific areas of the curriculum	5d
Clarity of lines of responsibility and staffing structure	Sept 25 And ongoing	Alex Smythe, Olly Preston and Kimberley Preston	£0	All SLT	Staff survey indicates that the school's leadership team is supportive	5e
Implement more regular learning walks (and recording of such)	Dec 24	Alex Smythe	£0 10 hours	Kimberley Preston Termly	At least 4 learning walks each term At least 2 positives and 2 areas for development from each walk	5f
Recruitment of experienced EYFS teacher with SEND expertise	Dec 24	Kimberley Preston and Alex Smythe	£500 Recruitment	Olly Preston Dec 24	Teacher is recruited	5g
Develop effective partnerships with similar organisations in order to maximise opportunities to improve and provide relevant training to staff.	June 25	Alex Smythe	£0	Kimberley Preston Termly	At least one other school link has been formed and we can identify at least 2 ways in which this has benefitted our pupils.	5h
Ensure that the school's database (Horizons) is fully up to date with all contextual information about the children.	Nov 24	Kimberley Preston	£0 10 hours	Alex Smythe Dec 24	Database is up to date with all contextual information including, EAL, disadvantage, Medical, LAC, SEND specifics (e.g. ASD, S&L)	5i



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ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE
<p>Investigate further space on the site for development</p> <p>Write a strategic plan for pupil numbers and the impact on classroom space and staffing numbers.</p>	<p>Ongoing throughout 24-25</p>	<p>Olly Preston, Alex Smythe</p>	<p>£2000 Planning etc.</p>	<p>Kimberley Preston ongoing</p>	<p>By the end of the year, there is a viable option for further classroom space on the site.</p> <p>Strategic plan for pupil numbers is written</p> <p>We have at least 10 pupils on roll</p>	<p>5j</p>
<p>Consider creating a 'governing' body to help widen the expertise, the independence of challenge and the range of voices impacting on the direction of the school.</p>	<p>By April 2025</p>	<p>Olly Preston and Kim Preston</p>	<p>N/A</p>	<p>Alex Smythe</p>	<p>There is a body of governors which includes the Directors who meet at least termly to discuss the strategic direction of the school.</p>	<p>5k</p>
			<p>£3500 140 hours</p>			



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OBJECTIVE 6

QUALITY OF EARLY YEARS PROVISION

How do we, as leaders and directors ensure that the education that the school provides has a positive impact on all its pupils.

Consider:

- how well we identify, assesses and meets the needs of pupils with SEND; whether we are suitably ambitious for all pupils with SEND; how successfully we involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND; how well we ensure that pupils' outcomes are improving as a result of any different or additional provision being made for them.
- This covers outcomes in:
 - communication and interaction, cognition and learning, physical health and development, social, emotional and mental health

how well pupils with SEND are prepared for their next steps in education. See 'Special educational needs and disability code of practice: 0 to 25 years'

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE
*Learning environment – continue to ensure that the environment suits the needs of the children	Ongoing By Apr 25	All classroom staff (teacher)	£2000 Resources 20 hours	Alex Smythe Kimberley Preston Termly	At least 4 ways in which the indoor learning environment has been enhanced and its demonstrable impact on the children	6a
Children should be outdoors as much as they are indoors, if not more, and have a balance of self-directed and adult-led activity time – learning walks	Apr 25	All classroom staff (teacher)	£2000 Covered area outside	Alex Smythe Learning Walks Termly	Evidence of pupils being able to use both indoor and outdoor areas on a daily basis (whether permitting)	6b
*Enhance the outdoor learning area	Ongoing by Apr 25	TAs (teacher)	See above	Alex Smythe	At least 4 ways in which the outdoor learning environment has been enhanced and its demonstrable impact on the children	6c



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ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE
Creating immersive environment on entry to the school (both outside and inside) – linked to pupils' interests	Dec 24	TAs (teacher)	£500 Resources 15 hours	Alex Smythe Jan 25	A display of current theme or children's interests is evident in the main building entrance. A display is evident on the way in through the gate which immerses visitors in the environment.	6d
Use more sensory, play-based learning and therapies	Mar 25	Kimberley Preston and TAs (teacher)	£1000 Training and resources	Alex Smythe Apr 25	At least 2 more sensory, play-based therapies are in place at the school	6e
Embed Reading and Phonics at the heart of the whole curriculum (Ensuring clear link between phonics and reading 'books')	Nov 24	Kimberley Preston (teacher)	£2000 Books 20 hours	Alex Smythe Dec 24 and termly	Phase one phonics books purchased Phase two phonics books purchased Assessment of phonics demonstrates good progress for each individual child	6f
Displays of phonics	Oct 24	TAs (teacher)	£200 Resources	Kimberley Preston Nov 24	Phase two phonics are displayed in the classroom <u>and</u> the outdoor area	6g
Phonics Training as required	Autumn 24	Kimberley Preston	£1000 Training 10 hours	Alex Smythe Spring 25	At least two phonics training sessions delivered to staff	6h
Introduce and develop the role of Key Workers	Ongoing by Jan 25	Kimberley Preston	£0	Alex Smythe Termly	Each childr has a named key worker. The children & parents know who they are Key worker training session session has happened; everyone understands the role.	6i
			£8700 65 hours			



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* notes regarding the learning environment we should be looking for

The emotional environment

The environment is not only the physical areas that children are exposed to but also the people who are in it: other children, parents/carers and staff. The emotional environment is affected by how parents/carers and staff interact, whether children feel safe, secure and cared for, and if there is an underlying feeling of positivity or negativity in the space. In effect, relationships are what constitute the emotional environment, which includes the relationship between the parent/carer and staff, the relationship between staff and children, how people behave and speak to each other, how they are treated and how inclusive it is.

When children feel, safe, secure and happy in an environment that responds to their individual needs they are more likely to feel comfortable trying new things, push themselves and generally relax into enjoying their day. This will open them up to learning so many new things and allow them to be challenged physically, emotionally and cognitively.

One of the best ways for children to learn is for them to feel able to make mistakes and persevere until they get it right. Children will only be willing to do this if they are in a setting that has an emotional environment that encourages and supports all to explore and try new things.

It is therefore important for settings to have an ethos that supports positivity about failure, that nothing is wrong unless it will lead to someone getting hurt, and trying something new is more important than sticking to your comfort zone. Much of this ethos will be discovered through adult role-modelling: we should allow ourselves to make mistakes, learn from them and try again, always be positive, allow children many opportunities for self-directed play and learning, respect each other and be inclusive.

The indoor environment

Indoor spaces need to be interesting, accessible and flexible to accommodate children's changing interests and needs. Ensure there are spaces where children can be active and allow children to have an input into how the space is organised. If space is limited, consider activities such as dancing, active stories and yoga as they do not require a lot of space yet significantly raise the heart rate and allow children to learn at the same time.

The outdoor environment

Children should be outdoors as much as they are indoors, if not more, and have a balance of self-directed and adult-led activity time. When children are outdoors they can play and explore without many of the restrictions that are so often placed on them. What they will encounter in nature is generally open-ended and will spark their imagination, encouraging them to discover and learn through their senses, leading to natural physical and cognitive development. Children can experience many things they are exposed to indoors, but often on a larger scale. This can be great for little hands that have not developed dexterity and fine-tuned their fine motor skills and for children who struggle to sit still and concentrate.

Creating an effective outdoor environment does not mean creating a pretty, tidy environment. Children love to explore wild spaces, enjoy messy play and be inspired by an array of what might appear to be junk. It is important not to place our aesthetic value on a space that has been created for children's exploration and enjoyment. We also do not need to create different learning areas for subjects such as mathematics and literacy as children will constantly be learning if they are exposed to an enriching outdoor environment. When children play outside they learn about the effect they have on the world around them and how to be good to the environment. They will learn all kinds of mathematical concepts from outdoor activities, from playing with sticks, to water play, to building dens. They will develop their language and communication when role playing or problem solving with their peers. And when they have finally built that bridge out of tyres and planks, they will feel so very good about themselves! The provision of open-ended, non-prescriptive and adaptable resources will open up children's learning experience and encourage them to use their imagination, problem-solve and experiment, and you will find some ideas of what to use in the panel on this page.



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Outdoor inspiration

Inexpensive resources to enhance play...

- Blackboard paint to use as permanent fixture
- Chalk to create games on cemented surfaces
- Strong cardboard packaging to create shelters
- Pieces of fabric/old sheets to make tents and dens
- Guttering to create a water play area
- Tyres – these can be free from local garages
- Planks, logs and pieces of wood
- Signs of all kinds
- Boxes and crates to build with
- Old CDs hanging at different levels
- Old pots and pans strung on a strong line between trees with spoons to play them
- Trellis for weaving thread or vines through
- Shallow trays for water
- Old Wellingtons to plant in
- Spare hosepipe wound along the fence with a funnel at each end to use as a telephone
- Plastic drinks bottle filled with different substances and objects to hang or to create skittles
- The wonderful array of natural resources such as sand, water, mud, all types of earth, pebbles, stones and rocks
- Bird feathers
- Sea shells
- Containers of various shapes and sizes
- Painting equipment
- Woodwork, gardening and DIY tools



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Policies required on the website:

A statement of the school's ethos (including any religious ethos) and aims
Admissions policy
Exclusions policy
SEND Policy
EAL Policy
Curriculum Policy
Behaviour Policy
Anti-Bullying Policy
Health and Safety Policy
First Aid Policy
Complaints Policy