

Starting Point

Ofsted 2017 "Early years provision is good. However, the outdoor learning environment is not yet fully developed to allow children to follow their interests, make choices and be as purposefully engaged as they could be.

SDP 2017-2018 "Improve the quality of provision in the Early Year further by developing a high quality outdoor learning environment that will consistently secure the best possible outcomes for all children."

In 2016-2017 there was a cohort in the Early Years of 37 children. 91% of these children achieved the ELG in the Prime areas of learning, 70% achieved GLD and the APS was 33.1

Improving the quality of provision in the Early Years by developing a high quality outdoor learning environment

Aims

- 80% of cohort will achieve a Good Level of Development
- Quality of outdoor provision will improve and secure best possible outcomes for all children
- More opportunities for child initiated learning
- Purposeful observations obtained in the outdoor area

Next Steps

75% of children achieved GLD which is 5% more than last year and equates to more children due to the significantly smaller cohort this year. The APS was down as well as children achieving ELGs in Prime areas of learning. This will be a focus for next year, ensuring there are plenty of opportunities to reach these in the outdoor space.

A new area will be built in the outdoor area.

The trim trail and playground in the main playground will also be developed to create learning opportunities throughout the school.



The Impact

In 2016-2017 with a cohort of 37
91% of children achieved ELG in Prime areas
70% achieved GLD
APS was 33.1

2017-2018 with a cohort of 24
84% of children achieved ELG in Prime areas
75% of cohort achieved GLD
APS is 32.6

Actions & Outcomes

- Questionnaire for staff and children- children were excited about a large role play, imaginative building in the playground
- Monitoring planning- remove adult directed planned activities and introduce child led with resources accessible for children to get out what they would like to learn with. Ensuring free-flow
- Observing child led activities- what engages the children?
- Audit of resources- ensuring all areas of learning are available outdoor
- Evaluation of use of space- ensuring there is free space for children to choose activities and resources are accessible to the children
- Research into use of outdoor space- Outdoor learning- Norfolk, The Key for School Leaders, Essex resource directory, Effective Practice: Outdoor Learning
- Plans for developing outdoor area- quotes and companies in to give advice & visiting local schools. Ensuring there are opportunities for experiences and not just equipment
- Professional development- engaging adults to understand the importance of outdoor learning, scaffolding learning, seizing learning opportunities & purposeful observations