



TREMORFA NURSERY SCHOOL

School Improvement Plan 2025-26

SCHOOL IMPROVEMENT PLAN 2025-26

OVERVIEW



ENGAGING
EXPERIENCES AND
ENABLING
ENVIRONMENTS



ENABLING
ADULTS



DISTRIBUTED
LEADERSHIP

Engaging experiences and Enabling Environments

Priority: To further develop the nursery's indoor and outdoor environments and enrich children's experiences, ensuring they are engaging, inclusive and responsive to learners' needs.

Targets:

- Embed a shared vision for high-quality environments and experiences across the nursery team.
- Consistently plan and deliver engaging, developmentally appropriate experiences that reflect children's interest and the four purposes.
- Improve the quality, accessibility and sustainability of learning environments
- Strengthen staff understanding of enabling environments and engaging experiences through professional learning.
- Involve families and the wider community in co-creating and enriching the nursery environment.
- Evaluate the impact of environmental and experiential improvements on children's learning and wellbeing

Success Criteria:

- Indoor and outdoor spaces are visually stimulating, well-organized, and promote independent exploration.
- Resources are pedagogically-appropriate, culturally diverse, and reflect the interests and developmental stages of all children.
- Natural elements and sustainable materials (e.g. willow fencing, plants) are incorporated to promote eco-awareness and sensory engagement.
- Environments are accessible to all learners, including those with additional needs, with adaptations made where necessary.
- Staff regularly observe and respond to children's interests, adapting the environment to reflect emerging themes and learning opportunities.
- Children's voices are evident in the environment through displays, choice of resources, and co-created spaces.
- Children demonstrate high levels of engagement, curiosity, and sustained involvement in play and learning.
- A wide range of open-ended resources and provocations are available to support creativity, problem-solving, and collaboration.
- Outdoor learning is used purposefully to support holistic development, wellbeing, and connection to nature.
- Regular audits and feedback from staff, children, and families inform ongoing improvements.
- Observations and assessments show progress in children's learning and development linked to environmental enhancements.
- Staff reflect on practice and share successful strategies during team meetings and professional development sessions

Enabling Adults

Priority: To further embed the role of all educators as enabling adults, ensuring their contribution to children's learning and development is intentional, reflective, and consistent across the nursery.

Targets:

- To enhance the quality of adult engagement in learning through embedding the characteristics of enabling adults as outlined in the EEL programme and Frobelian principles
- To strengthen children's emotional wellbeing and engagement in learning through high-quality adult interactions, informed by Froebelian principles of relational pedagogy and respect for the child
- To ensure consistency in practice across all services of the nursery school — including wraparound care, Flying start and support services.
- To ensure all staff have gained extensive Professional Development through EEL training and have a deeper knowledge and understanding of children's engagement and involvement levels; and how this leads to deeper level of learning.

Success Criteria:

- Practitioners consistently plan and facilitate learning experiences that are purposeful, child-centered, and aligned with developmental goals.
- Interactions with children are meaningful, extend learning, and promote critical thinking, creativity, and independence.
- Adult-led and child-initiated activities are balanced and thoughtfully integrated into daily routines.
- Staff regularly engage in professional reflection, using observations, feedback, and child voice to inform their practice.
- Reflective discussions are embedded in team meetings, supervision, and Professional Development sessions, with clear links to improving outcomes.
- Practitioners demonstrate a commitment to continuous improvement, adapting approaches based on evidence and experience.
- A shared understanding of the enabling adult role is evident in policy, practice, and pedagogy.
- All staff apply consistent strategies to support children's emotional wellbeing, communication, and learning.
- Monitoring shows equity of experience for children across areas and key groups, regardless of staffing or setting.
- Children show increased levels of engagement, confidence, and autonomy in their play and learning.
- Progress tracking reflects positive developmental progress linked to adult support and interaction.
- Families report that staff are approachable, knowledgeable, and actively involved in their child's learning journey.

Distributed Leadership

Priority: To strengthen distributed leadership across the nursery school, empowering all staff to contribute to practice, pedagogy and school development.

Targets:

- To embed a culture of distributed leadership, to ensure that curriculum planning, learning experiences, and continuous improvement reflect a shared vision and collective responsibility
- To schools self evaluation processes more explicit to ensure that all stakeholders have a deeper understanding of the impact on children's progress
- To further develop the role of the Governing Body in supporting and monitoring distributed leadership.
- To embed the role of all staff in their role within the Monitoring and Evaluation Cycle
- To develop processes to monitor the vital role of the schools as a Community Focussed School on children's progress.

Success Criteria:

- All staff feel valued and confident in contributing ideas, leading initiatives, and influencing decision-making.
- Roles and responsibilities are clearly defined, with opportunities for leadership at all levels
- Staff are encouraged to take initiative and lead areas of practice and provision aligned with their strengths and interests.
- Regular opportunities for collaborative planning, reflection, and shared problem-solving are embedded in the nursery's routines.
- Staff communicate openly and respectfully, with a culture of trust and mutual support.
- Leadership decisions are transparent, and feedback is actively sought and acted upon.
- Professional Development is tailored to support leadership development for all staff, including mentoring, coaching, and peer learning.
- Staff demonstrate increased confidence and competence in leading aspects of pedagogy and practice.
- Improvements in pedagogy and practice are evident across the nursery, driven by staff-led initiatives.
- Children's learning experiences are enriched through diverse, well-led approaches.
- School development plans reflect staff contributions, with measurable outcomes linked to distributed leadership.