

# Vision 2030

## Laceyby Stanford Primary Academy



## INSPIRING PLACES



# Inspiring Places, Greener Spaces, Brighter Futures

Laceyby Stanford Primary Academy are focused on the development of inspiring places and greener spaces. This initiative is born from a critical understanding that our responsibility extends beyond academic excellence to the health and well-being of our planet. As we work to foster the next generation of leaders and innovators, we must also instil in them a deep-seated appreciation for and commitment to environmental stewardship.

We believe that high-quality environments are fundamental to learning, growth, and community engagement. Our commitment is to create spaces that are not only safe and stimulating but also truly engaging and inspirational. This plan outlines our vision to transform our grounds into vibrant, dynamic areas that serve as both outdoor classrooms and high-quality play areas for our pupils and the wider community. By working together, we can cultivate a shared sense of ownership and foster sustainability in everything we do.

We look forward to embarking on this journey together.

## Year 1 2025-2026: Foundations for Growth

### Greener Spaces:

- Site Master Plan Phase 1: Polytunnel and Raised Beds Optimization. Develop and implement a detailed plan for maximising the output and educational potential of the polytunnel and raised beds. This includes establishing a robust planting schedule and composting system. Use for year-round growing of fruit and veg.
- Allotment Links. Formalise partnerships with local allotment holders for shared knowledge, seed exchange, and potential expansion of growing areas for the school.
- Community Nurturing Garden Project. Launch a dedicated "Nurturing Garden" project with active involvement from parents, families, and gardening students. Focus on creating a visually appealing and biodiverse space for quiet reflection and learning for the community to use.

### Brighter Futures:

- Integrated Curriculum Development (Phase 1). Begin weaving environmental education and wellbeing themes into the curriculum. Focus on linking the polytunnel and raised bed activities to science, maths, and English etc.
- Product Development & Marketing. Expand the range of products sold at school events, focusing on dried herbs, chillies lavender bags, and herbed bread rolls. Develop simple branding and marketing materials for these products. Develop the community café into more regular timings and older pupils to coach younger pupils to run the café – developing communication skills, organisational skills and both an awareness of community and enterprise.

- Outdoor Wellbeing Pilot Program. Initiate a pilot program for "Oak Tree Yoga" and "Outdoor Meditation" during school hours, gathering feedback from students and staff.
  - Tipi Construction. Work with recycled materials to construct the 8m diameter tipi, engaging students in the process and planning its initial uses for play therapy and small group activities. (Funding from High Need Sen Funding NEL and Stanford Educational Trust.)
  - Eco-Committee: Pupils lead decisions, write eco-policies and present at assemblies (Podcast) Children learn real- world sustainability skills through growing, making, cooking and creating.
  - Forest school – make links with local school to share the costs of training staff in Forest School and develop the pond area further through additional funding streams (eg Stanford Trust)
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## Year 2: Expanding Horizons 2026-2027

### Greener Spaces:

- Site Master Plan Phase 2: Woodland Area Development. Begin developing a designated woodland area for Forest School activities, focusing on safety, accessibility, and biodiversity.
- Site Master Plan Phase 2: Biodiversity & Wildlife Corridors. Focus on creating and enhancing wildlife habitats, insect hotels, bird boxes, and native plant corridors to boost biodiversity.
- Bee keeping: Safely managed area for observational beekeeping; link to pollination learning.
- Enhanced Composting & Recycling Program. Implement a comprehensive school-wide composting and recycling program, educating students and staff on waste reduction.
- Pond Dipping & Aquatic Habitat. Develop and enhance a pond area suitable for educational pond dipping, focusing on creating a thriving aquatic ecosystem.
- Intergenerational Work: Invite elderly volunteers from the community or allotment groups, including Cloverdales, involving them in garden maintenance and product creation, and soliciting their ideas for a deep sense of environmental stewardship and community contribution.

### Brighter Futures:

- Enterprise Events Expansion. Expand the "dried flower/herbs" enterprise to include other student-made products from recycled materials, incorporating business and design principles into the curriculum
- Art & DT Collaboration. Initiate collaboration with the local female steelworker for a sculptural art project using recycled materials, linking to environmental themes.
- Music Therapy & Yoga Expansion. Introduce djembe and/or taiko drumming sessions alongside continued yoga in the tipi and other outdoor spaces, offering diverse wellbeing activities. Make links to natural therapies (make

herbal essential oils) to support positive wellbeing and/or enterprise opportunities.

- Outdoor Events. Host initial outdoor events such as the "Preloved Stall Festival" (PLSF), Christmas Fair, Activity day showcasing student work and promoting sustainable practices and Literacy Festival (performing poetry in outdoor stage setting)
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## Year 3: Community & Collaboration 2027-2028

### Greener Spaces:

- Site Master Plan Phase 3: Greener Spaces Assessment & Expansion. Conduct a comprehensive assessment of existing green spaces, identifying areas for further enhancement, native planting, and biodiversity promotion
- Solar Panel Installation. Begin the process of securing funding and installing solar panels on suitable school buildings to reduce the school's carbon footprint and generate income
- Local Council Support & Partnership. Actively engage with the local council to secure funding and support for greener initiatives, potentially including shared community green spaces
- Woodland Terms & Sustainable Sourcing. Establish partnerships for sourcing sustainable woodland materials for school projects and explore selling ethically sourced wood products
- School Cafe & Vegetable Focus. Develop a small school cafe that utilises vegetables grown on-site or sourced locally for soups and other healthy snacks, promoting healthy eating and sustainability. Curriculum integration a focus through design packaging, charity links, producing, making and selling, develop Project- Based Learning

### Brighter Futures:

- Comprehensive Curriculum Integration. Fully integrate environmental sustainability, mental health, and wellness into the school curriculum across all subjects, making it a core aspect of learning
  - Litter Picking & Beach Cleaning Initiative. Launch regular school-led litter picking and beach cleaning events, fostering a sense of community responsibility involving community members
  - Parent & Family Workshops. Offer workshops for parents and families on sustainable living, gardening, and wellbeing practices, leveraging the school's expertise
  - Community Wellbeing Events. Host community wellbeing events at the school, utilising the tipi and outdoor spaces for yoga, meditation, and music, inviting local residents
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## Year 4: Innovation & Outreach 2028-2029

### Greener Spaces:

- Water Harvesting & Conservation. Implement advanced water harvesting techniques (e.g. rainwater collection for irrigation) to further reduce water consumption
- Greenhouse Expansion (if feasible). Explore the possibility of expanding greenhouse facilities to increase year-round growing capacity.
- Sustainable Transport Initiatives. Promote sustainable transport to school, such as walking, cycling, and carpooling, through awareness campaigns and incentives

### Brighter Futures:

- Student-Led Innovation Projects. Encourage and support student-led projects focused on environmental solutions and wellbeing initiatives, fostering creativity and problem-solving skills
- Inter-School Collaboration. Partner with other local schools to share best practices in environmental education and wellbeing programs
- Mental Health & Wellness Curriculum Refinement. Continuously refine and update the mental health and wellness curriculum based on current research and student needs.
- Entrepreneurial Skills Development. Further develop entrepreneurial skills through the enterprise projects, including market research, financial planning, and ethical business practices.

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## Year 5: Sustained Impact & Legacy 2029-2030

### Greener Spaces:

- Site Master Plan Phase 5-8: Long-Term Estate Development. Consolidate and refine all "Greener Spaces" initiatives, establishing a robust maintenance plan and exploring further sustainable infrastructure development. This includes evaluating the long-term impact of all previous phases and planning for future needs.
- Carbon Neutrality Goal. Set an ambitious goal for the school to become carbon neutral, implementing strategies to offset any remaining carbon emissions.
- Accreditation & Recognition. Seek external accreditation or recognition for the school's environmental and sustainability efforts.
- Research & Development. Collaborate with gardening colleges or universities on research projects related to sustainable horticulture or environmental education.

### Brighter Futures:

- Leadership in Environmental Education. Position the school as a leading example of environmental education and holistic wellbeing, sharing expertise nationally.

- Alumni Engagement. Develop a program to engage former students in supporting the school's "Greener Spaces, Brighter Futures" initiatives.
- Wellbeing Hub Development. Establish the school as a community wellbeing hub, offering ongoing programs and resources for both students and the wider community.
- Legacy Project. Launch a significant "legacy project" that embodies the school's commitment to greener spaces and brighter futures, such as a community garden open to all or a permanent outdoor learning center.