



Roslin Nursery

Improvement Plan 2019 - 2020



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## 1. Our School Vision, Values and Aims

# ROSLIN PRIMARY SCHOOL



Our values are:

**RESPECT**

**TRUST & RELATIONSHIPS**

**SUPPORT**

**INDIVIDUALS**

**LEARNING THROUGH PLAY**

Our aims are:

Every day at ROSLIN we aim:

- For everyone in our Learning Community to have high expectations to achieve their potential and beyond
- To foster a culture that recognises and nurtures attitudes and behaviour and how they impact on learning
- To create a Learning Community that is welcoming, caring and helpful to all
- To promote an ethos of inclusion and the celebration of individuality
- For the school to be a safe place for all

## 2. How our vision, values and aims were developed and how our stakeholders were consulted

Our vision, values and aims were developed by consulting all our stakeholders - pupils, staff, parents and community. Everyone had a voice in what was most important to them. Staff worked with the pupils. Parents were consulted through both the Parent Council and on parental evenings. For the vision statement, we narrowed it down to 3 and then everyone had a vote to pick the winner. With the opening of our new school in August 2017 it was an appropriate time to update our vision, values and aims which reflect our current pupils, staff, parents/carers and the wider community. We felt it was imperative to have values and aims that the pupils could easily understand and reflected their own thoughts and ideas and what Roslin meant to them. HMIe recognised the motivated and enthusiastic practitioners in the nursery who are working well together to promote the whole school values. The motto of the setting 'Inspiring, Playful, Learning' underpins all that they hope to achieve for their children.

### 3. Priority Summary and High Level Strategic Targets *(Please see PPP 69 February 2019 for key priorities for 2019-20)*

NIF Priority	Links to HGIOSELC	Priority & Key Actions	Lead Person Timescale	Expected measurable outcomes for learners
Improvement in attainment, particularly literacy and numeracy	1.1 Self evaluation 2.3 Learning, teaching and assessment	<b>Priority: To develop literacy skills in Early Years and support progression in literacy for all children</b> * Review and update current literacy audit * Based on updated audit, create new action points to help support the development of literacy	SCCDWs CCDW	* Audit will provide specific information on the quality and level of literacy opportunities across the setting * Audit will continue to help identify any gaps in provision and practise * Improved outcomes for learners in literacy attainment
Closing the attainment gap between most and least disadvantaged children	1.2 Leadership of learning 2.3 Learning, teaching and assessment 3.2 Securing children's progress	<b>Priority: Continue to develop and embed our new system of observations and planning</b> * Weekly planning meetings will gather relevant, up-to-date interests and ideas * Staff will identify areas to develop, monitor and extend * Staff will evaluate daily and weekly as a team * Children will be encouraged to reflect on their experiences and discuss learning through interactions and discussion of photo evidence in floor book * Staff actively promote experiences to extend learning across the curriculum * Review/reflect on criteria for 'What makes a quality observation?' * Observations will capture significant moments of learning for children * Staff will use peer and locality moderation to ensure consistency of practice * Review learning journals, assessment evidence and consult with parents to identify 3 learning priorities for all pre-school children * Review LP's termly	SCCDWs CCDW	* Planning is responsive to children's interests and needs and allows staff to provide challenge and depth in learning * Children will be actively involved in planning their learning * Children will reflect on their learning and be involved in planning next steps * All staff members will be able to record high quality observations of children which will inform next steps of learning * Staff will be able to set learning priorities for children in Health and Wellbeing, Literacy and Numeracy which are specific to children's needs

<p>Improvement in employability skills &amp; sustained, positive school leaver destinations for all young people</p>	<p>2.7 Partnerships 3.3 Increasing creativity and employability</p>	<p><b>Priority: Develop creativity, skills for life and learning through the development of a community garden</b></p> <ul style="list-style-type: none"> <li>* Plant a mini wildflower meadow to encourage a range of wildlife.</li> <li>* Maintain meadow, investigation and research of different flowers, risk assess any dangerous plants, capture and record findings</li> <li>* Use this an opportunity to develop maths and numeracy skills e.g. measurement, info handling</li> <li>* Work collaboratively with an allocated class to design and construct a bug hotel - Discuss ideas, look at models and plans, order materials, work co-operatively to build</li> <li>* Create raised beds and planters for vegetable growing</li> <li>* Regular composting</li> <li>* Create an outdoor area for woodworking and storytelling.</li> <li>* Look at linking children's opportunities to science outcomes.</li> <li>* Link to DYW through parent/carers world of work.</li> </ul>	<p>SCCDWs CCDW</p>	<ul style="list-style-type: none"> <li>* Children will develop their creative thinking skills.</li> <li>* They will develop skills of investigation, inquiry and curiosity</li> <li>* They will develop awareness of the environment and the need for sustainability</li> <li>* Children will develop an understanding of caring for their local environment and the wider world</li> <li>* Children will develop design and technology skills</li> </ul>
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