



Roslin Nursery

Improvement Plan 2020 - 2021



Contents

1. Our School Vision, Values and Aims
2. How our Vision, Values and Aims were developed and how our Stakeholders were consulted
3. Priority Summary and High Level Strategic Targets for Session 2019-20

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.	1.1 Self evaluation 2.3 Learning, teaching and assessment 3.2 securing children's progress	<p>Priority: To continue with the development of literacy skills focussing on fine and gross motor skills to support progression in early mark making.</p> <ul style="list-style-type: none"> Continue working on the Moving Matters programme with pre-school children which aims to develop gross and fine motor skills as a pre requisite for early writing skills. Staff to be involved in professional reading group with P1 teachers and carry out professional discussions about our findings Staff to ensure core provision is well resourced in order to develop children's interests and skills in literacy Continue with helicopter story sessions as this will allow staff to become good role models as they are scribing each child's story. 	SCCDWs CCDW	<ul style="list-style-type: none"> Baseline assessments will be carried out and then used to form children's next steps Termly assessments of children's mark making skills to show progression. (pencil drawings) Weekly gym sessions and daily outdoor play sessions in order to develop gross motor skills, core strength and balance Focus on experiences to develop fine motor skills Regular assessment of core provision to ensure improved outcomes for learners in literacy attainment Staff will be able to set learning priorities for children in Literacy which are specific to their individual needs
Improvement in attainment, particularly numeracy.	1.2 Leadership of learning 2.3 Learning, teaching and assessment 3.2 Securing children's progress	<p>Priority: To develop numeracy skills in Early Years and support progression in numeracy for all children.</p> <ul style="list-style-type: none"> Creating a designated numeracy area. With adult support this area will be used to carry out regular observations and planning for next steps in children's learning. Using numeracy tool kit to ensure that numeracy is embedded throughout our core provision. Staff will 	SCCDWs CCDW	<ul style="list-style-type: none"> Planning in designated numeracy area is responsive to children's interests and needs and allows staff to provide challenge and depth in 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

		<p>identify areas to develop, monitor and extend.</p> <ul style="list-style-type: none"> • Children will be encouraged to reflect on their experiences and discuss learning through interactions and discussion of photo evidence in learning journals. • Staff actively promote experiences to extend learning across the curriculum 		<p>children which will inform next steps of learning</p> <ul style="list-style-type: none"> • Staff will be able to set learning priorities for children in Numeracy which are specific to their individual needs
Health and Wellbeing	<p>1.3 -Leadership of Change</p> <p>2.1 Safeguarding and Child protection</p> <p>2.5 Transitions</p> <p>3.1 Ensuring wellbeing, Equality and inclusion</p> <p>3.3 Developing creativity and skills for life and learning</p>	<p>Priority: Support children to feel happy, secure and confident in returning to nursery and in adapting to the changes within the setting as a result of COVID -19. Actively promote the use of our outdoor space and garden development programme as a means of increasing staff and children's health and wellbeing.</p> <ul style="list-style-type: none"> • Encourage children to discuss their thoughts and feelings about their experiences of the pandemic and their return to nursery. • Support children to develop friendships and positive relationships in their small groups and become secure with their keyworker • Support and respond to children's individual needs • Staff to provide a nurturing environment for children and give them opportunities to express themselves • Support the staff within the setting to ensure they are looking after their own wellbeing • Plant a mini wildflower meadow to encourage a range of wildlife • Maintain meadow, investigation and research of different flowers, risk assess any dangerous plants, capture and record findings 	SCDW'S CDW'S	<ul style="list-style-type: none"> • Support and encourage children to discuss their experiences of COVID-19 • Discuss the changes and new rules within the nursery setting and share ideas about how we can help each other • Staff to ensure they plan for individual children's needs • Staff to ensure regular discussions with parents regarding their child's emotional wellbeing. • Regular check-ins with staff • In creating a more biodiverse environment children will be able to develop skills of investigation, inquiry and curiosity. • Children will be encouraged to develop an awareness of their environment and the need for sustainability • Children will also develop an understanding of caring for their local environment and the wider world

		<ul style="list-style-type: none">• Planting vegetables for the community garden.• Regular composting• Continue to develop woodworking area		
--	--	---	--	--