



Edinburgh Early Years Standards & Quality Report Improvement Plan 2023-24

Name of Setting	Roseburn Primary School Nursery Class
Vision, Values and Aims	<p>Our Roseburn vision, values and aims are embraced by all and are actively addressed, taught, and recognised by the nursery team.</p> <p>Our vision at Roseburn is to develop well-rounded, confident, and responsible individuals who achieve success. The 5 Rs are our Roseburn values of Rights, Responsibility, Respect, Relationships and Resilience. We aim to provide a welcoming, happy, safe, and supportive learning environment in which everyone has equal opportunities and develops an enthusiasm for learning.</p>
Context	<p>Context</p> <p>At Roseburn Primary Nursery Class we follow the vision laid out by Early Years; to ensure all our children have the best start in life, their voices are heard, they are happy, well cared for and have high quality opportunities to learn through authentic child led experiences coupled with sensitive interactions from adults who ensure their progress is optimised to ensure they reach their full potential.</p> <p>We work in partnership with our parents and the wider Roseburn School Community to build the very best in achievement and attainment for all.</p> <p>Children entering Primary 1 come from a variety of nurseries in the local area. We engage with the citywide transition project in the final term to ensure a smooth transition across the early level; helping to familiarise our children and parents with the school's curriculum and procedures.</p> <p>We have developed strong links with parents and the local community, and we have a very committed and supportive Parent Teacher Association and Parent Partnership. The nursery supports local events and utilises community links to enhance both our attainment and achievement. We promote community involvement with the children accessing areas such as the local Roseburn Park, rugby pitches, play park and shops with local businesses. Our PTA and RSPG meetings have continued as a combination of face to face and virtual.</p>

Roseburn School is a non-denominational primary school, built in 1894, which serves the Roseburn and Murrayfield areas of Edinburgh. The nursery building sits within the school playground and has its own contained garden outdoor area. The school and nursery have strong links with the local community, businesses, and sports clubs in the area. The school roll is 247, and the nursery class operates 1140 hours with provision for 30 full time children. Attendance data remains consistent.

Staff changes this session, have proven challenging, with various short and longer-term absences, maternity leave, and recruitment of support staff across the team. The newly appointed EYO (June 22) has continued to be supported in the leadership and management of the Early Years Team by an Early Years Teacher, and this has provided cohesion within the team. In April successful recruitment of a Domestic Assistant, enabled the team to fully embrace the "home" style lunch in the setting. In June 23 the permanent part time EYP returned from maternity leave.

For further information please access our school website.

Summary of Standards & Quality

How good is our Leadership, Management and Staffing?

HGIOELC-

1.3 Leadership of Change

CI: Quality Framework-

3.1 Quality assurance and improvements are well led

4.3 Staff deployment

Overall statement:

We have refreshed and promoted our Roseburn values, vision and aims in response to the new Nursery cohort. This was created in collaboration with all stakeholders ensuring our children and families are meaningfully involved and can influence change.

Our quality assurance and self-evaluation approaches support collaborative planning for continuous improvement. Staff develop and improve through reflective practice and have benefited from professional dialogue and sharing good practice.

Progress and impact from last improvement plan:

The EYO is gaining confidence with the routines and procedures of her role. With support she is beginning to develop quality interactions, and relationships with staff, that are based on mutual trust and respect. Weekly meetings with the HT/EYT to discuss and review procedural improvements have been beneficial. Staff meet weekly to share pastoral information about children and to share any challenges or successes they have observed over the week across keyworker groups. They liaise positively with outside agencies and take on board advice and strategies to support the children in our care.

All staff engage in CLPL to develop and improve their practice and some staff have had opportunities to visit other settings. Almost all staff have leadership with their roles to resource their areas of responsibilities, work on their objectives from PRD. Almost all staff regularly share their professional learning at staff meetings. All staff will need more familiarity with Care Inspectorate: Early Learning and Childcare Quality Framework as a tool for self-evaluation and quality assurance. All staff will engage in self-evaluation processes to consider how improvements will help to meet these quality criteria.

Under the guidance of the EYT staff collaborated to create Roseburn Personal Plans based on the CEC model. All staff completed Personal Plans for their key worker children. All staff had parent consultations for their key worker children and completed Transition reports for the key worker children transitioning to school.

Next Steps:

- EYO to engage in more training opportunities to develop her leadership role and build positive relationships with staff.
- Newly appointed PT to support the EYO's leadership of Play Pedagogy in the setting and building and sustaining a team.
- Develop distributed leadership at all levels through development of staff Champion roles.
- Review our quality assurance calendar.
- Starcatcher's creativity training to be cascaded to all Early Years Team and develop plans to embed new skills in practice.

How good is our care, play and learning?**HGIOELC:**

2.3 Learning, Teaching and Assessment

CI: Quality Framework:

1.3 Play and Learning

2.2 High Quality Facilities

Overall Statement:

Staff provide high quality play and learning opportunities. Staff have a shared understanding of child centred, early years pedagogy. We have continued to focus on improving the learning environment through reflections and observations learning opportunities and use in different learning spaces. Children contribute effectively to the environment and are involved in well planned purposeful play. There is ongoing evaluation of play areas, and we use responsive plans, floor book contributions to create high quality learning experiences that promote independence, resilience and sustain children's interest.

Roseburn children share they feel valued, safe, and secure. Staff consider the experiences of children before they start nursery and how we can best support them. There is a clear focus on emotional wellbeing and nurture.

Progress and impact from last improvement plan:

Children are fully motivated and engaged indoors and outdoors. We have enhanced the learning opportunities and experiences in the nursery garden through purchase of additional loose parts equipment, restored the large sandbox, replaced the mud kitchen, and purchased additional block play, which has created more opportunities for learning outdoors. We provide free flow play choice between indoors and outdoors all day.

Our continued focus on the promotion of STEM across all areas has challenged children's thinking through problem solving opportunities.

The nursery environment affords many opportunities for learners to develop their curiosity and creativity, e.g., use of donated flowers to explore transient art, using and finding out how a bread maker can help us, taking photographs with a digital camera. Several staff members have developed their knowledge and skills through Starcatcher's creativity training.

Through training facilitated by the EYT almost all staff are developing consistency in quality and recording of concise observations and developmentally appropriate next steps.

Next Steps:

- Learners will be offered high quality learning experiences indoors and outdoors.
- Developing our Digital Pedagogy and enhance our literacy and numeracy rich environment through digital technology techniques.
- Staff to develop their knowledge and skills in block training to support learners to develop skills in STEM.

How good are we at ensuring the best possible outcomes for all our children?

HGIOELC:

3.1 Ensuring Wellbeing, Equity and Inclusion

3.2 Securing Children's Progress

CI: Quality Framework:

1.1 Nurturing Care and Support

4.3 Staff Deployment

Overall Statement:

Children are familiar with the SHANARRI wellbeing indicators and the associated Roseburn characters. Children and adults engage in both informal and intentional planned discussion about day-to-day examples of SHANARRI in practice. Most children demonstrate confidence during individual conversations and small group discussions with staff and peers about rights. Through the introduction of a kindness jar children have had the opportunity to explore and value positive attitudes within the nursery.

We have a strong emphasis on health and wellbeing, this is evident in our transition approaches, outdoor/indoor environment, following setting the table guidelines for healthy snack and lunchtimes, well supported lunchtime to promote healthy eating, self-care skills, independence, use of emotions talks to check in on wellbeing self-registration using emotions.

We have an effective blend of adult led and child-initiated experiences in numeracy and literacy; with an established literacy and numeracy rich play environments, supported by adults, with some focused group time for literacy and numeracy outcomes.

Progress and impact from last improvement plan:

Children's ideas and interests are used meaningfully to help form the learning environment and shape experiences. Practitioners encourage and engage the children's curiosity, to support developing their confidence in being critical thinkers. Adults ask open ended questions to extend children's thinking and understanding. Children are consistently encouraged to choose and lead interactions in their own learning in play and in real-life contexts.

The EY team celebrate and share the children's successes and achievements. Learning is shared with children and parents through Learning Journals, transition information, parent's consultations, HT Weekly SWAY, and the inclusion of nursery news has been a positive feature.

Consistent and continued engagement with Building Resilience, Skipper and his toolkit has promoted a shared understanding of wellbeing for the children and their families.

All staff have been trained in and are using "The Good Idea Approach to Planning with Children".

All the children have a keyworker who tracks their progress with the Developmental Milestones (DMLO) and they make regular reports to parents on Learning Journals sharing their progress and achievements with families.

		<p>Our reintroduction of regular "Stay and Play" sessions, and PEEP has proved very popular with parents, and the Peep sessions received very positive feedback from almost all parents.</p> <p>We created weekly opportunities for Key Workers to share child's LJ observations to actively capture the child's voice in the recording.</p> <p>EYP in P1 has maintained link with nursery, this has enhanced and sustained pedagogical practice between the nursery and P1, and supported transition.</p>	
<p>Next Steps:</p> <ul style="list-style-type: none"> All staff to engage with UNCRC self-evaluation, to develop knowledge and understanding of children's rights, to role model and put into practice. To actively promote the termly focus shared in assembly on the UNCRC rights of the child and discuss with the Nursery children. To develop Global Citizenship through play at Early Level training for all staff 			
<p>Summary of Quality Indicator Evaluations:</p>			
<p>Self-Evaluation of Quality Indicators: (6 Excellent, 5 Very Good, 4- Good, 3 Satisfactory, 2 Weak, 1 Unsatisfactory)</p>		<p>Care Inspection Evaluations (6 Excellent, 5 Very Good, 4- Good, 3 Adequate, 2 Weak, 1 Unsatisfactory)</p>	
		<p>Date of Inspection:</p>	
1.3 Leadership of Change	3	Quality of Care & Support	4
2.3 Learning, Teaching & Assessment	4	Quality of Environment	
3.1 Wellbeing, Equality & Inclusion	4	Quality of Management & Leadership	4
3.2 Ensuring Children's Progress	4	Quality of Staffing	

Roseburn Improvement Plan 2023-2024

Action Plan # 1-Leadership, Management and Staffing			Person Responsible: (Leadership at all levels)	HT/PT
Priorities Identified:	<ul style="list-style-type: none"> Review and update tracking, monitoring and assessment practices. Quality Assurance and improvements are led well. Staff skills and knowledge are developed to support continuous improvement. 			
Outcomes:	<ul style="list-style-type: none"> Learners will have quality care. Improvements will have a positive impact on learners. 			
HGIOELC QIs: 1.3			Care Inspectorate QIs: 3.1 & 4.3	
Tasks	By Whom	How will you measure the impact?	Timeline	Review and Impact of Progress:
<p>Leadership at all levels</p> <p>Continue to build staff confidence in using Realising the ambition as an integral part of their practice through self-evaluation approaches and upgraded toolkits.</p> <p>Staff to become familiar with Care Inspectorate: Early Learning and Childcare Quality Framework as a tool for self-evaluation and quality assurance.</p> <p>Use self-evaluation processes to consider how improvements will help to meet the quality criteria in the National Standard</p>	EY Team	<p>Professional Learning linked to PRD/ CLPL</p> <p>Self-evaluation</p> <p>Realising the ambition document.</p> <p>Care Inspectorate EL Framework</p>	<p>Ongoing throughout session</p> <p>INSET 3</p> <p>June 2024</p>	

Equalities: Embed Policies & Procedures	EY Team	Review policies and procedures. Update policies	INSET 2	
PT will mentor EYO EYP will mentor the Trainee EYP	PT/EYO	Arrange regular meetings with agenda	Ongoing throughout session	
Action Plan # 2-Curriculum and Pedagogy			Overall Responsibility	HT/PT
Priorities Identified:	<ul style="list-style-type: none"> • Planning high quality play and learning. • Ensure progression in learning for all children. • Integrating the National standard and CI quality framework into our self-evaluation cycle • Developing our Digital Pedagogy and enhance our literacy and numeracy rich environment through digital technology techniques. 			
Outcomes:	<ul style="list-style-type: none"> • Learners will be offered high quality learning experiences indoors and outdoors. • Learners will be enabled to select and make use of high-quality resources and equipment including digital technologies. • Learners will be involved in planning learning. 			
HGIOELC QIs: 2.3			Care Inspectorate QIs: 1.3 2.2	
Tasks	By Whom	How will you measure the impact?	Timeline	Review and Impact of Progress
Review our holistic approach to child led responsive and intentional planning	EY Team	Child led responsive and intentional planning formats	Term 1	
Audit the learning environment ahead of the new session considering Learning environment: spaces and experiences.	EY Team	Realising the ambition toolkits for learning environment, spaces, and experiences	INSET 1	
Review current tracking and assessment information in line with CFE, Realising the Ambition and DMLO.	PT/EYO	Developmental milestone overview EARLY Years Team	Ongoing throughout session	

<p>Create updated trackers for assessment and system to demonstrate improvement over time.</p> <p>Ensure next steps are supported through planning process.</p>	HT/PT	Realising the Ambition CFE benchmarks: literacy, numeracy, HWB	Ongoing throughout session	
<p>Embed Communication & Literacy refreshed guidance.</p> <p>Introduce refreshed guidance for Numeracy and STEM</p>		<p>Communication and Literacy guidance and associated CLPL</p> <p>Refreshed Curriculum for Excellence Narrative Education Scotland</p>	<p>Ongoing throughout session</p> <p>INSET 4</p>	
<p>The use of digital technologies as an integral part of high-quality provision.</p> <p>Develop staff confidence in digital pedagogy through a variety of training resources provided by CEC.</p>	EY Team	EARLY Years Team, CEC, MyLearning Hub, professional learning as appropriate	Ongoing throughout session	
<p>To support the progression of children's learning with a collective commitment to equality, equity and children's rights.</p>	EY Team	<p>Realising the Ambition</p> <p>EARLY Years Team</p>	<p>Ongoing throughout session</p> <p>INSET 3</p>	

Action Plan # 3- Ensuring the best possible outcomes for our children?		Overall Responsibility	HT/PT
Priorities Identified:	<ul style="list-style-type: none"> Promote wellbeing and inclusion for all our children and their families. Ensure equity for our learners and families. 		
Outcomes:	<ul style="list-style-type: none"> Learner's knowledge and understanding of children's rights will be improved. 		

	<ul style="list-style-type: none"> Learners will know that fairness, caring, and sharing is an important part of developing friendships and building new relationships. Learners will be nurtured and supported. 			
HGIOELC QIs: 3.1 3.2			Care Inspectorate QIs: 1.1 4.1	
Tasks	By Whom	How will you measure the impact?	Timeline	Review and Impact of Progress
<p>Complete UNCRC self-evaluation to identify starting point for staff team</p> <p>Staff team familiarise themselves with the different articles of 'Rights of the child'.</p> <p>Staff training on 4 key education priorities as well as priorities that all should know and follow.</p> <p>Focus on sharing understanding of children's rights through gather time.</p> <p>Children to be helped with their knowledge and understanding of UNCRC.</p>	EY Team	<p>UNCRC Children's Rights</p> <p>Feedback, surveys, learner voice</p> <p>CEC UNCRC Padlet of links and resources</p>	<p>Term 1 INSET 2</p> <p>Ongoing throughout session</p>	
Develop Global Citizenship through play at Early Level training for all staff.	EY Team	EY Global Citizenship professional learning	INSET 3	
<p>Develop resources to acknowledge different cultures.</p> <p>Books with representation of different families.</p>	EY team	Feedback from parent survey	INSET 3	
Refresh Health, Wellbeing & Resilience guidance	EY team	HWB Guidance EL	Term 2	
To review Roseburn Personal Planning processes introduced last session	EY team	Roseburn Personal Plans	Term 1	

Area for Improvement	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Comment
<i>Equality and Diversity focus to reflect progress/ in line with the school renewal plan</i>	<i>To review and reflect on our practice and make changes as necessary</i>	<i>Implement further aspects</i>	<i>Embed improvements within the areas from year 1 & 2.</i>	
<i>Leadership at all levels</i>	<i>To promote the staff as leaders of provision and the children as leaders of learning. Promoting parents as experts in their own child.</i>	<i>To promote parental partnership and parents as leaders of home learning</i>	<i>To develop a home/nursery partnership plan to increase parental involvement</i>	
<i>To promote and develop STEM activities and digital technology</i>	<i>To use STEM and digital technology as one way to challenge thinking and solve problems</i>	<i>To implement the digital strategy and focus on using digital technology to enhance learning through STEM</i>	<i>Review improvements from years one and two and decide on next steps</i>	
<i>Improving outcomes for all learners</i>	<i>To develop staff confidence in assessment of learner's progress and improve literacy and numeracy learning experiences and outcomes</i>	<i>To track progress (DLMOS) in literacy and numeracy, and include a focus on other aspects of the curriculum</i>	<i>To implement the new procedures, review progress and evaluate the impact on children's learning and progress</i>	