

**Context of the school:**

**Our School:**

Gourock Primary is a non-denominational school situated in the heart of Gourock and is part of the Clydeview Cluster. The school is currently undergoing a refurbishment to provide additional space which will enhance our quality learning environment. After a protracted shut down of building works due to company liquidation and the Covid 19 pandemic, the new extension is projected to be complete by the end of 2021. In the session 2020/21 we had a roll of 219 pupils over 9 classes. The staffing complement within Gourock Primary School was 13 members of teaching staff which included the Head Teacher, Depute Head Teacher, 9 full-time teachers 1 part-time teacher, 1 newly qualified teacher and 1 'Recovery' teacher. The school was supported by 2 classroom assistants, 6 additional support needs auxiliaries – 4 of whom were part-time, 2 clerical staff and a janitor.

**Our Vision:**

- In Gourock Primary, we strive to provide the highest quality learning and teaching experiences to ensure that all children care about the world they live in and learn and develop the full range of skills to be citizens of the 21st century. The School's learning philosophy rests on the key vision principles of Building Learning Capacity, Collaborating and Making Meaning. Developing each learner holistically is critical in creating curious individuals who think and relate well to others. A Gourock Primary Learner perseveres, is engaged, motivated, creative, responsible and effective.

**Our Values:**

Children, staff and parents have an excellent understanding of the school's values which reflect the principles on which we base all our decisions and use them to influence day-to-day practice.

Respect	Resilience	Care	Honesty	Tolerance
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**Our Aims:**

- To provide a nurturing environment for all pupils to feel safe, healthy, achieving, nurtured, active, respected, responsible and included.
- To provide a curriculum which is challenging, has breadth, depth, relevance and coherence and one which is fun and enjoyable.
- To work together with parents and partners to provide high quality learning experiences for all pupils to achieve and attain.
- To encourage effective contributors with enterprising attitudes, resilience and independent skills capable of positively impacting on the communities in which they live.
- To provide a stimulating environment and opportunities for staff and pupils in leadership and teamwork.

Gourock Primary School is committed to delivering on its core business of 'learning' and is thrilled with the achievement gains to date. We are committed to building the necessary knowledge and competencies for pupils to thrive and succeed in learning and life. We have a supportive and active staff, community and partnerships who are open, committed and willing to do whatever it takes to ensure that each learner is stretched and experiences fulfilment in learning. Attainment Challenge Funding has focussed on raising attainment in literacy and numeracy across the school including those pupils who may be disadvantaged as a result of the poverty related attainment gap.

## Response to and impact of lockdown

From January 2021-March 2021, the second lockdown due to Corona virus pandemic tested and challenged all schools and Gourock Primary was no exception.

In order to mitigate against the impact of such a lockdown, from the outset of the academic session in August 2020:

- Staff strongly and deliberately promoted the use of Microsoft Teams to communicate weekly homework tasks thus ensuring online engagement by the vast majority of families.
- With the exception of Primary 1, all pupils were trained to upload their homework assignments in Teams in order to be in a state of preparedness in the event of another lockdown scenario.
- The use of Clickview teaching video resources was utilised at least once a week for literacy and numeracy tasks. This promoted further engagement of families on Teams online in order to access the resources.
- Regular staff training from various sources in the use of other digital teaching resources, included input from our school 'Digital Champion' and other upskilled teaching staff. Staff were also supported and indeed actively sought to prepare their own teaching resources for use online thus furthering the provision of a bespoke and differentiated programme of learning for our pupils.

When the second lockdown materialised, staff were therefore both 'fit for purpose' and ready to provide the learning entitlement expected of them.

- Issues faced by the school centred around the lack of or sharing at home of devices for online learning.
- Parents surveyed identified this issue and the school actively pursued the acquisition of several laptops from various sources, i.e. Barnardos, Creative Inverclyde and Gourock Schools and Churches.
- Other identified concerns from the survey included wifi connectivity and again the school pursued the acquisition of free data offers from phone provider Virgin.
- Further issues centred around parental capacity to support their children and the school regularly sent out help videos to assist with this and made the same videos available on the school website. SMT and teachers made one to one phone calls to parents to allow them to support their child to navigate through Teams
- A parental workshop was offered and resulted in positive feedback and further engagement.
- Senior Management Team actively monitored engagement throughout the lockdown term and, if any pupil had not engaged for more than two days in a row, the family was contacted via phone and offered personal support for online engagement or encouragement to stay engaged.
- Weekly online staff meetings kept staff abreast of proceedings and allowed for sharing of good practice. It must be stated that all staff went above and beyond in terms of their professional practice and willingness to upskill.
- Online engagement with pupils in terms of live meetings/teaching sessions/ group and class tutoring rose week on week to a maximum of three to four sessions per week. Some staff went beyond this in order to provide the best and most appropriate learning experiences for their pupils.
- Latterly, small learning support groups were supported by our Recovery teacher and these sessions gained extremely positive feedback from parents.

During lockdown the school provided a Learning Hub which consisted of three 'bubbles related to age and stage of the pupils.

The hub was manned by all teachers taking a minimum of a half day in school and a team of support staff. All pupils were given the use of a laptop during their time in the hub which allowed them to access Teams for learning materials and pupils were supported to attend all of their class/group live meetings. Several additional pupils were offered short term places in the hub to assist with online skills and motivation.

- All parents were surveyed both during and at the end of the lock down period and some identified alterations were made as required.
- Final evaluation of the online learning offer was extremely positive with parents stating their gratitude to all staff and praising the quality of learning that had taken place.

On return to school in March, our teaching staff embarked upon a rigorous yet sensitive assessment schedule in order to ascertain learning gaps.

To conclude; it was acknowledged that the vast majority of our pupils had continued to progress in their learning.

Learning gaps have been identified and the Recovery staff are continuing to fill the gaps as we progress onwards.

It has been acknowledged that some pupils' recovery will be longer termed but considerations for this are actively being taken in terms of staffing and time allocation next session.

## Key messages from our School Improvement Plan 2020 – 2021

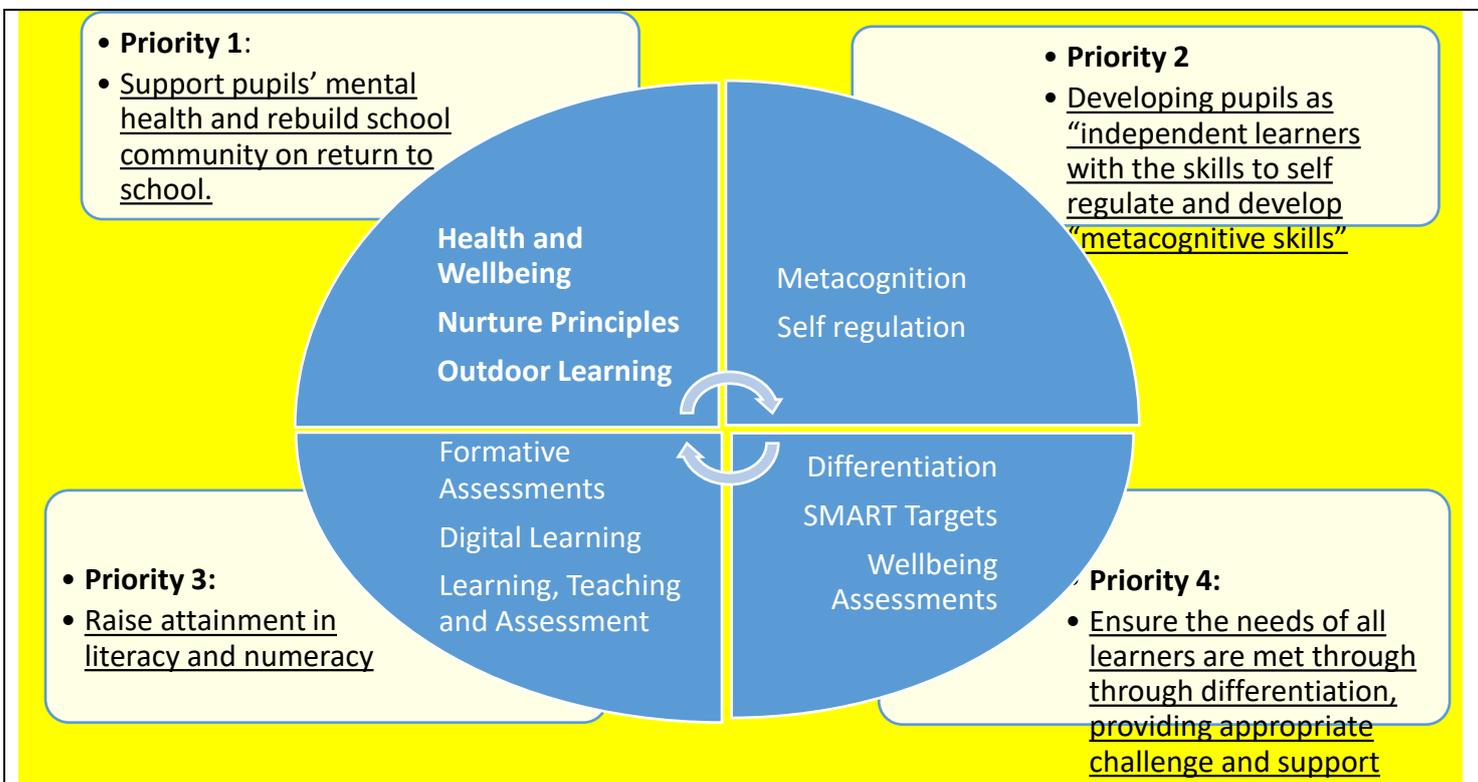
### ***CARE, SHARE, BELIEVE & ACHIEVE***

In Gourock Primary, we strive to provide the highest quality learning and teaching experiences to ensure that all children care about the world they live in and learn and develop the full range of skills to be citizens of the 21st century. We aim to help our pupils become independent learners, be creative, healthy and develop a positive attitude to life. The School's learning philosophy rests on the key vision principles of Building Learning Capacity, Collaborating and Making Meaning.

Developing each learner holistically is critical in creating curious individuals who think and relate well to others. Therefore to deliver excellence in learning and teaching within the challenges of the 21st century, Curriculum for Excellence is at the centre of everything we do.

A Gourock Primary Learner **Perseveres** and is **Engaged, Motivated, Creative, Responsible and Effective**

**The four strategic priorities and key messages from our school improvement plan are:**



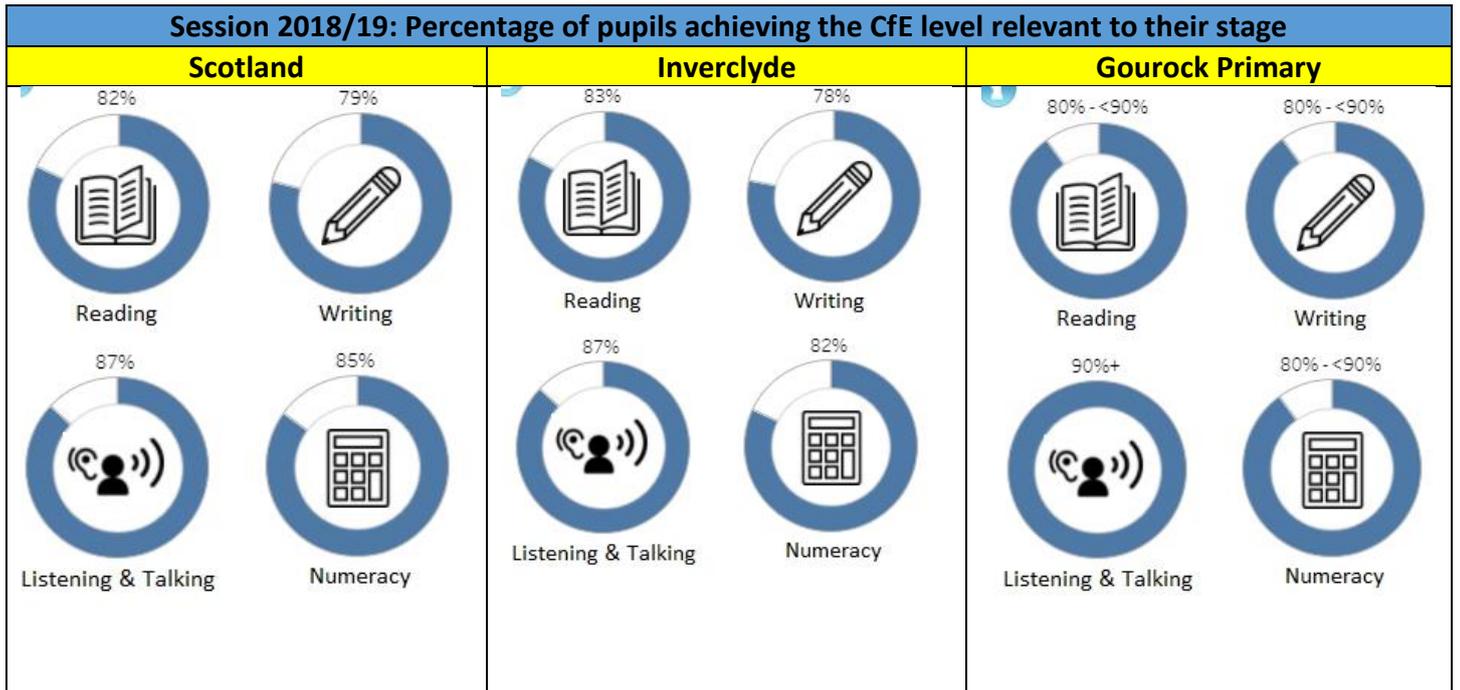
Gourock Primary School is committed to delivering on its core business of 'learning' and is thrilled with the achievement gains to date. We are committed to building the necessary knowledge and competencies for pupils to thrive and succeed in learning and life.

Attainment Challenge Funding has focussed on raising attainment in literacy and numeracy across the school including those pupils who may be disadvantaged as a result of the poverty related attainment gap.

## Our attainment: achievement of a Level data

Due to the first lockdown situation in March 2020- June 2020, there are no validated figures available in terms of formal school attainment hence the slightly older data as presented below.

Currently, school attendance is on average 95.1% which is above the local and national average. Interrogation of government statistics, indicate that Gourock Primary is performing above our comparatives of pupils achieving the CfE level relevant to their stage across Scotland and Inverclyde which is a positive picture of attainment. As the diagrams below illustrate, overall attainment performance exceeds the national and local average. Data indicates increased gain for children in SIMD 1 and 2 in Numeracy at P4 and P7. Our school priority is to maintain a strong performance across all elements and monitor any variation between Reading, Listening and Talking, Writing and Numeracy.



Based on teacher professional judgements in June 2021, the following attainment information has assisted in planning for our interventions and support going forward in to 2021-2022 session. The table below illustrates achievement at the key stages of P1, P4 and P7:

CfE Level	Number of Pupils	Listening & Talking	Reading	Writing	Numeracy
P1 – Early Level +	25	100%	95.8%	91.7%	100%
P4 - First Level +	36	91.7%	83.3%	75%	80.6%
P7 – Second Level	30	90%	90%	90%	83.3%

Analysis of this information shows that Listening and Talking is very strong across the school with almost all pupils achieving the expected level for their stage. Almost all pupils in P1 and P7 achieved the expected level of Reading with most achieving the level in P4. Almost all P1 pupils achieved the expected level in Writing with most doing so at P4 and P7.

All achieved the expected level in Maths/Numeracy in P1 and most in P4 and P7.

## Review of progress for session 2020-21

### School priority 1: Improvement in children and young people's health and wellbeing

#### Support pupils' mental health and rebuild school community on return to school.

##### NIF Priority

Improvement in children and young people's health and wellbeing

##### NIF Driver

Teacher professionalism

Performance information

Improvement in children and young people's health and wellbeing

##### HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion

2.7 Partnerships

2.4 Personalised support

1.2 Leadership of learning

##### **Strategies:**

- Introduce staff to Inverclyde Health and Wellbeing Planner as reference for planning and links to resources
- Upskill staff in relation to "Bereavement, Change and Loss" to support pupils on return to school.
- Professional dialogue
- Devise action plan to take forward.
- Familiarise all staff with the concept of "Nurture" and the 6 Nurture Principles.
- Develop staff awareness of the benefits and approaches to Play and Outdoor Learning.
- Staff to research and plan/moderate appropriate outdoor learning opportunities for all stages with Stage/Level Partner.

##### **Progress:**

- Staff now utilise the new Inverclyde Health and Wellbeing Planner as a reference tool for planning across the year.
- Whole school focus on particular shannarri indicators on a monthly basis.
- P3-P7 children are able to talk about the impact of each of the indicators on their own wellbeing and assess their strengths and needs.
- GPS already has an excellent Health and Wellbeing resource planner in place and staff have agreed to combine the new planner yet not discard the older version but choose most appropriate resources as long as the same outcomes are covered.
- Support staff have received training in Bereavement, Change and Loss' and are becoming more confident at applying the principles from the training. Lego Therapy within the school has a much higher uptake.
- Staff have undertaken several CPD sessions and professional reading related to Outdoor Learning from a range of providers.
- Staff have planned for and provided several high quality outdoor learning sessions with their classes using the moderation template.
- The upper school (P5, 6 and 7) have benefitted from outdoor orienteering sessions provided by Craig Mullen (Active Sports Coordinator).
- HT and P1 teachers have received initial training on 'Play Pedagogy'.
- The school utilises a range of digital approaches as well as leaflets and newsletters to ensure all parents can access news about school life and their children's learning outdoors.
- School assemblies (online) are well planned and structured to link with both the UN Convention on the Rights of the Child (UNCRC) and GIRFEC wellbeing indicators. At these assemblies, the

school community celebrates the successes of children in a wide variety of areas. These achievements are reinforced through newsletters and twitter.

**Impact:**

- More consistent planning of Health and Wellbeing is evident across the school.
- Raised profile of bereavement has meant that support staff share feedback from pupils to SMT following conversations after dealing with issues.
- Staff have a deeper understanding of how children can be affected by loss and this informs their approach when talking/dealing with pupils.
- Staff are more aware of identifying bereavement and taking a proactive approach when dealing with pupils who have experienced it. Support staff routinely share concerns with SMT.
- Lego Therapy within the school has a much higher uptake allowing more pupils to benefit from therapy in school. Feedback from pupils is hugely positive.
- Children are benefitting from the increased opportunities in relation to outdoor learning. Feedback from pupils is hugely positive and improvements in wellbeing are acknowledged by both learners and teachers.
- The school continues to use a range of approaches across all aspects of health and wellbeing to ensure children have a thorough understanding of areas such as healthy eating, keeping safe online, sexual health and developing resilience.
- Children are articulate in talking about the wellbeing indicators.
- Children talk enthusiastically about strategies to help them overcome challenges in their emotions, learning and relationships and relate to techniques taught through 'Bounce back'.

**Next Steps:**

- Lego Therapy training has been planned for another staff member.
- To continue to develop outdoor learning as part of the school curriculum through further staff development.
- In tandem with the Parents in Partnership group, a Loose Parts Play area is to be developed in the playground with access timetabled for all pupils.
- An outdoor play area is to be further developed in the playground using donated funds. (This will be completed as /when the school extension building work is completed.)
- Monthly focus of a high quality outdoor learning experience is to be planned, moderated and delivered by all classes. This is building on from this year's experience.
- Further staff discussion to take place on benefits of 'taking the learning outside' as well as 'Outdoor Learning' with opportunities offered to pupils for both elements.
- Planned visits to school where 'Play Pedagogy' is fully implemented.
- Staff development of 'Play Pedagogy' with opportunities for staff to discuss plan appropriately for our school context/environment.
- Update HWB policy and pathways to celebrate 'Diversity' and to embed Inverclyde PRPB policy/GIRFEC/Nurture principles

**School priority 2:**

**Developing pupils as "independent learners with the skills to self regulate and develop "metacognitive skills"**

<p><u>NIF Priority</u> Closing the attainment gap between the most and least disadvantaged children</p> <p><u>NIF Driver</u> Performance information Teacher professionalism</p>	<p><u>HGIOS?4 QIs</u> 2.4 Personalised support 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 1.5 Management of resources to promote equity</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Seek feedback from pupils to ascertain how they feel about their ability to engage with learning and their understanding of how they learn.</li> <li>• Use EEF "Metacognition and Self-Regulated Learning" Audit Tool to ascertain baseline and develop a plan.</li> <li>• Teachers to acquire the professional understanding and skills to develop their pupils' metacognitive knowledge. Gauge against plan and add detail/amend as necessary.</li> <li>• Teaching staff to explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning (Recommendation 2)</li> <li>• Teaching staff to model own thinking to help pupils develop their metacognitive and cognitive skills (Recommendation 3)</li> <li>• Teaching Staff to ensure an appropriate level of challenge for learners to develop pupils' self-regulation and metacognition (Recommendation 4)</li> <li>• Teaching staff to use high quality classroom dialogue to develop metacognitive skills. (Recommendation 5)</li> <li>• Teaching staff to explicitly teach pupils how to organise and effectively manage their learning independently (Recommendation 6)</li> <li>• Use Audit Tool as above to measure progress and establish any next steps/development needs/support/training needs of staff</li> </ul> <p><b>Progress:</b></p> <ul style="list-style-type: none"> <li>• Staff have taken part in professional reading (Education Endowment Fund) and follow up discussion time related to metacognition and self-regulation.</li> <li>• Staff have routinely supported pupils with their metacognitive and self-regulation skills through regular discussion of their learning. In Gourrock Primary School, this area links well with the identified GPS learner qualities.</li> <li>• Due to the constraints of the past year, this particular focus for development was unable to be carried out as fully as planned and plans are in place to further develop next session.</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Pupils can identify the associated learner qualities with the metacognitive/self-regulated skills and some can use appropriately.</li> </ul>	
<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• To further develop teacher capacity to support pupils with metacognitive and self-regulatory skills through professional development; see planned strategies above.</li> </ul>	

**School priority 3: Improvements in attainment, particularly in literacy and numeracy**

<p>Improvements in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver</u></p> <p>Teacher professionalism</p> <p>Assessment of children's progress</p> <p>Performance information</p>	<p><u>HGIOS?4 QIs</u></p> <p>3.2 Raising attainment and achievement</p> <p>2.3 Learning, teaching and assessment</p> <p>2.2 Curriculum</p>
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**Strategies:**

- Teaching staff to utilise formative assessment strategies and "sensitive" assessment approaches, to ascertain "where" individual pupils are in their learning in literacy and numeracy.
- Any "gaps" in learning to be identified and targeted learning plans put in place to address.
- SMT to monitor progress and pace through monitoring of learning and "Termly Reflections" with individual staff.
- Staff to become familiar with authority "Learning, Teaching and Assessment" policy and gauge against own practice and set own "next steps" accordingly.
- To discuss progress of pupils with HT during "Termly Reflection" meetings.
- Staff to make further use of high quality moderation procedures when planning learning, teaching and assessment.
- Upskill staff on use of Click View as a tool to enhance the learning experience for learners; provide opportunities for consolidation; opportunities for extension; encourage engagement.
- Continue to develop digital/online learning and use of Glow and Microsoft Teams for homework activities.

**Progress:**

- Formative assessment and summative assessment approaches have been adopted to ascertain where gaps are and appropriate timetables have been put in place and adapted as required.
- SMART target training and professional discussions have taken place.
- SMART targets have been produced for all recovery/learning support pupils.
- Professional discussion has been taking place between Recovery and class teachers to ascertain progress and change of plans/targets, where needed.
- Staff discussions have taken place around the Inverclyde 'Learning Teaching and Assessment policy'. Consultation and distribution of 'What Makes an Excellent Lesson' template to be used for future monitoring of Learning and Teaching visits – no visits took place this session due to lockdown mitigations/Union advice.
- No moderation activities took place this year due to Covid restrictions/lockdown.
- A significant amount of professional learning took place related to the use of resources from the following sites/providers: Clickview, West Partnership, Inverclyde Council, National Oak Academy, etc. These sites were promoted by Senior Management team but teaching staff also sourced appropriate learning material from various other sites.
- The use of Microsoft Teams as a means of online communication and provision of homework and home learning materials was utilised by ALL classes from August 2020.

**Impact:**

- Overall, pupils are enjoying a more targeted approach to their learning plans which allows for appropriate differentiation thus meeting the specific needs of each individual.
- Staff are more confident and upskilled in producing SMARTER targets – this includes our learning support pupils.
- Staff have had a refresher in, terms of the Learning, Teaching and Assessment policy and what this entails for classroom practice.
- The digital skill level of all staff has been significantly raised due to the provision of appropriate, differentiated and relevant learning experiences for all pupils during lockdown.

- The vast majority of those pupils who engaged online during lockdown continued to progress with their learning.
- All Gourock Primary school families engaged with Teams to some extent and continue to do so.

**Next Steps:**

- **To continue to build upon the online capabilities of both pupils, families and staff through the use of Teams for homework.**
- **Continued staff development of IT skills through ongoing training.**
- **Staff to investigate new digital literacy progressive planner and use for planning purposes.**

**School priority 4: 4 Ensure the needs of all learners are met through differentiation, providing appropriate challenge and support**

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Teacher professionalism

Assessment of children's progress

HGIOS?4 QIs

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

2.4 Personalised support

**Strategies:**

- Upskill staff in acquiring skills to provide differentiation to support learners, particularly in relation to challenge.
- Continue to build staff capacity of the single agency assessment process and the use of SMARTER targets
- Review current systems and procedures surrounding wellbeing assessments and management of personal files

**Progress:**

- Staff training for Differentiation has taken place and staff routinely apply the principles of differentiation in all lessons.
- Professional discussions around SMART targets have taken place and a school policy for SMART target setting has been consulted upon and produced.
- New system of digital chronologies for all pupils on the GIRFEC pathway has been instigated/adopted.
- GIRFEC pathway has been produced with ALL pupils with any additional learning need included and appropriate information shared with all staff to allow for the meeting of needs of all pupils.
- GIRFEC folder produced for all classes and referred to at GIRFEC meetings.
- GIRFEC folders are all kept in a safe place (locked) but shared with any supply staff on arrival

**Impact:**

- Teachers have been refreshed in the area of differentiation and provide appropriate learning experiences for all pupils.
- SMARTER targets have improved focus on what pupils are learning and has allowed for a more targeted approach to monitoring of progress.
- Staff are more confident at setting targets alongside their pupils thus providing pupils with more ownership of their learning.

- The use of the GIRFEC pathway allows vital information to be shared with all relevant staff, including supply/temporary staff. This in turn ensures that we are meeting the needs of all pupils.

**Next Steps:**

- **Ensure children are confidently engaged in reviewing their own learning and the work of the school.**
- **Continue to engage in professional learning activities for all staff which are linked to self - evaluation for continuous improvement**

## National priority: How we are ensuring Excellence and Equity?

### Gaps in attainment:

Across the school, attainment figures are showing a positive picture with almost all pupils on track to achieve the expected CfE level. Our priority is to raise the attainment of every pupil across the school but particularly 22.9% of pupils in SIMD 1 & 2 who may be disadvantaged as a result of the poverty related attainment gap. We have used SIMD data and FME figures to ensure interventions are targeted especially towards the 7.3% of pupils who are both SIMD 1 & 2 and FME. There is no significant gap between the attainments of pupils in SIMD 1 & 2 compared to those in SIMD 3-10. However, our most significant gap is in writing. When we focus on another measure of comparing SIMD 1& 2 to SIMD 3 -10 (inverted gap) we can see that pupils in SIMD 1 &2 are out performing across curriculum areas. Some of our pupils in SIMD 1 & 2 perform extremely well in Literacy and Numeracy. Although there is an inconsistency in the Attainment Gap across the school there is no major concern. Our attainment is very good and we remain above schools in similar circumstances and nationally.

The two lockdowns over the past year have not significantly affected our attainment picture particularly in Primary 1 and Primary 7 although there is a small cohort in Primary 4 who, due to varying circumstances, have suffered. These pupils have been identified through a range of assessments and are receiving additional support from our Recovery teacher and some are also receiving further assistance from our Learning support teacher.

Pupil equity Funding has been targeted towards:

- Two additional ASN auxiliaries
- Literacy and numeracy resources

### Evidence of Impact

- Staff have a clear action plan for the school on how to move forward in developing their skills and capacity to enhance learning and teaching
- Targeted pupils show an observed increase in confidence in reading, writing and numeracy, resulting in improvements in reading, writing and numeracy at all levels as shown through assessment data, jotter monitoring and formal observation
- Pupil Support Assistants have increased confidence and pedagogy from training in Active Literacy, SEAL and Literacy Toolkit supporting the delivery of these programmes in raising attainment

## Key priorities for improvement planning 2021 - 2022

### What is our capacity for continuous improvement?

We consider we have very good capacity to improve and we will:

- Continue to target and close the poverty related attainment gap for all SIMD 1 & 2 pupils
- Our dedicated staff team are committed to Career Long Professional Learning. Teaching staff engage in Professional Review and Development meetings with a clear focus on our School Improvement Plan. Our annual overview clearly details our collegiate Professional Learning activities clearly linked to the HGIOS 4 indicators
- Continue to ensure that all stakeholders are consulted on the work of the school and how to improve, through questionnaires, professional dialogue, meetings and focus groups with increased opportunities for engagement and involvement
- Interrogate a range of data to identify strengths and areas for support within our classes and make to support, develop and improve outcomes for our learners

## NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2021/22
1.3 Leadership of change	<b>Very Good</b>	<ul style="list-style-type: none"> <li>• Digital learning and teaching</li> <li>• DYWF</li> <li>• Moderation of planning</li> </ul>
2.3 Learning, teaching and assessment	<b>Very Good</b>	<ul style="list-style-type: none"> <li>• Numeracy/literacy pathways</li> <li>• Mental maths agility/master learning</li> <li>• Reflective Reading Approaches</li> <li>• Holistic Assessments</li> <li>• Play Pedagogy</li> </ul>
3.1 Ensuring wellbeing, equity and inclusion	<b>Very Good</b>	<ul style="list-style-type: none"> <li>• Whole school Nurturing approaches</li> <li>• Outdoor Learning/Loose Parts play</li> <li>• Communication friendly school approach</li> </ul>
3.2 Raising attainment and achievement	<b>Very Good</b>	<ul style="list-style-type: none"> <li>• Audit writing strategies</li> <li>• Develop assessment capable learners</li> <li>• Continue to review targeted support/tracking</li> </ul>

### Key Achievements of the school

- Renewal of ECO School status (March 2021)
- Winners of 2 Sumdog Competitions – one national and one Inverclyde.
- Whole school fundraising for Save the Children raised £324 in December 2020.(Christmas Jumper Day)
- Whole school raised awareness of the importance of being safe online during our 'Cyber Safety' week which included family learning opportunities.
- P6 pupils successfully acquired the necessary skills to ride a bike safely on the road with our Bikeability programme.
- The Eco group successfully took charge of 10 large planters gifted (through funding) by Inverclyde Shed Initiative. The group nurtured and developed a small garden of trees, plants and fruit.