



Context of the school:

School Background

Whinhill Primary School and nursery class is a non-denominational school situated high above Greenock on the road to the Greenock Cut which was opened in 2012. At Whinhill we offer education of the highest quality for children between ages 3-12 in both English and Gaelic medium. Our nursery class offers 32/32 places for English, across 4 patterns and 16 am places for Gaelic. At present our school and nursery role is 326. The nursery is also able to offer wraparound places. The school has been fully refurbished and extended following an amalgamation of two schools in 2012 and offers accommodation of the highest quality. It consists of 15 classrooms, a music room, 2 gym halls, one of which has a stage area, a library, an IT suite and a separate dining area. The school and nursery benefit from a MUGA pitch and outdoor netball court.

We have 24 teachers in total including the Head Teacher, Acting Depute Head Teacher, Acting Principal Teacher, 13 class teachers, a support for learning teacher 2.5 days per week, and 9 teachers who work part time and support reduced class contact, support for learning and class teaching. We also benefit from the support provided by 1 Acting Senior EYECO and 5 EYECOs and 2 support workers (in nursery), 1 EYECO (in school) formerly known as a nursery nurse, 2 classroom assistants, 3 learning assistants and 5 additional support needs auxiliaries. We have an additional 2 ASNs employed through PEF funding. In addition we have a nurture teacher and a family support worker funded through the attainment challenge. Our school is well supported by our chaplains Rev. Frances Murphy and Rev. Alan Sorensen.

In addition Inverclyde Council School Age Language Unit and the English Additional Language Team are based in the school.

Our Vision

We aspire to be a centre of excellence where all our children become successful learners, confident individuals, responsible citizens and effective contributors through achieving personal success, developing a love of learning and respect for our core school and nursery values.

Our Values

The school community has identified the following values which reflect the principles on which we base all our decisions:

Confidence, Kindness, Honesty, Responsibility and Respect.

Our Aims:

- To create a nurturing school environment where every child feels safe, secure and protected from harm and where they will thrive socially, emotionally and physically.
- To ensure that every child feels included, accepted and valued within the community in which they live and learn.
- To ensure children achieve their fullest potential through participating in motivating, inspiring and creative experiences which develop their knowledge, skills and attitudes.
- To create an environment where children feel confident that their opinions, concerns and goals are listened to, and provide opportunities to take an active role in contributing to the school and nursery community.
- To encourage children to feel healthy and happy through access to appropriate resources which encourage, develop, support and sustain a healthy lifestyle, and to participate in a wide range of play, sporting and recreational activities.
- To foster high quality leadership at all levels through valuing and empowering all members of the school and nursery community.

Our school has been a part of the Scottish Attainment Challenge since August 2016, aiming to raise the attainment of children living in deprived areas, in order to close the attainment gap. Our pupils in the early stages have benefitted from targeted support from outreach literacy and numeracy teachers and from the appointment of a nurture teacher. Staff professional development has been enhanced through engaging in high quality professional learning opportunities provided by Coaching and Modelling officers and other Attainment Challenge staff.

Through PEF funding our approach to close the attainment gap has included 2 additional ASNs providing targeted approach to identified children, surface pro laptops to support children leading visible learning, a wellbeing coach to support and encourage engagement with school clubs and increasing fitness, a counsellor/play therapist 1 day per week to support senior pupils' emotional wellbeing and high quality professional development for all staff which includes Visible Learning training for teachers and Catch Up literacy for support staff.

Our attendance:

Attendance, Absence & Exclusions Data

Year	Attendance	Attendance by SIMD		Local/ Family Group	National	Exclusions (openings)	Exclusions Family Group
		1 & 2	3 – 10				
2017 – 18	93.5%	93.0%	94.4%	92.8%		0	44
2016 – 17	94.5%	94.3%	94.8%	93.4%	94.34%	0	16
2015 – 16	95.1%	94.9%	95.6%	94.2%		0	2
2014 – 15	94.1%	94.0%	94.3%	93.6%	94.63%	0	8
2013 – 14	95.0%	94.8%	95.3%	94.2%		3	47

- Our attendance figures for the last 5 years show that our attendance rate for SIMD 1-2 and 3-10 are higher than the local/family group. Our attendance rate has remained steady between 94.1% and 95% with a dip of 1% in 17/18 which sits at 93.5%.
- The variation in attendance between SIMD 1-2 and 3-10 indicate a lower attendance in SIMD 1-2 compared to 3-10 however by only a minimal amount except for 17/18 which shows a difference of 1.4%.

13/14 - 0.5%, 14/15 – 0.3%, 15/16 – 0.7%, 16/17 – 0.5%
- There have been no exclusions from the school since session 2013/2014. In the last 5 years, Whinhill exclusion figures have been significantly lower than the family group.

Our attainment:

There are many ways that we validate teacher judgements including

- Interrogation of data including - SNSA, Suffolk Reading Assessments, SWST, Quest, Moderation activities, staging posts and Literacy Toolbox data.
- Professional dialogue at planning and data meetings
- Review meetings
- Learning conversations with pupils

2017-2018

66/129 pupils SIMD 1&2 = 51%	Listening & Talking %		Reading %		Writing %		Numeracy %	
	Whinhill	National	Whinhill	National	Whinhill	National	Whinhill	National
P1	94.6	87	83.8	81	81.1	78	81.8	85
P4	85.3	85	82.4	77	76.5	72	76.3	76
P7	100	84	83.3	79	76.7	73	83.3	75
Combined	93.3	85	83.1	79	85	74	80.4	78

Family groupings across Inverclyde (e.g. Whinhill is in a family of five schools), and the Broad General Education Toolkit is used to compare ourselves to schools across Scotland with a very similar demographic to our own. The data shows -

- P1 are outperforming the family group and virtual comparator across Reading, Writing, Listening and Talking, and Numeracy.
- P4 are outperforming the family group and virtual comparator across Reading, Writing, Listening and Talking, and Numeracy.
- P7 are outperforming the family group and virtual comparator across Reading, Writing, Listening and Talking, and Numeracy.

There are a number of factors which have led to these figures including:- a greater focus on reporting attainment and measuring progress within the BGE, improved tracking and monitoring, deeper understanding of benchmarks, involvement in cluster and inter authority moderation, as well as improvements in pedagogy.

Our Teacher Professional Judgement data shows that :

- In session 2017/2018 – Early Level - TPJ were high across reading, Writing and Numeracy with most children achieving early level and almost all achieving Listening and talking.
- In session 2017/2018 – First Level – TPJ were higher than the national average with most achieving first level in Listening and talking, reading, writing and numeracy.
- In session 2017/2018 – Second Level – TPJ were higher than the national average, with all children achieving listening and talking and most achieving reading, writing and numeracy.

The attainment gap linked to deprivation in 16/17 showed no gap and in fact SIMD 1&2 were outperforming 3-10. However for 17/18 cohort there is a significant gap in reading, writing and numeracy but not in L&T.

The data shows that there is a difference between the cohorts of 16/17 and 17/18 with a downward trend except for L & T however all aspects still perform above our family group and virtual comparator schools.

The following link will allow Scottish Government attainment data for Whinhill for the year 2017/2018. Control+Click to follow the link.

[Achievement of a Level data](#)

(select Inverclyde Authority and school from menus on the right)

Review of progress for session 2018-19

School priority 1: Improvements in attainment, particularly in literacy and numeracy	
<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Assessment of children's progress Teacher professionalism Performance information	<u>HGIOS4 QIs</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions
Strategies <ul style="list-style-type: none"> • Audit of family learning activities and establish a calendar of opportunities for parents • Complete evaluation of reporting to parents format pilot and analyse resultant data • Create support documents for parents in Literacy and Numeracy to highlight key learning and teaching strategies. • In line with visible learning action plan review whole school procedures and establish a more detailed quality calendar and moderation programme • Teachers will engage in Visible Learning Training Year 2. Develop a visual model of a 'Whinhill Learner' qualities and dispositions. • Through cooperative teaching upskill all new teaching staff in the pedagogy and practical application of dialogic teaching. • Further development of SEAL numeracy and active literacy strategies across P4 and P5. • Full implementation of Inverclyde literacy and numeracy pathways including sharing with children to support target setting. Resultant assessment data also shared with children. • Develop the role of the Parent Council. • Continue to develop the leadership capacity across the school and nursery. • Gaelic – development of literacy and Gaelic pathways. Implementation of 'Fios air Fuaimean' phonics scheme. • Nursery – develop knowledge and understanding of dialogic teaching. Develop knowledge and understanding of the use of benchmarks in English and Gaelic 	
Progress <ul style="list-style-type: none"> • Targets are discussed with and issued to children/parents 3 times per year to share the learning that children will engage in during the term. Our new reporting format is in place and is issued to parents 3 times per year. This identifies the progress made. • The family learning group meets once per week after school and runs through the whole school year. A families connect group also took place over a period of 13 weeks supported by our nurture teacher. • Working groups have been established this year for literacy, numeracy and health and wellbeing and all groups have produced action plans to take this area forward. Proposed content has been agreed for literacy and numeracy leaflets though these have still to be finalised and issued to parents. • Detailed quality calendar and moderation programme is in place and includes aspects of school, cluster and authority wide experiences. Peer observations have taken place focussing on use of feedback in class. 	

- Development in visible learning has seen 3 inservice days given to VL training with cluster colleagues. In addition our 4 impact coaches have had 3 focussed training days. A visible learning pupil group has been established and are leading VL from a children's perspective. Stakeholders have identified core learning dispositions to be used across our school and nursery. VL coaches have led collegiate sessions to support wider staff body in the implementation of VL. All teaching staff have completed a visible learning impact cycle. Video footage has been taken of VL in operation across the school where children interviewed fellow pupils to clarify knowledge about learning.
- Our acting principal teacher has worked cooperatively with every new member of staff and some existing staff and modelled effective dialogic teaching for them. Opportunities to observe colleagues has also been organised and the staff are engaging positively in the professional dialogue this encourages.
- SEAL numeracy and active literacy are being used as core learning and teaching strategies in P4 and P5.
- Number talks have been implemented across the school and are widely used.
- Literacy and numeracy pathways are used across the school and form part of the planning framework. P4-7 are sharing pathways with children and targets for learning are discussed with children and recorded and monitored each term. Assessment results including class based and attainment challenge focussed, are systematically shared with P4-7 pupils and also in infant classes where appropriate.
- There has been little development of the role of the Parent Council and currently operates as it has always done.
- Staff have engaged in a wide range of opportunities for development offered to staff which include many on leadership pathways, SCCEL courses, A practical guide to leadership, working parties, all staff taking more leadership roles within the school e.g. curriculum responsibilities and leading collegiate development. A staff educational library has been established which offers staff access to a wide range of texts and research.
- **Gaelic** – Gaelic medium education policy has been established through development work with Gaelic teachers. Progression pathways for Literacy and Gaelic have been written for Early, First and Second. A glossary of mathematical terms has been developed and assessments for phonics, common word acquisition have also been established. The new phonics scheme 'Fios air Fuaimean' and common word acquisition has been implemented across all classes.
- **Nursery** – nursery staff have worked positively with the CMO during the early part of the term. Staff have identified opportunities and begun to support parents in home learning using Blooms questioning while using the lending library. Identified staff have engaged in dialogic training. All nursery staff have increased their knowledge and understanding of the use of benchmarks.

Impact

- There is a high attendance at family learning sessions with many families being regular returners. The ethos of the group is extremely positive and is well supported by our Barnardo's family support worker. Evaluation results from class teachers and parents/carers indicate that this experience is having a positive effect on the parent/child relationships.
- Parental responses have indicated that the change in the reporting format is much improved and parents have a better idea of what their children are working on in class and the progress made.

- Literacy and numeracy working groups have presented updates on learning and teaching and sharing of best practice at collegiate sessions. This info will form the basis of the content for parent info.
- Paperwork from peer observations has identified a baseline for feedback evident in class. Cluster moderations has resulted in agreed expectations for writing with assessment paperwork consistently being used across the cluster. Authority moderation activities focussed on second level reading and first level numeracy and identified areas for development to support raising awareness of holistic assessment.
- Through implementation of the VL action plan there is evidence of increased clarity and understanding of the VL strategies by class teachers through learning visits and through professional dialogue. The evaluation activities undertaken by the children and the impact coaches has provided a baseline of where the school currently sits against the key drivers of the training and therefore allow us to measure progress. Impact cycles completed by all teachers have ensured continuous evaluation and identification of the impact on learners and supported planning to implement change.
- Staff knowledge and confidence in the application of dialogic teaching has increased and has been evident in observations of class lessons.
- Number talks are having a positive effect in classes. Children observed are able to clearly articulate their learning and this is supported by dialogic strategies. There is also evidence in some classes of children recording their mathematical thinking. Children's mental agility has improved through use of SEAL.
- Staff report that discussions with children re their targets are now more purposeful with children having ownership of their own progress. Children have welcomed having access to their assessment results and we are seeing increased momentum in children striving to make better progress.
- **Gaelic** – based on national expectations and guidance the school now has a clear set of expectations, vision and rationale on Gaelic development for stakeholders. This has supported all members of staff who now have a shared understanding of Gaelic at Whinhill.
- **Gaelic** – literacy and Gaelic pathways have impacted positively on literacy planning progression in the last term. This has supported clear and accurate teacher professional judgement. The use of common words is now consistent and progressive through P1-7.
- **Gaelic** – children are now accessing a developmentally based framework of maths language. Staff from nursery to P7 are showing they are using a shared language consistently.
- **Gaelic** – there has been little impact of parental engagement workshops due to staffing logistics at school level.
- **Nursery** – staff report that they feel upskilled and all of the strategies shared with them have been embedded in nursery practice. Some staff are using the principles of dialogic teaching. Observations show that children are using good questioning strategies with each other focussing on their learning activities and their feelings. Reference to the benchmarks can be seen the planning of learning intentions which ensure tasks and activities are well matched to the needs of children.

Next Steps:

- Further develop family learning activities
- A review of the types of homework will take place to identify those that have the most impact on children's progress.
- Finalise supporting documents for parents based on SEAL and Active Literacy. Identify useful websites for parents and set up drop in workshops. Extend this

parent info by producing short videos focussing on literacy and numeracy strategies and upload these to the school website. We will investigate the use of Padlets to share learning and resources to support children/parent learning.

- Develop teacher capacity in use of high quality assessment and periodic planning.
- Continue to ensure all new staff are confident and knowledgeable about dialogic teaching.
- Continue to engage in VL training cycle, maintain and further develop aspects already covered and introduce and implement the section on Inspired Passionate Teachers and Solo Taxonomy.
- Review of reading strategies across school.
- Continue to develop sharing of assessment data across the school and focus on children's deeper understanding of their progress.
- Gaelic – moderation of pathways with other schools
- Nursery – Dialogic Teaching, Outdoor play, Story Grammar, Tracking pupil progress, Reciprocal reading, SEAL, Parental involvement – stay and play workshops.

School priority 2: Closing the attainment gap between the most and least disadvantaged children

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Performance information

Assessment of children's progress

HGIOS4 QIs

1.3 Leadership of change

2.3 Learning, teaching and assessment

2.4 Personalised support

Strategies

- Audit and review the use of ICT to provide additional support for targeted pupils. Consideration of wider use of Literacy Toolbox to P4.
- Introduce clear procedures to allow more effective implementation of Inverclyde's attendance policy.
- Full implementation of the 'Catch Up' literacy programme to be used by support staff.
- Increase understanding and knowledge of the 6 nurture principles with Parent/Carers and the wider school community
- Encourage a shared language of learning across the school community by developing a short policy statement with conversation starters and practical tips and advice for all stakeholders.
- Continue to link with and support children and families with barriers to learning.
- Early level staff to liaise with Speech and Language therapy colleagues to track, monitor and review targeted intervention approaches
- Embed nurture observation profiles in the school self-evaluation cycle
- Establish a children friendly self-regulation (attunement) pyramid for pupils to self-reflect and identify next steps
- Continued targeted AC approach to support children's literacy and numeracy linked to SIMD 1 + 2
- Targeted support staff will use planned professional learning to support the delivery of literacy and numeracy across the school.
- Youth counsellor/therapist will support targeted upper primary pupils to develop skills to effectively manage their emotions/anxieties

Progress

- Full audit of ICT still to take place however support for learning teacher has reviewed the use of the literacy toolbox, handheld spellcheckers etc. The literacy toolbox is closely monitored on a daily basis and results inform support required. Literacy toolbox has been successfully rolled out to P5 however it is not appropriate for P4 as yet.
- Inverclyde attendance policy has been implemented this year and monitored regularly with letters issued as appropriate.
- The use of Catch Up literacy programme has been limited this year. Staffing and remit changes have affected this.
- The nurture implementation group have embedded nurture principle 4 fully and are working on developing more. Nurture observations are now embedded in the school self-evaluation cycle.
- The school has successfully completed another cycle of families connect. Family learning continues to be well attended.
- The visible learning pupil group have led the school community in identifying core learner dispositions that will be adopted by the school.
- Due to staffing and organisation changes no progress has been made in the early level liaison with speech and language therapy.

Impact

- The use of ICT has increased across the school to support both identified support needs and barriers to learning. Literacy toolbox assesses progress weekly. This is monitored and shared with pupils who are then able to identify and take ownership of their next steps. The use of C-pen reader. has allowed pupils with dyslexia the opportunity to read books which are age and stage appropriate and begin to develop an interest in reading for pleasure.
- Some parents have engaged positively to the attendance policy in response to letters sent. Meetings have been held and support has been identified to help increase children's attendance. All school staff now have a more secure understanding of the policy and are vigilant in identifying patterns of absence. It is expected that attendance figures may drop slightly in this year due to the impact of several families who have moved out with Scotland but have remained in the school register and an increase in family holidays.
- A detailed evaluation of the Education Scotland attunement schedule and nurture principle 4 is now available and shows evidence of school strengths in relationships, de-escalation practices, behaviour strategies, emotional language development, clarity of instructions, growth mindset and the development of a nurturing ethos. The identification of individual strengths and the willingness to learn from others has supported further development of collegiate working. Feedback from pupils is very positive and has supported their involvement in restorative approaches. Data shows a steep decline in the need for interventions. The evaluation of the project has featured in an educational journal.
- Video evidence shows children are using the language of learning and leading the learning of others. Dialogic teaching continues to support the language of learning across the school through structured talk.
- Barriers to participation in extra-curricular activities have been reduced through rigorous monitoring and identification of target pupils. Data shows that participation has increase from 57.4% to 97.5% for pupils in SIMD 1 + 2, and from 57.3% to 96.43% for children in receipt of a free meal.

- Our attainment challenge strategy supported by PEF funding continues to show improvement in progress for children in SIMD 1 + 2 and in receipt of FME. Early evidence shows improvement in attainment for most targeted children. Data shows this progress is evident in both literacy and numeracy. In addition, targeted support 1-1 or small groups are positively impacting on children's confidence and skills. This is evident during learning walks.
- Through children's counsellor evaluations, end of block reports show that all children have shown positive results in their health and wellbeing assessments. During focussed discussion with children they have responded positively to self-regulation charts.

Next Steps:

- Continue to monitor attendance through fulfilment of Inverclyde policy. School admin will be involved in this.
- Full implementation of 'Catch Up' literacy – train the remaining staff
- Nurture implementation – engage with nurture principle 5 and involvement of parents
- Parental involvement / engagement
- Plan for attainment challenge literacy support for GP1-7 and numeracy support for GP4-7.
- Continue to develop role of SPARK counsellor – consider development of group counselling.
- Raise awareness of and develop a school framework for 'The Cost of the School Day'.

School priority 3: Improvement in children and young people's health and wellbeing

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Parental engagement
School Improvement

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion

2.6 Transitions

2.4 Personalised support

Strategies

- Implementation of PATHs programme at all school stages.
- Review current systems and procedures surrounding wellbeing assessments and management of personal files and ensure end to end impact.
- Continue to build staff capacity of the single agency assessment process and the use of SMARTER targets when creating bespoke action plan.
- Build awareness and understanding of GIRFEC pathways and associated processes across the parent, carer community
- Continued use of the SEEMIS wellbeing application with systems aligned to include pupil voice and develop practice to ensure pupil voice and feedback is embedded in the intervention process through the introduction of a learning log
- Appoint a Health and Wellbeing Coach to provide targeted support at intervals, lunch, after school and during class time to support pupils' physical and emotional needs. This will include an audit and review pupil interest in after school clubs and sports activities – identify a calendar for the year.
- Continue to identify pupils and their families who require therapeutic support from our counsellor and 3rd sector agencies.

- Pupil voice – further develop learner participation and introduce ‘How good is OUR school’ (pupil version).
- Restorative conversation conferences recording format introduced at all stages of the school to monitor, track and reflect actions and have a positive impact on learning and teaching time.
- Establish a way to track restorative conversations to ensure accountability and a way of building bridges.
- Introduce a peer mentor scheme across upper school to support and promote self-regulation and enable positive relationships to be modelled.
- Gathering of data from Nurture observations, pupil focus groups and staff focus groups
- Review and establish a whole school health and wellbeing pathway.
- Targeted training will increase staff/parent understanding of ASC/ADHD to ensure that classroom practice and strategies are embedded across the school community to ensure an inclusive ethos for all pupils is achieved.
- Development of clear strategies for outdoor learning for every stage.

Progress

- All classes have access to the PATHs programme. It is being used well across the school.
- All wellbeing assessments are complete and have been updated for identified children. Personal files related to learning and progress are kept up to date and secure in DHT office. All information is shared with parents and children and their voice is valued. Regular planning meetings and language is shared for SMARTER target. The acting DHT and acting PT have been trained in the Seemis Wellbeing application. Parents / carers are given a leaflet explaining GIRFEC with more detailed information available on request.
- A health and wellbeing coach has been appointed and worked across the school this academic year. A wide variety of after school clubs are offered to children across all stages of the school. Active activities are being organised in the school playground at lunchtime through zoned areas and an active club supports the breakfast club. Pupil involvement in after school activities is tracked.
- Pupil voice / learner participation has been facilitated through focus groups with the SMT. A visible learning group of pupils is leading this initiative with their peers.
- Restorative approaches recording formats have been issued to every class to record restorative conversations. A peer mentor scheme has been introduced across the upper school to support and promote self-regulation. This has been recognised as good practice by Education Scotland. Playmakers have leadership roles in the playground zones.
- Support staff have been trained /refreshed in restorative approaches and taking a lead role in supporting conversations.
- Some classes have introduced a class ‘check-in’ whereby children can identify their feelings first thing in the morning. (Emotion check-in)
- All staff participated in the implementation of the Nurture observation profile, identifying aspects of positive communication and interaction and then highlighting next steps.
- Health and wellbeing working group has been established and meets regularly. An action plan has been identified to take forward developments.
- Support staff have participated in training on ADHD, ASC looking closely at classroom practice.
- The outdoor classroom has been planned and partners identified. The school is liaising with property services in order to move the project forward.

Impact

- All teachers have identified a positive impact on children's relationships through the use of PATHs. Evidence collated from a practitioner enquiry indicate children feel there is less need for restorative conversations as pupils are showing they are more able to solve their own problems.
- Staff have learned from each other's practice and adopted observed strategies regarding classroom practice, nurturing language and creating a nurturing classroom environment.
- School and nursery staff use the principles of GIRFEC and the legislative framework surrounding it and demonstrate high levels of skill and commitment to meeting the complex needs of children. They provide bespoke single and multi-agency support for all their universal and targeted wellbeing needs. Systems and procedures surrounding wellbeing assessments are up to date and effective as a result of recent SMT training. Identified children feed into their actions plans where possible resulting an increase in learner participation. As a result of addition training, all new staff show confidence in the application of GIRFEC principles. There has been limited impact in building awareness in parent body and this will be followed up next year.
- Our health and wellbeing coach has systematically targeted those children who do not access any extra-curricular school activity. Most children targeted are now involved. Overall there has been a significant increase in the uptake of after school clubs. Cooperative teaching during identified PE lessons has increased the skill set and confidence of class teachers in delivering sports.
- The zoning of the playground by our health and wellbeing coach has resulted in increased participation and eager involvement in activities offered. The playground is now a vibrant hive of activity on these days. Due to a change in staffing of the lead in the project, the outdoor classroom has not yet been established. This will be carried forward.
- A restorative approaches recording format was established to allow follow up to take place and was piloted with children. Qualitative information from pupil discussion is extremely positive. In addition support staff are now taking more ownership of restorative conversations. Children report that the recording of restorative conversations has led to more accountability and ensure that action points are followed up effectively. This has resulted in a decrease in playground incidents requiring a restorative discussion. Most children are now able to de-escalate and self-regulate following playground issues far more quickly and independently.
- Children have been trained in peer mentoring but it is too early to identify impact at this time.
- Teaching and support staff's knowledge and understanding of ASC/ADHD has grown and observations of their interactions with pupils show an increase in and implementation of learned strategies. Consistency across the school is improving however changes in staffing can affect this.

Next Steps:

- Ensure PATHs programme is embedded across the school
- Development of nurture principle 5 and refresh action plan
- Continue to refresh all new and existing staff in restorative approaches
- Review current system for support for learning
- Develop parent information for GIRFEC Pathways
- Further develop pupil voice link wellbeing process
- Audit learner participation across the school and nursery
- Develop health and wellbeing pathways bespoke to Whinhill

School priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Priority

Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver

School leadership

Assessment of children's progress

HGIOS?4 QIs

2.6 Transitions

3.2 Raising attainment and achievement

3.3 Increasing creativity and employability

Strategies

- Explore stories of leadership through whole school assemblies exemplifying the characteristics of a leader through activities in class and leading whole school assemblies.
- Senior pupils take a leading role with peer support for literacy and numeracy of younger children.
- Development of leadership focus group to meet with SMT on a regular quality programme.
- Continue to link with a variety of community and business partners through a world of work week, placement visits, visitors to school and nursery and the development of termly business breakfast forum.
- Include world of work skills in planning
- Development of pupil voice parent information leaflet
- Refresh and raise awareness in new staff in DYWF
- Continue to develop and embed the use of the 4 key skills questions. Link these to the learner dispositions. The skills scrapbook to be introduced to P5 and P6 in addition to P7
- Further development of the use of technologies across the curriculum

Progress

- Children are involved in a wide variety of opportunities to lead in the school and nursery e.g. house captains and vice captains make speeches to the school, each class leads their own assembly, P6 and P7 playmakers work with health and wellbeing coach and P7 buddies regularly support P1s with aspects of literacy, numeracy and other curricular areas. A wide variety of committees are in operation which offer leadership opportunities for children across the school.
- A world of work week provided opportunities for classes to focus on both the skills needed, and the variety of occupations available to children in the future. Strong relationships have been established with business and community partners. These include – police, Barnardo's, CLD, psychologist, Inverclyde amateur swimming club, Morton, Tesco, Merino nursing home, local shops and businesses.
- Staff awareness has been raised related to 'My World of Work' website which when operational encourages children to link skills in school to career opportunities.
- Skills for learning, life and work is included in planning. Progressive skills scrapbooks are in place in senior classes. The four key skills adopted by the school are embedded in every class.
- New ICT/technology pathways have been developed. Staff have participated in ICT CPD to encourage wider use of Glow and other software packages.

Impact:

- Almost all children's behaviour shows that they respond positively to the values of the school and nursery.

- Observations show that most children are eager to take on leadership roles within the school.
- The school now has a menu of work related relationships and classes have made positive steps to engage with them and to plan for future activities and experiences.
- Children are now better able to plan targets, reflect and identify next steps through use of the skills scrapbook. Most children can identify the key skills in every curricular area
- There is evidence of increased use of 'Teams'/'Forms' to create own questionnaires and discuss relevant topics. The use of 'Sway' has support children in producing high quality presentations and some senior children are emailing homework to the class teacher.

Next Steps:

- Further develop leadership opportunities for children.
- Continue to strengthen links with local businesses
- Engage with 'Developing the young workforce' and continue link with Education Scotland.
- Full implementation of technologies pathways.
- Senior pupils to begin using 'My world of work' as a way to record skills they are developing for life, learning and work. Primary 7 will learn from senior pupils from Notre Dame and then become DYW ambassadors for Whinhill, training younger pupils in the programme.
- Senior pupils to be given the opportunity to engage in further leadership opportunities such as running a lunchtime club

National priority: How we are ensuring Excellence and Equity?

Across P1, P4 and P7 there are 31 children entitled to free school meals (30.1%)

Across the school, almost all pupils are on track to achieve the expected CFE and Talking and Listening (93.3%), with most attaining the expected levels for Reading (83.1%), Writing (85%) and Numeracy (80.4%).

How PEF funding has been used

- 0.1 backfill to allow PT to focus on project managing the targeted intervention strategies identified
- 1.0 FTE EYECO to support identified children across the school in both literacy and numeracy and to coordinate the use of Literacy Toolbox
- 1.0 FTE Health and wellbeing coach
- Visible learning training provided by Osiris for all teaching staff
- ICT – purchase of desktop pro to support Visible learning developments
- Establishing an outdoor classroom
- Counsellor/therapist – 1 day per week to support emotional wellbeing of P4-7
- 2 x backfill for ASN staff to focus on targeting individual children to raise their attainment.

Evidence of Impact

- The PT has provided extensive support to both children and staff in the coordination of the schools interventions to close the poverty related attainment gap. A variety of assessment data has been collected and is interrogated by the

staff team which has ensured progress for children. Staff have become skilled in using data to support learning and teaching.

- Both ASN auxiliaries work closely with the PT and provide 1-1 support for individual children who have been targeted as requiring additional support for literacy and numeracy to close the attainment gap. Assessment evidence shows that significant progress has been made by most children across stages in the school.
- Assessment data indicates that attainment levels in reading have increased for most children who were identified and targeted to use the literacy toolbox on laptops. This was extended from P7 to P5 and P6. Consideration will be made of the appropriateness of this intervention for P4.
- The staff team have worked together to establish action plans to take forward professional development in visible learning. It is clear through evidence gathered during SMT learning visits, professional dialogue opportunities, clear steps to increase staff skills to enhance learning and teaching are in place and this has been evidence in SMT learning visits where these strategies are being used across the school.
- The outdoor classroom to support health and wellbeing is as yet not established. All preparatory work has been completed including environmental plans and pupil involvement in planning. Currently these plans are with property services to ensure all aspects of health and safety and risk assessments have been investigated before works are carried out.
- The school counsellor has worked with a number of targeted children in P4–7 and in addition liaised with their parents/carers. The counsellor has provided baseline and final session assessment information from both children and parents/carers which indicates that almost all children have shown an increase in confidence and wellbeing. It is intended that we will continue with this in the coming year. In discussion with parents it is evident that this intervention is valued amongst those who have engaged with it.
- The Wellbeing coach has been rigorous in both the collection of and the interpretation of data related to children's engagement with extra-curricular activities both across the school and focussing on SIMD 1+ 2. Through a targeted approach there has been a significant increase in participation for children in SIMD 1+2 in all school activities.

Key priorities for improvement planning 2018-19

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 for all pupils in SIMD 1+2.
- Work closely with families to support them in ensuring high levels of attendance of all pupils.
- Continue to develop ourselves professionally and develop our skills in delivering learning and teaching by continuing to engage in a wide range of professional development activities which will lead to improved outcomes for children.
- Continue to interrogate and make effective use of data to improve children's attainment in literacy and numeracy.
- Continue to ensure self-evaluation procedures lead to effective school improvement.

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2018/19
1.3 Leadership of change	Very Good	Continue to develop collaborative leadership at all levels to ensure improvements for our school
2.3 Learning, teaching and assessment	Good	Continue to focus on closing attainment gap through high quality teaching and targeted intervention strategies
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Continue embedding GIRFEC principles across all school functions
3.2 Raising attainment and achievement	Very Good	To ensure all children make very good progress from prior levels of attainment

Key Achievements of the school 2018-2019

Community Involvement

- Our parents are encouraged to take an active role in their child's education and the life of the school. Several parent workshops have taken place and also concerts to which parents are invited including our early year's nativity play, class assemblies and festival showcase.
- The school plays a significant role in the life of the Local Community by participating in a variety of events e.g. visiting our local care home, whole school litter picking event, inviting local elderly residents to a Harvest Thanksgiving tea.
- Seven very successful themed weeks took place this year. Literacy, Health, Eco, Scottish, World of Work, Digital Learning and Fairtrade Week gave both pupils and staff the opportunity to focus on particular curricular areas for a time period of a week and therefore ensure depth of understanding. Class teachers planned fun and innovative activities and positive links were made with other professionals and members of the local community.
- Whinhill Primary School and Nursery Class have achieved Level 2 Rights Respecting School accreditation. All classes ensure that the rights of the child are at the centre of their planning and the children's experiences. We have also been awarded Fairtrade status again.
- We have continued to have strong links with PC K Boyd our community police officer who gives significant support to our curriculum and to individual children and families. We are also well supported in our links with the Community Wardens. Our children have supported her on her journey and success in the London marathon.
- We continue our partnership with other organisations to support the wellbeing of our pupils. These include CLD, Barnardo's, Active Schools, Childline, Childsmile, SPARK and our Community Wardens.
- P7 have been working with the Belville Community Garden group focusing on sustainability using gardens.

Expressive Arts

- At the Inverclyde Music Festival P6 and P7 were awarded first place in their action song categories and P6 and P7 and our Gaelic choir were asked to perform their performances again in the celebration concert of the festival. P4 and P5 performed a terrific action song which was well received by the audience and were placed second. P1 and P2 took part in the singing game class and put in an excellent

performance with P2 winning their class. Primary 3 competed in the action song class and gained second place and were truly brilliant and our nursery class sang beautifully. Our Gaelic choir won the choir competition and individual pupils sang beautiful Gaelic songs. Our Gaelic P1-3 children recited Gaelic poetry and our Gaelic nursery also won their class.

- Several of our children performed in the Glasgow MOD and were successful in achieving gold, silver and bronze medals. G1-7 participated in Gaelic Drama evening and performed for schools across the central belt. Children from both the Gaelic nursery and primary school supported a Gaelic Open Day in the Oak mall.
- Our Gaelic children had the opportunity to work with Mary Ann Kennedy, a well-known folk and Gaelic singer who supported our children in creating their own music. The children were then invited to perform with her in one of her concerts in the Beacon.
- Children in our Gaelic classes had the opportunity to be filmed and be a part of a BBC children's programme.
- Our children performed as a choir showcasing Christmas songs for various residential care homes.
- A group of primary 7 pupils worked with a local boat enthusiasts group and designed and build a stunning boat which is on display in the school foyer. Plans are in place to race this boat against one from another school.
- P6 children worked with local musicians and artists to create watercolours and associated music to support a local arts project.
- Children from across the school participated in a trans-languaging project in conjunction with Heriot Watt University. The children wrote and performed songs and sketches in a wide variety of languages. Due to the success of this project the children have been invited to perform at the Scottish Parliament.

Sports

- P4 have participated in swimming lessons at the Waterfront Complex. All of our pupils improved their skills and received distance awards.
- P2 and P3 received football sessions from Morton coaches.
- Local Netball, Football, Athletics and Rugby tournaments took place in which our pupils have shown a great attitude to sport and showed very good sportsmanship at all times. Our teams practise every week and are supported by the school staff.
- A wide range of sport is available to our children throughout the year and include tennis, rugby, golf, basketball, hockey, badminton, cross country and cricket.
- P6 pupils participated in the Phoenix Cycle Competition which followed on from their Bikeability training. They showcased their cycling skills in competition against other schools.
- P5 pupils also completed their Bikeability training.

Activities

- P7 completed a very successful week long trip to Ardmay, by Arrochar. The children experienced both indoor and outdoor activities and great fun and excitement was had by all.
- P6 participated in an outdoor adventure trip to Castle Semple Outdoor Centre provided by the Local Authority. The children were a credit to the school and further developed their skills and their confidence.
- We have continued with our Eco work on sustainability and have developed a wide variety of strategies to fulfil our Eco action plan.

- We have continued to develop the grounds of our school and are developing a wide variety of different garden areas. We have worked in partnership with River Clyde Homes and have developed plans for an outdoor classroom that will be constructed in the next school year. Many gardening awards have been won. We have retained level 5 Royal Horticultural Society Award.
- Significant development has gone in to our work on outdoor education. We have continued to work in partnership with Clyde Muirshiel and have continued with a programme of outdoor learning.
- Children across the school have benefitted from a variety of trips which has included Riverside Museum, Finlaystone, Kelburne, Sea Life Centre, Scotland Street School, the Science Centre and Lunderston Bay.
- All classes participated in Enterprise activities throughout the school year and showcased many of the skills by establishing a Christmas Market for parents and children.
- GP1-3 and The Bothy successfully nurtured chicks that they hatched from eggs in an incubator in the classroom. .

Key Achievements of the nursery 2018 - 2019

- Engagement with parents has taken place in a variety of ways. Stay and play sessions have been great fun where parents learned about the life of nursery and helped their child decorate their profile. Settling in meetings, next steps in learning meetings, transition to P1 meetings to discuss children's learning, development and progress. There have been many opportunities to engage in fun parent / child activities including Easter Crafts and workshops including oral health. We had parent helpers in to tidy the garden and help with our lending library. We had parent helpers on local outings and on our Summer Trip to the Science centre.
- An enhanced transition programme has taken place including Infant induction week, play dates to St Patrick's, visits from Teacher/buddy from other schools, Wellpark CC & Gibshill CC came for play dates. All transition paperwork has been transferred to schools. And Keyworker/Teacher discussions have taken place.
- Inverclyde Music Festival – our children had great fun taking part. Our English nursery got a special mention for singing games and our Gaelic nursery was the winner for the singing games category
- We continue to love being involved in gardening. We took part in the Port Glasgow Bulb Show and were delighted when the Gaelic nursery won the Jim Hunter trophy, and the Cardwell garden trophy for best exhibit in the whole show.
- A very spooky Hallowe'en party was held and all children wore costumes to celebrate.
- We joined in with many Christmas celebrations for children and parents including The Nativity, Cardwell Garden Centre, Craft Day, Gaelic Christmas Showcase and Christmas Party/visit from Santa.
- The Scottish dimension to our curriculum is important to us and we learned about our culture through celebration of Burns Day and St Andrew's Day where children wore tartan, listened to Scottish music and performed the Highland fling. They also tasted haggis, neeps and tatties, learned songs, listened to stories and made flags. We finished with a Ceilidh with the school and watched Scottish country dancers from the school who performed for us.
- On World Book Day children brought in their favourite book to share with friends and dressed as their favourite characters.
- Gaelic nursery visited Parklea Branching out for community involvement for Level 5 RHS campaign for School garden.

- During Eco week we participated in recycling walks around school/local area, learned about the 'Litter muncher' story all about recycling. The Gaelic nursery had a fashion show with recycling objects they made at home with their family. The Gaelic nursery also had involvement with Belville Community gardens.
- Summer celebrations for our children and families including a trip to Science centre, Sports Day, presentation to celebrate the children's learning and achievements and a Summer Party with a magic show.
- Our nursery children are great supporters of charities which have included Children in need, Comic relief and Rag Bag.
- We involved our parents in a sponsored football event along with Paddy from Morton to showcase what the children had learned over the programme and this raised money for our summer events.
- The Gaelic nursery participated in a Gaelic open day at the Oak Mall in Greenock where the showcased a Bookbug session with the children.
- We made good use of children's ideas and interests which informed our learning focus including Scottish culture, recycling, science, planets, people who help us, spring and new life.
- The children enjoyed watching Caterpillars turn into Butterflies, they studied the lifecycle of a Butterfly and learned how to look after and care for them.
- We have enjoyed working with many professionals from the community including Shona from Oral Health, Eye screening, fluoride varnishing, Students, Community Police, Paddy from Morton, Fire Service, Nurse who is a current parent, Louise Gault Photography, Laura from Parklea branching out, Belville community gardens.
- As part of world of work week parents came in to the nursery to talk about their jobs e.g. A Nurse and parents came in to talk about their culture e.g. Chinese New Year and Ramadan.
- Staff participated in nurture/peer observations where staff were paired together and observed each other.
- In-service Day – Acting Senior EYECO shared information from her Froebel and Childhood Practice course to give staff information about Froebelian approaches including play and relationships in learning contexts and we discussed how this could enhance their professional practice.
- Staff have been involved in a variety of continuing professional development including - Word Aware, Introduction to BSL, ABC youth music initiative, Social Stories, Attainment challenge numeracy/literacy.
- Improvement is at the heart of our work in nursery and this is developed in a variety of ways. Learning Visits from Head Teacher took place to observe the environment and practice within the nursery playrooms, curriculum development in self-evaluation and improvement planning, holistic assessments & moderation, Literacy & Numeracy and interrogating the quality indicators.

Throughout the school year we receive fantastic support from our Parent Council, PTA, Comman nam Parant and our wider parent body. We will continue to build on and strengthen these partnership to ensure maximum engagement and involvement across the Whinhill community.