



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 48 full day places for English, and 16 full day places for Gaelic. At present our school and nursery role is 335. 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 trim trail, MUGA pitch and outdoor netball court.

We have 23 teachers in total including the Head Teacher, Depute Head Teacher, Principal Teacher, Gaelic Principal teacher, 12 class teachers, a support for learning teacher 2.5 days per week, and 6 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 Nursery Depute and 8 EYECOs and 3 EYSAs (in nursery), 1 classroom assistants, 4 learning assistants and 8 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 English Additional Language Team are based in the school and managed by the Head Teacher.

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 and nursery 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 , a counsellor/play therapist 1 day per week to support senior pupils' emotional wellbeing, 0.2 class teacher and nurture teacher uplift, further development of the outdoor classroom and high quality professional development for all staff which includes Visible Learning training for teachers

Our attendance:

Attendance, Absence & Exclusions Data

Year	Attendance	Attendance by SIMD		Inverclyde	National	Exclusions (openings)
		1 & 2	3 – 10			
2020 – 21	94.0%	93.1%	95.4%	95.3%		0
2019 – 20	93.3%	92.9%	94.4%	93.4%		0
2018-19	93.8%			92.2%	94.5%	0

- Our attendance figures for the last 3 years show that our attendance rate is an increasing picture however 20/21 sits below the Inverclyde figure and 19/20 is almost the same.
- The variation in attendance between SIMD 1-2 and 3-10 indicate a lower attendance in SIMD 1-2 compared to 3-10 by 2.3% in 20/21 and by 1.5% in 19/21
- There have been no exclusions from the school since session 2013/2014.

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

2020-2021

Listening and Talking				
	P1	P4	P7	P1/4/7
20/21	92.3%	86.1%	89.7%	89.5%
18/19	92.9%	94.4%	90.6%	92.7%
% change	-0.5%	-8.3%	-0.9%	-3.2%
Reading				
	P1	P4	P7	P1/4/7
20/21	79.5%	77.8%	79.5%	78.9%
18/19	96.4%	91.7%	81.2%	89.6%
% change	-16.9%	-13.9%	-1.8%	-10.6%
Writing				
	P1	P4	P7	P1/4/7
20/21	82.1%	66.7%	66.7%	71.9%
18/19	75.0%	86.1%	71.9%	78.1%
% change	7.1%	-19.4%	-5.2%	-6.2%
Numeracy				
	P1	P4	P7	P1/4/7
20/21	87.2%	76.2%	66.7%	76.7%
18/19	96.4%	86.8%	81.2%	87.8%
% change	-9.2%	-10.7%	-14.6%	-11.1%
Gaelic Listening and Talking				
	P1	P4	P7	P1/4/7
20/21	100%	85.7%	75%	86.9%
18/19	100%	100%	100%	100%
% change	0%	-14.3%	-25%	-13.1%
Gaelic Reading				
	P1	P4	P7	P1/4/7
20/21	100%	85.7%	75%	86.9%
18/19	100%	50%	50%	66.7%
% change	0%	35.7%	25%	20.2%

Gaelic writing				
	P1	P4	P7	P1/4/7
20/21	100%	57.1%	75%	77.4%
18/19	100%	50%	0%	50%
% change	0%	7.1%	75%	27.4%

It is important to note that Gaelic attainment is based on small numbers of children. While data is available at school level, The Scottish government only collect data as follows –

- P1 – Gaelic listening and talking, reading and writing
- P4 – Gaelic listening and talking, reading, writing and numeracy.
- P7 - Gaelic listening and talking, reading, writing and numeracy. In addition English listening and talking, reading and writing.

Attainment figures clearly show the impact that Covid 19 and lockdown has had on children's progress.

Preliminary figures in Dec '20 following the March – June '20 lockdown were very positive and children responded well to the recovery programme.

The second lockdown Jan – March '21 has had a more significant effect. Lack of engagement in remote learning by some children has impacted negatively on their progress on their return to school as their starting point for learning had changed. Most children who engaged consistently in remote learning during lockdown have achieved the appropriate level.

The data shows

- In P1 almost all children achieved Early level in listening and talking and most in reading, writing and numeracy,
- In P4 most children have achieved First level in listening and talking and reading, and the majority in writing and numeracy.
- In P7 most children have achieved First level in listening and talking and reading, and the majority in numeracy.

We will continue to employ the rigour of our recovery programme in to next year to ensure the appropriate gains are made by all children. In addition, to support this, we will continue to have a greater focus on reporting attainment and measuring progress within the BGE, improved tracking and monitoring, deeper understanding of benchmarks as well as improvements in pedagogy around the teaching of reading and writing.

Review of progress for session 2020-2021 Including lockdown

School priority 1 - Planning in response to Covid 19 – Health and Safety

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

School leadership
Teacher professionalism
Performance information

HGIOS4 QIs

1.3 Leadership of change
1.5 Management of resources to promote equity
2.4 Personalised support

Strategies:

- In line with government guidance all tables and chairs will be placed with a 2m social distancing, and classrooms organised to ensure safe use by children
- Whole school and nursery resources have been restructured to ensure they can be sanitised to be used by multiple groups of children.
- School and nursery has had a deep clean
- All available space in the school will be structured for use as a teaching classroom
- Risk assessment complete – re opening of Whinhill Primary School and Nursery
- Staff safety handbook issued to ensure compliance with government safety measures
- Signage will indicate numbers of persons allowed in identified spaces
- Risk assessments completed, agreed and signed for those staff with underlying health risks
- Hub temporary set up for August confirmed with all safety measures in place.
- Isolation room identified – protocols in place and appropriate PPE will be available.

Progress:

- All areas of the school were thoroughly cleaned prior to opening. A day cleaner is in place to ensure areas with more traffic are cleaned regularly.
- A risk assessment is in place and reflects all local and national advice re Covid mitigations. It is available to view on the school website.
- School resources have been reviewed and those not Covid compliant have been removed to storage.
- Additional stationary resources have been purchased to ensure children have their own allocation and there is no necessity for sharing.
- Signage is evident across the school to reinforce safe distance and movement around the school. Hand sanitizers are available at all entrances.
- Protocols for the identification of a suspected Covid case are in place and have been shared with all stakeholders.
- A staff safety handbook has been issued to all staff for reference.

Impact:

- All local and national guidelines are observed as being followed. All staff feel safe in the building.

Next Steps:

- We will continue to follow all local and national Covid guidance.

School priority 2: Planning for Health and Wellbeing

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

School Improvement
Teacher professionalism

HGIOS4 QIs

1.3 Leadership of change

2.4 Personalised support

3.1 Ensuring wellbeing, equality and inclusion

Strategies:

- Underpin all school and nursery activity and experiences with the principles of nurture
- Identify strategies to support children to deal with loss and bereavement
- Support children who will be dealing with challenging experiences including
 - Managing transitions
 - Reinstating and making new friendships
 - Disrupted or negative experiences at home
 - Disrupted attachments
- Support children in dealing with uncertainty about the future and address their understanding of the pandemic
- Provide appropriate guidance and CPD to staff to support both their own wellbeing and that of the children
- Youth counsellor/therapist will continue to support targeted middle and senior children to self-regulate and manage their anxieties
- Cost of the school day – identify what costs are involved in all parts of the school day in the current situation and identify the problems and barriers children and families face as they return to school.
- Identify key strategies to minimise pressure on low income families while still offering a range of opportunities and experiences for children

- Support all parents and signpost them to ensure access to all relevant benefits and money advice
- Find effective methods of communication and engagement with parents within the restrictions of Covid 19 government guidance
- Refresh our focus on Rights Respecting Schools
- Continue to develop staff expertise and practice in trauma informed classrooms
- Revamp and refresh our framework for children's use of GIRFEC to ensure they have depth of understanding and ownership of it,
- Increase pastoral support – ensure children know where and to whom they should go to for help
- Continued use of PATHs across the nursery and school to support the wellbeing of children
- Provision of art therapy

Progress :

- School and nursery staff use the principles of GIRFEC and demonstrate high levels of skill and commitment to meeting the complex needs of children.
- Staff have had a renewed focus on using our GIRFEC flowers in the classroom, discussing the wellbeing indicators in child friendly language.
- Bespoke support for children is offered, particularly to those who have struggled with lockdown and the transition back to school and nursery.
- Nurture across the school focussed on the transition back to school. Staff have supported children by explaining feelings on return to school and the re engagement of relationships with peers.
- The nurture programme has been amended due to the specific needs of two children.
- Restorative approaches (Covid safe) are used across the school.
- All staff have been trained in trauma informed classrooms. Staff working with children with complex needs have engaged in Promoting Positive Behaviour training.
- Links for access to personal wellbeing have been shared with staff and parents.
- SPARK youth counsellor supports individual children's mental health and wellbeing. This has been in the form of face to face and digital during lockdown.
- Cost of the school day – school uniform bank is in place and accessible to parents through issuing of Microsoft Forms.
- Art therapy has been offered to pupils in P4-7.

Impact:

- Through staff's increase knowledge and understanding of nurture principles and approaches, children experienced appropriate interventions in response to their wellbeing needs with a focus on the effects of lockdown.
- Children's mental health has been supported through the use of PATHs to address post Covid challenges of loss and bereavement, uncertainty, friendships and feeling safe. The PATHs programme supports improvements in the understanding of relationships, pupil resilience and conflict resolution across all aspects of the school.
- Experience of art therapy has encouraged children to better understand their thoughts, feelings and behaviours and find solutions. Children have expressed that they have benefited from this experience.
- There has been limited uptake of the uniform bank so far however we will continue to advertise this to all parents.
- Through children's counsellor evaluations, reports show that all children have shown positive results. During lockdown this continued online. These children will continue to be monitored through the recovery process.
- Children are beginning to develop their understanding of the GIRFEC wellbeing indicators and what this means for them in school. They are now more able to articulate how this links to their children's rights.

Next Steps:

- Continue to support children’s emotional wellbeing linked directly with the effects of Covid 19 and lockdown,
- Continue with the SPARK counsellor to work with individual children and extend this by a further day with a focus on group work.
- Continue to revamp and refresh our framework for children’s use of GIRFEC to ensure they have a depth of understanding of it.
- Continue to develop staff expertise and practice (particularly new staff) in trauma informed classrooms, coping with adversity and promoting positive behaviour.
- Introduce and develop Nurture principle 3 and 6. Reinstate and continue to develop use of peer observation across all classes.
- Participate in the Nurture Self Evaluation for Recovery process.
- Revisit and increase whole staff knowledge and understanding of restorative practices
- Develop programme of outdoor learning opportunities for every year group and continue to develop the outdoor classroom.

School priority 3 Planning for equity issues – strategies for closing the gapNIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Performance information

Assessment of children's progress

HGIOS?4 QIs

1.2 Leadership of learning

2.3 Learning, teaching and assessment

2.4 Personalised support

Strategies:

- Continue to use clear procedures for managing attendance using the Inverclyde attendance matters policy
- Continue to link with and support children with barriers to learning
- Find means of identifying children across the school not in SIMD 1+2 who may temporarily be placed there due to the economic and social circumstances COVID 19 may have placed their families in
- Ensure rigor in the use of SIMD data to target resources and interventions
- Continue with our school based attainment challenge approach to supporting children’s literacy and numeracy, linked to SIMD 1+2
- When appropriate, identify an baseline for literacy and numeracy to:
 - identify learning that has been lost
 - Identify other types of learning that has been gained
 - Identify the gap between attainment levels at lockdown and starting attainment level in August
- Staff clarity in the approach to drill down to the finer details of learning
- Consideration of ways to address the inequality of experiences at home – link to outdoor learning
- Regularly audit the levels of digital usage by monitoring the data on home learning and uptake – where this is low, seek to find alternative options to support learning.

Progress:

- A clear rationale for a robust recovery process was planned and all staff followed this with consistency across all stages of the school.
- The current school assessment framework was reviewed and the most effective assessments were identified.

- Baseline assessments were analysed to identify all gaps in learning. Intensive targeted interventions were used to teach the gaps. Interventions could last for a few days or a couple of weeks. At the end of the time period understanding was assessed and if successful, the child moved on in their learning. If not successful the intervention was evaluated and revised. Regular data meetings allowed all staff to monitor progress.
- All assessment data was shared with children in line with our visible learning approach.
- As an attainment school, focus continues to be on closing the poverty related attainment gap. Due to the effects of Covid on some families' economic situation, more children have been identified as temporarily SIMD 1+2. The school has reached out to these families to support wherever possible and children supported within school.
- A variety of staff were available to support recovery – recovery teacher, school based attainment challenge staff, PEF funded ASNs, support for learning teacher and class teachers.
- Inverclyde attendance policy continues to be used.

Impact:

- Children's progress from August to December showed that most children were able to meet the expectations of their learning irrespective of COVID. Following the second lockdown, some children have experienced a more significant impact on their progress due to lack of engagement during lockdown.
- The renewed rigor of the professional dialogue during data meetings has ensured assessment leads directly to more effective planning for learning.
- The school continues to track all available data using a robust tracking system. This was used effectively by all staff to identify gaps in learning.
- Children's ownership of their own learning increased significantly due to the sharing of their assessment data through a learning conversation. Staff report that these conversations are now more purposeful.
- Due to multiple staff absence, the recovery team was slimmed down but continued to carefully follow the recovery process.
- While the school continues to implement Inverclyde's attendance policy, the attendance statistics show a drop in attendance from last year. This is due mainly to Covid isolation and families' anxieties around the effects of Covid.
- Our attainment challenge strategy supported by PEF continues to show improvement in progress for children in SIMD 1+2 and in receipt of FME. Evidence shows improvement in attainment for most targeted children.

Next Steps:

- The recovery process established for return after lockdown will continue as the basis for closing the gap for the whole year. We will ensure the rigor in the use of SIMD and attainment data to target resources and interventions to support children's learning.
- Continue with our school based attainment challenge approach to support children's literacy and numeracy linked to SIMD 1+2.
- Revisit Catch up Literacy programme and begin support staff training in Catch Up Numeracy.
- Targeted support staff will use planned professional learning to support the delivery of literacy and numeracy across the school.
- Identify key strategies to minimise pressure on low income families while still offering a range of opportunities and experiences for children.
- Review across the range of school experiences to identify those who are at risk of missing out (as Covid restrictions ease)

School priority 4 Planning for continuity of learning	
<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Performance information Assessment of children's progress	<u>HGIOS?4 QIs</u> 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 1.1 Self-evaluation for self-improvement
Strategies: <ul style="list-style-type: none"> • Consistent planning of learning across the school which includes clear identification of the learning which will happen in the core school days and the consolidation work on the home learning days. • Create a staff planning group to support the blended approach to learning for August. • Work with staff to prepare appropriate plans and guidance for children and parents to engage with flipped learning. • Purposeful learning activities and experiences both online and offline while providing high quality teaching and learning. • Review school resources to ensure suitability for the recovery curriculum. • Staff to discuss and agree the structure of the recovery curriculum and communicate this to children and parents. • Ensure accessibility and equity of digital offer to support learning at home. • Consolidate the school and nursery's pedagogical approach in response to blended learning. Emphasise the importance of dialogic teaching in the learning cycle. • Upskilling the knowledge and understanding of whole school staff to new and current terminology e.g. blended learning, flipped classrooms and digital terminology and ensure all staff are confident in the use of and delivery of new procedures and protocols related to Covid. • Address any issues of digital poverty to ensure we are factoring this in to the planning. • Gaelic – targeted intervention for children in both the school and nursery to recover the Gaelic language lost and the requirement for the reciprocal nature of this. Focus on full immersion. 	
Progress: <ul style="list-style-type: none"> • The blended approach to learning due to begin in August '20 was changed by the Scottish Government resulting in all children attending school in August. Plans for blended learning that were developed by the staff planning group were kept on hold if required, however did not have to be used during Aug'20 – June '21 • The school experience for the last year was a mixture of full time attendance at school and almost a term in full lockdown which required remote learning. • All staff at Whinhill have engaged positively, creatively and innovatively to create detailed, differentiated weekly planners for families to use at home. These plans are emailed, tweeted and posted on our school website every Sunday to ensure parents can access these on at least one platform. • During lockdown we have kept communication with parents going throughout lockdown using weekly phone calls for vulnerable children and families and for the wider school, phone calls from their teacher. Support staff have also contacted children they specifically work with to maintain those relationships. • Plans issued weekly to parents included core literacy and numeracy, aspects of a broad general education and a focus on life skills. A weekly newsletter was included with the planning to ensure families were kept up to date with any developments. • Planning developed further through a shift from weekly plans to a week of daily plans with instruction to support parents in the elements that required adult input. • All staff have upskilled themselves significantly in the use of digital media through accessing webinars and attending online CPD. This includes technology in school, transition videos and resources, glow and incorporating Clickview into the learning cycle. 	

- The use of flipped learning has been evident at times though not by all classes. This will be further developed next year.
- The use of digital media has significantly increased and has supported children in still feeling a part of their class and their school. This includes the use of teams for webinars and class meetings and using the insights tab to monitor the uptake of online learning.
- The teams' platform was also used to signpost teaching and support staff to professional learning opportunities.
- When we reflected on children's use of Teams we felt there was a lack of a social space so two digital playgrounds were established which allowed children to informally catch up and engage with each other. This was monitored by the SMT.
- Consultation with parents has increased while in lockdown using Microsoft Forms. Topics have included, what our priorities should be next year, IT needs, wellbeing needs and parent and pupil views.
- To maintain a sense of community themed weeks e.g. health week, literacy week, developing the young workforce/STEM week, digital learning week were supported in the teachers planning to help children feel that the structure of the school week and year is still in operation.
- The methodology behind the school's recovery curriculum was developed by SMT staff and shared with the whole school community including teachers, support staff, office staff, nursery staff and children to ensure a consistency in understanding and implementation.

Impact:

- School staff are confident in the understanding and use of terminology associated with the current learning environment e.g. blended learning, flipped classrooms and digital terminology.
- The digital development of staff has resulted in a much greater understanding of the variety of uses of digital literacy in the learning and teaching cycle. Staff are now confident in providing learning through live and pre-recorded lessons and with the use of commercially provided uploaded content. On return to the classroom children are still taught using this methodology.
- The flexibility of the digital approach has allowed colleagues unable to be in the school environment to lead the learning of their class.
- The value of our remote education offer has shown that, although attainment figures may show a decrease in attainment compared to previous years, we are able to show that almost all children have made good educational progress this year.
- Support for parents to help them to engage positively with their children's learning is ongoing and will continue throughout the recovery process and beyond.

Next Steps:

- Continue to address any digital barriers experienced by our pupils.
- Review and establish visible learning strategies and training with a focus on review action plan, feedback, inspired and passionate teachers and learner dispositions.
- Through cooperative teaching upskill all new teaching staff in the pedagogy and practical application of dialogic teaching.
- Further develop children's access to learning pathways across more stages in the school.
- Review the pedagogical approaches to the teaching of writing with a particular focus on the tools for writing. Ensure continuity of approach.
- Further develop staff confidence and knowledge of teaching of reading strategies and implement across the school.
- Raise profile and understanding of expectations of BGE for other curricular areas with a particular focus on the Scottish dimension.
- Develop knowledge and understanding of current early level policy and guidance in relation to play pedagogy.
- Gaelic – develop and organise BGE Gaelic resources/topic boxes for Health and Wellbeing and Sciences.
- Gaelic – continue to develop support for parents to increase their knowledge and use of conversational Gaelic language
- Gaelic – create a Gaelic writing assessment toolkit

- Nursery – further development of dialogic strategies
- Nursery – continue to develop outdoor facilities
- Nursery – introduction of Story Grammar
- Nursery – introduction of learning journals

National priority: How we are ensuring Excellence and Equity?

Across the whole school the entitlement to free school meals and clothing grant is 31.6%
 Across P1, P4 and P7 there are 37 children entitled to free school meals (29.6%)

Across the school, almost all pupils are on track to achieve the expected CFE and Talking and Listening (89.5%), with most attaining the expected levels for Reading (78.9%), the majority for Writing (71.9%) and most for Numeracy (76.7%).

How PEF funding has been used

- 0.1 backfill to allow PT to focus on project managing the targeted intervention strategies identified
- 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.
- 1.0 Health and Wellbeing coach – this was not appointed due to lockdown. It is intended that this will be in place for August '21.
- 0.2 class teacher uplift to support individual groups' attainment.
- 0.2 nurture teacher uplift – this ensured 1.0 Full time equivalent nurture teacher to support the youngest children.
- Visible learning training year 3.
- Further development of the outdoor classroom

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.
- The staff team have worked together to continue to embed Visible Learning strategies across the school. 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. Year 3 training should have been completed this year however due to Covid the final training session is still to be completed. This may be virtual in 21/22
- The outdoor classroom to support health and wellbeing has begun to take shape. The trim trail has been in place since early May and the uptake of the use of this has been phenomenal. Children are enthused and share regularly with adults how much they enjoy playing on it and having competitions and challenges. They state it makes them really happy. One class has also worked with Learning through Landscapes in a series of outdoor learning lessons. They have provided us with plants and fruit trees which have been planted in the outdoor classroom. An external store for loose parts play and outdoor seating should be in place by the summer holiday.

- The school counsellor has continued to work with a number of targeted children in P4–7 and in addition liaised with their parents/carers. The counsellor has provided some aspects of 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. This has been limited due to the restrictions of Covid. 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 missed this year in the short time that children have been in school. This will be appointed for the next curricular year. Due to Covid restrictions there were no after school clubs therefore there is data for this year.

Key priorities for improvement planning 2021-22

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	Very 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	Good	To ensure all children make very good progress from prior levels of attainment

Key Achievements of the school 2020-2021

Community Involvement

- Our parents are encouraged to take an active role in their child's education and the life of the school. This has looked very different this year with Covid restrictions however communication has been consistent through twitter, the school app, our school website and through telephone calls.
- The school plays a significant role in the life of the Local Community usually by participating in a variety of events. This year we sent pictures, letters and cards to our local care home and contributed cards through Compassionate Inverclyde to boxes for patients in hospital.
- During lockdown and remote learning we were still able to promote our themed weeks. Successful themed weeks included, Literacy, Digital Learning, national numeracy day, mental health, deaf awareness, autism friendly, and Roald Dahl week. Class teachers planned fun, innovative activities.

- We were unable to perform our Christmas Nativity in the normal way however we produced a video of our nativity performance which was shared with children.
- Our pupils from P3-7 produced a Christmas spectacular to share virtually with our parents.
- We also still had our joint carol service with St Patrick's virtually.
- Whinhill Primary School and Nursery Class have sustained the Level 2 Rights Respecting School accreditation. We continued to promote this either at school or while at home. 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. PC Boyd also contributed to our remote learning by participating in teams meetings. We are also well supported in our links with the Community Wardens. 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.
- Children benefited from workshops delivered by Action for Children. These were very well received.
- Our P 6/5 children participated in a Learning through landscapes project – My School My Planet. This supported all children and those from ethnic backgrounds to re-engage with learning after lockdown. All strategies learned were then shared with classes across the school.
- One of our pupils, Ben McCauley P7, has been cycling and aims to reach 100 miles in aid of Prostate Cancer charity. We are very proud of him.
- Two of our classes were involved in a project with BBC Scotland, The LAB on Edinburgh Castle. The children produced art work and videos in Gaelic and English.

Expressive Arts

- Children in our Gaelic classes had the opportunity to be filmed and be a part of a BBC children's programme. They also participated on Gaelic radio on the children's programme Aileag. Talking about Whinhill and their topic St Kilda. They were featured as school of the week.
- One of our Gaelic pupils was recorded for a Gaelic art programme showcasing his own comic creations.
- P7 pupils were participated in a pilot of, Discovering the Arabic World programme. Children received weekly lessons and learned basic conversational Arabic and writing. We were featured in the national SCILT newsletter and the class teacher presented virtually at a national workshop.
- P7 children received playmaker training from our Active Schools Coordinator.
- Our whole school participated virtually in Inverclyde Schools' Move challenge. Lots of activity was observed on twitter and through Teams.
- P4/3 won Inverclyde Psychological Services art competition which is now displayed on their website.
- P5 have continued working with Youth Music Initiative to develop their music skills. This has been virtual this year.
- P4-7 have benefited from Rugby training this year. This has been delivered by Active Schools.
- P7/6 teamed up with Oi Musica and 'Where's the one' on a completely remotely delivered school music project. Using drums and music tubes our children created fantastic rhythm music. This was recorded and available online.

Sports

- Our nursery have received football sessions from Morton coaches.
- 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.
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Activities

- We were delighted to achieve our Digital Schools Award. We received a fantastic evaluation which highlighted the great success of the school. The digital school' assessor said ' The digital technology culture is very positive indeed. There is universal acknowledgement of the role and impact of digital technologies in learning and teaching. Pupils and staff are passionate about what happens in and out of school to support learning and teaching. If digital technology ran on enthusiasm, then Whinhill would be self-sufficient for decades. Crucially this enthusiasm is reinforced by sound planning, effective implementation and robust evaluation.' We are very proud of our report.
- We have continued with our Eco work on sustainability and have developed a wide variety of strategies to fulfil our Eco action plan.
- We participated again this year in the Scottish Pocket Garden competition with Keep Scotland Beautiful. We were delighted to reach the final and although we can't take our garden through to Edinburgh it is displayed on their website and at the entrance to our school. The focus for this year is the story of the Greenock Cut.
- 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.
- Our literacy committee have worked hard to continue our literacy journey even while in lockdown. They have coordinated a weekly writing competition in both English and Gaelic. The stories produced have been fantastic. They have also continued with our reading culture by organising virtual author visits. They have also produced a lockdown scrapbook for the school which is amazing to look through and reflect on the experiences we have had.

Key Achievements of the nursery 2020 - 2021

- Transition back to nursery from lockdown was a positive experience for the majority of children. Children's wellbeing was supported through a variety of ways. I.e. talking about feelings, outdoor learning and building relationships.
- A video tour was created to showcase our nurseries and uploaded to Twitter for parents and children to view before starting to support transitions.
- 1140 hours was implemented in August offering all children 6 hours at nursery per day with a school meal included. This was a challenging but positive experience which gave us the opportunity to regain some of the learning that was lost during lockdown, begin the recovery process and support children's wellbeing.
- Relationships continued to be a priority and were made with parents and children during enrolment and the settling –in process took place outdoors when required with parents involved.
- This year, parental involvement has looked very different. Settling in reports and Personal Plan targets have been discussed via telephone, Stay and Play day activities have been sent home, photographs and videos have been uploaded to Twitter and our YouTube channel is available for parents to view nursery experiences.
- Weekly home learning packs were created to support children's individual learning and development during lockdown. Telephone calls to parents identified areas for development which we supported by providing resources and materials as well as advice.
- All staff recorded themselves reading Bedtime Stories for the children during lockdown. We received fantastic feedback from parents who said the children loved seeing their keyworker on screen and reading to them.

- The children took part in two sponsored events. A sponsored Obstacle Course in October and a Sponsored Trim Trail in May. This was to raise funds for Christmas and end of term activities.
- We recorded the children singing Christmas songs, sponsored Obstacle Course and Trim Trail, Sports Day, Celebration of Learning and End of Term Party within their bubbles and uploaded these to our YouTube channel for parents. These were also shown to the children at nursery.
- Hallowe'en and Christmas Parties were lots of fun. We even had a Covid safe visit from Santa.
- On World Book Day/Week, the children spoke about their favourite stories and had a variety of stories read to them. The children dressed up at home and parents uploaded to Twitter for staff and children to see.
- We have worked tirelessly this year to upgrade our outdoor learning environment. We have expanded our loose parts/creative area and introduced a stage/imaginative play area, music, sand/water area as well as a sensory garden with literacy area to support and enhance children's development. We hope to expand further by introducing woodwork and tinkering and enhancing the area as a whole.
- The children have weekly access to the MUGA pitch and the school has had a new Trim Trail installed which the children have loved exploring and developing their physical skills.
- Our Scottish heritage has been celebrated during St Andrew's Day and Rabbie Burn's Day where the children tasted a variety of Scottish foods and took part in Scottish singing and dancing. Scottish activities were sent home as part of our home learning packs.
- Chinese New Year was celebrated during home learning with a variety of activities such as making lanterns and Chinese dragon puzzles.
- Sports day took place with Shaun from Morton in the Community. The children had been learning various ball skills in the previous weeks and were able to showcase this during Sports Day as well as various fun games and activities developing their physical literacy.
- PC Kirsty is a familiar face around the school and often pops in to see the nursery children. She came to read the My Police story book to all the children and even brought her police van. The children saw all the equipment she uses and heard the siren on the van as well as speaking to other officers on the radio.
- The children learned about the life cycle of a butterfly. They watched our caterpillars grow by looking after them and observing them on a daily basis and released them when they became butterflies.
- The children planted sunflower seeds and took them home to look after them learning what they need to grow.
- Staff have been involved in various CPD opportunities such as Realising the Ambition, Planning in the Moment, SSSC Open badges, Froebel approach, Regulating Emotions in Young Children, Ferres Levels of involvement/wellbeing and woodwork.

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.