

# Education – Improvement Planning Document 2023-24

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Establishment Name: **Whinhill Primary School and Nursery Class**

## CONTENTS

1. Establishment Vision, Values and Aims
2. 3 Year overview of priorities – based on the National Improvement Framework
3. Action Plan for session 2023-24 including PEF planning



Signatures:

|                       |           |      |          |
|-----------------------|-----------|------|----------|
| Head of Establishment | Liz Ruddy | Date | June '23 |
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| Quality Improvement Officer | Alison McLellan | Date | June '23 |
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# Our Vision, Values and Aims

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**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:** 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.

## 3 Year Overview of Establishment Priorities

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The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2023-2024

Session 2024-2025

Session 2025-2026

# Overview of rolling three year plan

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| National Priorities   | Session 2023-2024   | Session 2024-2025  | Session 2025-2026   |
|---|---|--|---|
| <b>Improvements in attainment, particularly in literacy and numeracy</b>  | <ul style="list-style-type: none"> <li>• Revisit STEM priorities and link more effectively to digital learning</li> <li>• Play pedagogy and playful learning approaches P4-7</li> <li>• Review of BGE – social studies / technologies / RME / Music</li> <li>• IDL – review of</li> </ul> | <ul style="list-style-type: none"> <li>• Review of BGE – sciences / food technology</li> <li>• Play pedagogy and playful learning approaches P4-7</li> <li>• Primary modern languages refresh</li> </ul> | <ul style="list-style-type: none"> <li>• Review of BGE – Expressive Arts</li> <li>• Play pedagogy and playful learning approaches P4-7</li> </ul> |
| <b>Closing the attainment gap between the most and least disadvantaged children</b>                               | <ul style="list-style-type: none"> <li>• Continue to accurately identify intervention strategies for individual children</li> <li>• Continued development of outdoor Learning</li> </ul>  | <ul style="list-style-type: none"> <li>• Continue to accurately identify intervention strategies for individual children</li> <li>• Strategy for continuation of support for SAC exit.</li> </ul>        | <ul style="list-style-type: none"> <li>• Continue to accurately identify intervention strategies for individual children</li> </ul>               |
| <b>Improvement in children and young people's health and wellbeing</b>  | <ul style="list-style-type: none"> <li>• Focus on mental health development</li> <li>• Racial literacy development</li> <li>• Schools of Sanctuary</li> <li>• Trauma informed practice</li> </ul>   | <ul style="list-style-type: none"> <li>• Year 2 – trauma informed practice</li> <li>• Continued focus on mental health development</li> </ul>  | <ul style="list-style-type: none"> <li>• Year 3 trauma informed practice</li> <li>• Continued focus on mental health development</li> </ul>       |
| <b>Improvement in employability skills and sustained positive school leaver destinations for all young people</b> | <ul style="list-style-type: none"> <li>• Continued development of all aspects of digital learning</li> <li>• Link with cluster schools to focus on skills development.</li> <li>• Learner Participation – Young Leaders of Learning</li> </ul>  | <ul style="list-style-type: none"> <li>• Refresh of financial education.</li> <li>• Language of learning focus</li> <li>• Learner Participation</li> </ul>   | <ul style="list-style-type: none"> <li>• Learner Participation</li> </ul>   |
| <b>Placing the human rights and needs of every child and young person at the centre of education</b>              | <ul style="list-style-type: none"> <li>• Maintain Rights Respecting Schools Gold Award</li> <li>• Continue with Schools of Sanctuary action plan</li> <li>• Continue with racial literacy action plan.</li> </ul>   | <ul style="list-style-type: none"> <li>• Maintain Rights Respecting Schools Gold Award</li> </ul>  | <ul style="list-style-type: none"> <li>• Maintain Rights Respecting Schools Gold Award</li> </ul>   |

## *Stakeholder's views*

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### **How were stakeholders views collected?**

All staff views were gathered through the ongoing self-evaluation process of the school and nursery as identified in the quality calendar.

Pupil views are gathered through pupil council and wider committee meetings, Feedback Friday and leadership focus groups.

Stakeholder views were collected through consultation with parents through Microsoft Forms, pupil focus groups on school improvement and the quality assurance process with staff. There will be a renewed focus on the engagement of parents re stakeholder's views.

### **How was PEF spend consulted on?**

Staff were presented with various options for targeted interventions and voted on which ones have made the most impact for their children.

Learner participation was represented through a representative group of senior pupils, who were also given 1% (£935.00) of the PEF budget to manage.

Parent council were due to discuss the PEF spend but meeting was cancelled. This will be rescheduled for the beginning of the new term.

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# Plan –Session 2023-2024

| <b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy   |   |   |
|---|---|---|
| <b>NIF Driver</b><br><br>Assessment of children's progress<br>School Improvement<br>Teacher professionalism<br>Performance information  | <b>HGIOS/ELC QIs</b><br>3.2 Raising attainment and achievement<br>3.2 Securing Children's Progress<br>1.3 Leadership of change<br>2.3 Learning, teaching and assessment | <b>UNCRC</b><br>Article 28: (Right to education):<br>Article 29 (Goals of education): |
| <b>Rationale for change based self- evaluation including data and stakeholder views</b>   |   |   |
| <p>High quality learning and teaching underpins the success of any school. Changes in staffing will continue to have an impact on the consistency of this across the school. In discussions with staff it is clear they have greatly benefited from the Improving our Schools programme and this has impacted very positively on their practice. Continuing to review and refresh key pedagogies is necessary to ensure consistency in learning and teaching across each stage of the school. Feedback from the implementation of play in P1 and P2 is very positive. This will now be developed more thoroughly in P2 and in to P3 and a playful approach to learning across other stages in the school. Spelling in Gaelic across GME is inconsistent in approach. A structure is required to pull together all resources and approaches to ensure it works for all pupils. This will impact positively on grammar and punctuation. It is important that as a school we continue to refresh the BGE offer in our school and nursery to keep it fresh, relevant and appropriate for our children. We will continue to review curricular areas on a rolling programme.</p>  |   |   |
| <b>Expected outcomes for learners - Who? By how much? By when? What?</b>  |   |   |
| <ul style="list-style-type: none"> <li>By June 2024, the number of stages using play pedagogy to increase pupils' readiness to learn will be extended to P3.</li> <li>By June 2024, through the review and refresh of key learning and teaching pedagogies, the teaching of reading and writing will be more effective and lead to raised attainment.</li> <li>By June 2024 the school library will have been used by all classes several times each month.</li> <li>By June 2024 all nursery staff, English and Gaelic, will have further developed their skills in self-evaluation of learning and teaching leading to a more effective improvement cycle in ELC.</li> <li>By June 2024 the nursery environment will reflect literacy, numeracy and health and wellbeing in all areas both indoors and outdoors.</li> <li>By June 2024, there will be a further increase in parents in the nursery engaging with regular communication between school and home through learning journals.</li> <li>By June 2024 a more comprehensive package of parental involvement in Gaelic will be in place leading to a depth of understanding of GME for Gaelic parents.</li> </ul> |   |   |

**If PEF spend is supporting – how much and what?**

- Literacy resources - £2955.74

| <b>Tasks to achieve priority</b>  | <b>Timescale</b>            | <b>RA<br/>G</b> | <b>Those involved/responsible –<br/>including partners</b> | <b>Resources and staff<br/>development</b> |
|---|-----------------------------|-----------------|--|--|
| <ul style="list-style-type: none"> <li>• CPD input to upskill new staff on the use of progress and achievement (SEEMIS) and the use of the dashboard.</li> </ul>  | By Oct 2024                 |                 | HT and newly appointed staff                               | Collegiate time                            |
| <ul style="list-style-type: none"> <li>• Each teacher to analyse and interrogate the data and attainment information of their class to reflect on patterns and trends and identify any new areas requiring interventions or new barriers to learning.</li> </ul>  | Ongoing throughout the year |                 | Class teachers<br>SMT                                      | Access to Seemis and dashboard             |
| <ul style="list-style-type: none"> <li>• Identify appropriate CPD and professional reading based on the science and teaching of reading.</li> </ul>   | Aug '23 – June '24          |                 | HT<br>Attainment challenge staff and training materials    | Training materials                         |
| <ul style="list-style-type: none"> <li>• Review the key areas of focus for the teaching of reading and upskill teacher knowledge and understanding of the implementation of this. Use of Scarborough's reading rope.                             <ul style="list-style-type: none"> <li>- Phonological awareness</li> <li>- Word aware approaches</li> <li>- Developing vocabulary</li> <li>- Decoding</li> <li>- Sight recognition</li> <li>- fluency</li> </ul> </li> </ul> | Aug '23 – June '24          |                 | HT<br>Attainment challenge staff and training materials    | Training materials                         |
| <ul style="list-style-type: none"> <li>• Clarify what reading comprehension is and identify and implement the key strategies to support this across the school.</li> </ul>  | Aug '23 – June '24          |                 | HT<br>Attainment challenge staff and training materials    |  |
| <ul style="list-style-type: none"> <li>• Review materials in the school library to ensure they reflect the diversity and interest of the children.</li> </ul>   | By Dec 2023                 |                 | Library committee and coordinator                          | Funding for new books                      |
| <ul style="list-style-type: none"> <li>• Support children to understand and explore all the features the school library has to offer them.</li> </ul>   | Aug '23 – June '24          |                 | Inverclyde librarian                                       |  |

| Tasks to achieve priority  | Timescale          | RA<br>G | Those involved/responsible – including partners | Resources and staff development |
|--|--------------------|---------|---|---------------------------------|
| <ul style="list-style-type: none"> <li>- Identification of the different sections</li> <li>- The process by which books are borrowed and returned</li> </ul>   |                    |         |   |                                 |
| <ul style="list-style-type: none"> <li>• Identify and list exciting learning experiences for children across all stages when using the library.</li> </ul>   | Aug '23 – June '24 |         | Class teachers / SMT                            | Collegiate time                 |
| <ul style="list-style-type: none"> <li>• Review reading areas around the school to ensure they are welcoming and attractive.</li> </ul>  | By Oct 2023        |         | Class teachers                                  |                                 |
| <ul style="list-style-type: none"> <li>• Continue to review the pedagogical approaches to the teaching of writing with a particular focus on the tools for writing. Ensure continuity of approach. Update current school guidelines.</li> </ul>  | Aug '23 – June '24 |         | SMT<br>Class teachers                           | IOS materials                   |
| <ul style="list-style-type: none"> <li>• Engage with a strategy known as 'slow writing' to support focus on the writing of short texts and paragraphs.</li> </ul>  | By June '24        |         | DHT/PT Gaelic                                   |                                 |
| <ul style="list-style-type: none"> <li>• Review pedagogical approaches to mental agility and problem solving.</li> </ul>   | Aug '23 – June '24 |         | SMT / teaching staff                            |                                 |
| <ul style="list-style-type: none"> <li>• Develop staff knowledge and understanding of current early level policy and guidance in relation to play pedagogy and extend to P3. Extend opportunities to parents to increase their understanding of play pedagogy and loose parts play.</li> </ul> | Aug '23 – June '24 |         | SMT   | AC training opportunities       |
| <ul style="list-style-type: none"> <li>• Increase staff knowledge and understanding of a playful approach to learning in P4-P7.</li> </ul>   | Aug '23 – Jun '24  |         |   | Collegiate time                 |
| <ul style="list-style-type: none"> <li>• Review of RME, Social studies pathways.</li> </ul>  | Aug '23 – June '24 |         | SMT / teaching staff                            |                                 |
| <ul style="list-style-type: none"> <li>• Renewed focus on IDL – knowledge, understanding and application.</li> </ul>   | Aug '23 – June '24 |         | SMT / teaching staff                            |                                 |
| <ul style="list-style-type: none"> <li>• Review the computer science pathways to ensure all links are updated and appropriate to the identified core activities.</li> </ul>  | Aug '23 – June '24 |         | I Dickson / A Smith                             |                                 |
| <ul style="list-style-type: none"> <li>• Create cohesive Expressive Arts progression pathways for music from Early to Second level, including links to resources and instruments.</li> </ul>   | Aug '23 – June '24 |         | A MacPhee                                       |                                 |



| Tasks to achieve priority  | Timescale          | RA<br>G | Those involved/responsible – including partners | Resources and staff development               |
|--|--------------------|---------|---|---|
| <b><u>Gaelic</u></b> <ul style="list-style-type: none"> <li>Moderate existing Gaelic literacy pathways to ensure they are clear, progressive and cohesive from Early to Second level CfE. Create progression pathway for Gaelic literacy at Third level CfE.</li> </ul>                                | Aug '23 – June '24 |         | PT Gaelic and Gaelic teachers                   | Links with other GME                          |
| <b><u>Gaelic</u></b> <ul style="list-style-type: none"> <li>Develop progressive Gaelic spelling programme for P1-7</li> </ul>  | Aug '23 – June '24 |         | PT Gaelic and Gaelic teachers                   | Collegiate time                               |
| <b><u>Nursery</u></b> <ul style="list-style-type: none"> <li>Continue to provide appropriate CPD for all staff covering the principles of self-evaluation, its purpose and the impact on the improvement cycle of the nursery classes</li> </ul>   | Aug '23 – June '24 |         | HT and nursery staff                            | Training time                                 |
| <b><u>Nursery –</u></b> <ul style="list-style-type: none"> <li>Continue to review self-evaluation processes within the nursery and produce a clear framework with staff with reference to HGIOELC, Care standards. Produce a quality calendar that includes all aspects of self-evaluation.</li> </ul> | Aug '23 – June '24 |         | Nursery staff                                   |   |
| <b><u>Nursery</u></b> <ul style="list-style-type: none"> <li>Continue with the implementation of Story Grammar</li> </ul>  | Aug '23 – June '24 |         | Nursery staff                                   | Copy and organise all story grammar materials |
| <b><u>Nursery</u></b> <ul style="list-style-type: none"> <li>Continue to develop early reading skills through the continued development of the word aware programme – training required for 2 staff members</li> </ul>   | Aug '23 – June '24 |         | Nursery staff<br>Speech and Language dept.      |   |
| <b><u>Nursery</u></b> <ul style="list-style-type: none"> <li>Familiarise staff with the 'I Can' toolkit. Provide appropriate CPD to support staff knowledge and understanding of children's early language development.</li> </ul>   | Aug '23 – June '24 |         | Nursery staff<br>Speech and Language dept.      | 'I Can' toolkit resources                     |
| <b><u>Nursery</u></b>  | Aug '23 – June '24 |         | Nursery staff<br>Speech and Language dept.      | 'I Can' toolkit resources                     |

| Tasks to achieve priority   | Timescale          | RA<br>G | Those involved/responsible – including partners | Resources and staff development       |
|---|--------------------|---------|---|---------------------------------------|
| <ul style="list-style-type: none"> <li>Staff will identify children who require additional support with their language development. Appropriate strategies will be put in place for each child.</li> </ul>  |                    |         |   |                                       |
| <u><b>Nursery</b></u> <ul style="list-style-type: none"> <li>Review opportunities for literacy, numeracy and health and wellbeing learning both indoors and outdoors. Identify necessary changes and amend.</li> </ul>  | Aug '23 – June '24 |         | Nursery staff                                   |                                       |
| <u><b>Nursery</b></u> <ul style="list-style-type: none"> <li>Identify appropriate CPD and upskill staff on their understanding and use of mathematical language, subitising and the early foundations of numeracy and maths.</li> </ul>   | Aug '23 – June '24 |         | Attainment challenge CMO<br>Nursery staff       |                                       |
| <u><b>Nursery</b></u> <ul style="list-style-type: none"> <li>Introduction of woodworking in nursery. Focus on – <ul style="list-style-type: none"> <li>Access to appropriate CPD</li> <li>review of the health and safety</li> <li>appropriate risk assessment</li> <li>equipment required</li> </ul> </li> </ul> | Aug '23 – June '24 |         | Nursery staff<br>Health and safety officer      | Purchase of new woodworking materials |
| <u><b>Nursery</b></u> <ul style="list-style-type: none"> <li>Identify leadership opportunities for all nursery staff.</li> </ul>  | By Oct 2023        |         | HT, Nursery depute and nursery staff.           |                                       |

| Measure of Impact: What we will see and where?  |
|---|
| How will we measure this? What does “better” look like? How will we recognise better when we see it?  |
| <ul style="list-style-type: none"> <li>Continued review of learning and teaching pedagogy, and the use of self-evaluation has led to improved teaching and learning, and attainment and achievement, through the use of data informed targeted interventions.</li> <li>Data meetings will show that teacher judgement and evidence supports improvement in progress and attainment at all stages.</li> <li>Early level data will show that there has been a significant impact of literacy and numeracy skills, and that children are consolidating these skills using concrete materials and play based resources/learning.</li> <li>Observations of groups of children will show them independently leading their own learning, identifying next steps by selecting appropriate resources and transferring their learning into play based activities.</li> <li>Almost all parents in the nursery will regularly access and comment on online profiles.</li> </ul> |



## Priority 2 Closing the attainment gap between the most and least disadvantaged children and young people

### NIF Driver

Assessment of children's progress  
Teacher professionalism  
Performance information

### HGIOS/ELC QIs

3.2 Raising attainment and achievement  
3.2 Securing Children's Progress  
2.4 Personalised support  
1.5 Management of resources to promote equity

### UNCRC

Article 28: (Right to education):  
Article 29 (Goals of education):

### Rationale for change based self- evaluation including data and stakeholder views

Attainment data for 2022/2023 shows that significant recovery has been achieved. The demographic of our school has changed in the last year with a high number of new families joining our school where there is no English. This has impacted on our overall attainment however when this data is extracted, the resulting data shows that children at Whinhill have continued to have high attainment. While the recovery is very positive, data also shows that there is still a poverty related attainment gap across all levels and contexts.

Our ambition is to close the gap between SIMD 1& 2 and SIMD 3-10. We will achieve this by ensuring the pupils in SIMD 1 & 2 continue to be identified and interventions for this cohort have been highlighted and discussed over a series of whole staff collegiate meetings and by our rigorous monitoring and tracking process using Fact, Story and Action'.

Attainment data for ACEL and classes in between also indicates that the most appropriate focus should be on reading, aspects of writing and numeracy.

As a school in an area of high deprivation we recognised that the cost of the school day can be a barrier to some pupils, we will therefore hope to allocate funding that will be distributed taking into account the views of our learners and families through participatory budgeting. Outcomes will be determined by pupils.

### Expected outcomes for learners - Who? By how much? By when? What?

#### Literacy

- To increase the percentage of pupils in P7 living in SIMD 1-2 making expected progress in Writing from 68.8% to 73% by June 2024.
- To maintain the percentage of pupils in P4 living in SIMD 1-2 making expected progress in Reading at 83.3% by June 2024.
- To maintain the percentage of pupils in P4 living in SIMD 1-2 making expected progress in Writing at 83.3% by June 2024
- To increase the percentage of pupils in P6 living in SIMD 1-2 making expected progress in Writing from 68.2% to 70% by June 2024
- To increase the percentage of pupils in P7 living in SIMD 1-2 making expected progress in Reading from 68.4% to 70.2% by June 2024

#### Numeracy

- To increase the percentage of pupils in P7 living in SIMD 1-2 making expected progress in Numeracy from 56.3% to 66.3% by June 2024.
- To increase the percentage of pupils in P4 making expected progress in Numeracy from 80% to 83% by June 2024.

**If PEF spend is supporting – how much and what?**

- PSA - £17,061
- Literacy toolbox - £1000
- Sumdog - £900
- 0.2 teaching support - 11,820
- Cost of the school day - £2000

| Tasks to achieve priority  | Timescale         | RAG | Those involved/responsible – including partners | Resources and staff development |
|--|-------------------|-----|---|---------------------------------|
| <ul style="list-style-type: none"> <li>• Review and refresh procedures for the management of attendance using the Inverclyde Attendance Matters policy</li> </ul>  | Aug '23 – Jun '24 |     | SMT<br>Office staff                             | Attendance matters policy       |
| <ul style="list-style-type: none"> <li>• Identify children across the school not in SIMD 1+2 who may temporarily be placed there due to the current economic and social circumstances that their families may have been placed in. Support where appropriate.</li> </ul>   | Aug '23 – Jun '24 |     | SMT   |                                 |
| <ul style="list-style-type: none"> <li>• Continue with our school based attainment challenge approach to support children's literacy and numeracy linked to SIMD 1+2. Identified learners given targeted support and time managed interventions. Review the operation of this to ensure it still meets the needs of children even though staffing available is greatly reduced.</li> </ul> | Aug '23 – Jun '24 |     | SMT<br>Teaching staff<br>PT Lead                |                                 |
| <ul style="list-style-type: none"> <li>• Continue to review communication methods between class teachers and recovery/school attainment staff to ensure clear identification of need</li> </ul>  | Aug '23 – Jun '24 |     | PT Lead   |                                 |
| <ul style="list-style-type: none"> <li>• Cost of the school day – continue to identify what costs are involved in all parts of the</li> </ul>  | Aug '23 – Jun '24 |     | PT, SMT and Cost of school day champion         | Collegiate time                 |

| Tasks to achieve priority  | Timescale  | RAG | Those involved/responsible<br>– including partners | Resources and staff<br>development |
|--|------------|-----|--|------------------------------------|
| school and nursery day. Refresher training from cost of the school day champion if one is available for all staff.   |            |     |  |                                    |
| <ul style="list-style-type: none"> <li>Develop an informative framework showing parents what benefits can be applied for and grants that can be obtained.</li> </ul> | By Dec '23 |     | SMT<br>Barnardo's                                  |                                    |

| Measure of Impact: What we will see and where?  |
|---|
| How will we measure this? What does "better" look like? How will we recognise better when we see it?  |
| <ul style="list-style-type: none"> <li>Current attendance figures compared with figures from previous year will have improved. Aim to increase attendance of most children to 90%+</li> <li>Data from literacy toolbox will show improved attainment for targeted children.</li> <li>Active engagement data will show an increase in SIMD 1+2 children's attendance at lunchtime and after school clubs.</li> <li>Tracking &amp; monitoring data (BGE dashboard) will show targets are met</li> <li>Attainment of targeted children will be carefully tracked and monitored by class teachers and SMT.</li> <li>Participation in after school activities will have increased.</li> <li>Families at risk of missing out will have been identified and supported to access both financial and cultural benefits.</li> </ul> |

| Priority 3   |  |  |  |
|--|--|--|--|
| Improvement in children and young people's health and wellbeing<br>Placing the human rights and needs of every child at the centre of education  |  |  |  |
| NIF Driver   | HGIOS/ELC QIs  | UNCRC  |  |
| Assessment of children's progress<br>Parental engagement<br>School leadership  | 3.2 Raising attainment and achievement<br>3.2 Securing Children's Progress<br>2.4 Personalised support<br>3.1 Ensuring wellbeing, equality and inclusion | Article 28: (Right to education):<br>Article 12 (Respect for the views of the child):<br>Article 13 (Freedom of expression): |  |
| Rationale for change based self- evaluation including data and stakeholder views   |  |  |  |
| We continue to be aware of the need for a rigorous focus on our children’s health and wellbeing. While the recovery of their education continues to be successful, children are increasingly showing that the effects of Covid has impacted negatively on their peer relationships, resilience and coping strategies. This has affected their ability to engage fully with the curriculum. Using the Glasgow Motivation and Wellbeing Profile (GMWP) to track pupil wellbeing has confirmed this. We require to ensure that health and wellbeing is at the centre of the ethos of Whinhill Primary and nursery class.  |  |  |  |
| The demographic of our school has changed in the last few years due to an increased number of ethnic minority children through the refugee programmes. While they have settled extremely well in our school and nursery it is important that we ensure that our school operates in a way that shows the highest level of welcome and understanding of cultural differences.  |  |  |  |
| Expected outcomes for learners - Who? By how much? By when? What?  |  |  |  |
| <ul style="list-style-type: none"><li>Through staff’s increased knowledge and understanding of nurture principles and approaches, children will experience appropriate interventions in response to wellbeing needs.</li><li>Using the principles of GIRFEC and the legislative framework surrounding it, children will receive bespoke single or multi agency support for all their universal and targeted wellbeing needs.</li><li>By June '24 all children in the school and nursery will be aware of, and use the appropriate language with regards to racism.</li><li>By June '24 all Whinhill staff will use trauma informed approaches in their interactions with children.</li><li>Health and wellbeing coach interventions will make a positive difference to playground experiences and incidents requiring restorative conferences will be reduced. Increased engagement in activities will be evident.</li><li>Pupils will feel valued through their involvement in school and nursery decision making process.</li><li>The human rights and needs of every child will be evident at the centre of school and nursery planning and impact positively on their day to day experience in the school and nursery. Continued engagement with Schools of Sanctuary and Racial Literacy programme will support this.</li></ul> |  |  |  |
| If PEF spend is supporting – how much and what?  |  |  |  |

- SPARK counsellor - £9,900
- Health and Wellbeing coach - £25,689.61
- 0.4 nurture teacher - £20,727,01

| Tasks to achieve priority  | Timescale         | RAG | Those involved/responsible – including partners | Resources and staff development |
|--|-------------------|-----|---|---------------------------------|
| <ul style="list-style-type: none"> <li>• Recap and develop Nurture Principle 1 – Learning is understood developmentally and Nurture Principle 4 – Language is a vital means of communication. School and nursery.</li> </ul> | Aug '23 – Jun '24 |     | School and nursery staff                        | Collegiate time                 |
| <ul style="list-style-type: none"> <li>• Continue to develop the nurture model to best meet the needs of the school and continue to develop the understanding of the Principles of Nurture in the nursery.</li> </ul>        | Aug '23 – Jun '24 |     | Nurture teacher                                 |                                 |
| <ul style="list-style-type: none"> <li>• Nurture Implementation Team to raise awareness of nurture principles with the children, through planning, focus groups, assemblies and class lessons.</li> </ul>                    | Aug '23 – Jun '24 |     | Nurture implementation team                     | Collegiate time                 |
| <ul style="list-style-type: none"> <li>• Develop whole school nurture in-line with trauma informed practices' training.</li> </ul>   | By June 2024      |     | Nurture implementation team                     | Collegiate time                 |
| <ul style="list-style-type: none"> <li>• All school and nursery staff to engage with Trauma Informed training provided by Inverclyde Council</li> </ul>  | Aug '23 – Jun '24 |     | Whole school staff                              | Training materials and courses  |
| <ul style="list-style-type: none"> <li>• Develop social studies contexts to include aspects of anti-racism/racial diversity.</li> </ul>  | By June 2024      |     | PT English / Class teachers                     | Collegiate time                 |
| <ul style="list-style-type: none"> <li>• Introduce Breaking the Mould: Our Curriculum must reflect Anti-Racist Curriculum principles when launched.</li> </ul>   | By Dec 2024       |     | PT English                                      | Collegiate time                 |
| <ul style="list-style-type: none"> <li>• Engage with BRL Inverclyde Network and introduce developments within the school.</li> </ul>   | By June 2024      |     | PT English                                      | PT time                         |
| <ul style="list-style-type: none"> <li>• Establish School of Sanctuary - Ambassadors pupil group.</li> </ul>   | By Oct 2024       |     | PT English                                      |                                 |
| <ul style="list-style-type: none"> <li>• Further develop knowledge and understanding of staff and pupils about forced migration and issues facing refugee and displaced families.</li> </ul>                                 | By June 2024      |     | SMT / class teachers                            |                                 |



| Tasks to achieve priority  | Timescale          | RAG | Those involved/responsible – including partners | Resources and staff development |
|--|--------------------|-----|---|---------------------------------|
| <ul style="list-style-type: none"> <li>Develop contexts for learning around migration/refugees.</li> </ul>   | By June 2024       |     | PT English / class teachers                     | Collegiate time                 |
| <ul style="list-style-type: none"> <li>Develop community links to support families and further engagement with the school.</li> </ul>  | By June 2024       |     | Whole school staff                              |                                 |
| <ul style="list-style-type: none"> <li>Further develop learner participation using 'How good is OUR school (pupil version) with senior pupils.</li> </ul>  | By June 2023       |     | DHT   |                                 |
| <ul style="list-style-type: none"> <li>Wellbeing coach - train new coach to continue to target children from families on low income and address barriers to participation. Track access to after school clubs and experiences external to school.</li> </ul> | Aug '23 – June '24 |     | HWB Coach                                       |                                 |
| <b><u>Nursery</u></b> <ul style="list-style-type: none"> <li>Upskill staff knowledge and understanding of language and communication barriers through further training from ICOS.</li> </ul>   |                    |     | Nursery depute and nursery staff<br>ICOS staff  |                                 |

| Measure of Impact: What we will see and where?<br>How will we measure this? What does "better" look like? How will we recognise better when we see it?   |
|--|
| <ul style="list-style-type: none"> <li>All aspects of the life of the school and nursery will exude a depth of understand of racial literacy and the use of this will underpin the ethos of the school.</li> <li>Observation of staff will show increased confidence when talking about or teaching racial literacy.</li> <li>Numbers of children accessing the outdoors to enhance learning will have increased. Through pupil focus groups children will articulate the benefit to them of outdoor learning.</li> <li>Increased learner participation will be evident over a range of school experiences from involvement in own learning to consultation on aspects of school and nursery life.</li> <li>Pupils will demonstrate high quality communication skills when sharing their views.</li> <li>All stakeholders will use the same language of children's rights in relation to wellbeing, equality and inclusion in all interactions.</li> <li>Evidence will show that parents are engaging more in the life of the school and nursery and contributing to the Whinhill improvement cycle.</li> <li>Whinhill will continue to be a safe, welcoming and inclusive place for refugees and those seeking asylum.</li> </ul> |

**Priority 4** Improvement in skills and sustained, positive school-leaver destinations for all young people

**NIF Driver**

Assessment of children's progress  
Teacher professionalism

HGIOS/ELC QIs

3.1 Ensuring wellbeing, equality and inclusion  
3.3 Increasing creativity and employability  
2.6 Transitions

**UNCRC**

Article 12 (Respect for the views of the child):  
Article 13 (Freedom of expression):

**Rationale for change based self- evaluation including data and stakeholder views**

Within the Inverclyde Academy cluster, we recognise the need to create a consistent skills based approach to developing the young workforce, across cluster schools to prepare children and young people for the rapidly developing landscape of the world of work.

**Expected outcomes for learners - Who? By how much? By when? What?**

By June 2024, almost all senior pupils across the cluster schools will demonstrate an increased capacity to engage in meaningful discussion about their skills development to assist them in their career journeys.

**If PEF spend is supporting – how much and what?**

| Tasks to achieve priority   | Timescale          | RAG | Those involved/responsible – including partners                 | Resources and staff development                  |
|---|--------------------|-----|---|--|
| <ul style="list-style-type: none"> <li>Re- establish a framework for Awareness raising of ‘Developing the Young Workforce’ across all stakeholders – responsibility of all. Incorporate digital skills development through ‘My world of work’ programme.</li> </ul> | Aug '23 – June '24 |     | PT English / Gaelic   |  |
| <ul style="list-style-type: none"> <li>Participate in the Young Leaders of Learning programme and create a robust action plan based on self – evaluation.</li> </ul>  | Aug '23 – Jun '24  |     | Identified P4-7 learners<br>DHT<br>PT English/Gaelic            | Education Scotland YLL programme<br>HGIOS 4      |
| <ul style="list-style-type: none"> <li>Continue to link with a variety of community and business partners and include focus on the importance of digital literacy and its links to employability skills</li> </ul>  | Aug '23 – June '24 |     | PT English / Gaelic   | Local business contacts                          |
| <ul style="list-style-type: none"> <li>Continue to work on the Digital Wellbeing Award for Cyber resilience and Internet Safety – continue with action plan and fulfil award criteria</li> </ul>  | Aug '23 – June '24 |     | ICT co-ordinators   | Self-evaluation tool                             |
| <ul style="list-style-type: none"> <li>Build on the cyber safety online training tool created by P7 children with the support of CLD to support the knowledge and understanding of parents in relation to cyber safety.</li> </ul>                                  | Aug '23 – June '24 |     | CLD (where possible)<br>DHT                                     | Use of training tool and linking to parents      |
| <ul style="list-style-type: none"> <li>Engage with the ‘I can’ statements from the Career Education Standard (2015) document to create a standard skills based language across the cluster.</li> </ul>  | By Oct '23         |     | Cluster HTs   | Time to be allocated to this                     |
| <ul style="list-style-type: none"> <li>Establish a cluster pupil leadership group with a focus in engaging in skills for life, learning and work.</li> </ul>  | Aug '23 – Jun '24  |     | DYW lead from Inverclyde Academy<br>Pupils from cluster schools | Venue and staffing to transport and participate. |

#### Measure of Impact: What we will see and where?

How will we measure this? What does “better” look like? How will we recognise better when we see it?

- By June 2024, children from P4 – 7 classes will show an increasing understanding of cyber resilience and internet safety and this will be evident in increased safety in their online usage.

- Through observation children will demonstrate a variety of leadership skills through increased participation and responsibility for tasks at class, whole school, cluster, and nursery level, throughout the school year 23/24. Tracked by class teacher.
- By June 2023 there will be an increase in the number of industry links from three (post covid) that the school engages with.