



Whinhill Primary School and Nursery Class

Standards and Quality 2022/23

Context of the Establishment:

Our Establishment

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 341. 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 24 teachers in total including the Head Teacher, Depute Head Teacher, Principal Teacher, Gaelic Principal Teacher, 12 class teachers, a support for learning teacher 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, 1 Senior EYECO and 8 EYECOs and 3 EYSAs (in nursery), 10 pupil support assistants. We have an additional 2 PSAs 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 chaplain Rev. Frances Murphy.

In addition, Inverclyde Council English Additional Language Team are based in the school and managed by the Head Teacher.

Through PEF funding our approach to close the attainment gap has included 2 additional PSAs providing targeted approach to identified children, counsellor/play therapist 1 day per week to support senior pupils' emotional wellbeing, 0.3 class teacher and 0.2 nurture teacher uplift, a health and wellbeing coach, senior EYECO to support play in P1 and P2 (Aug – Feb) and resources to support literacy and numeracy.

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.

Section 1: The School in Context

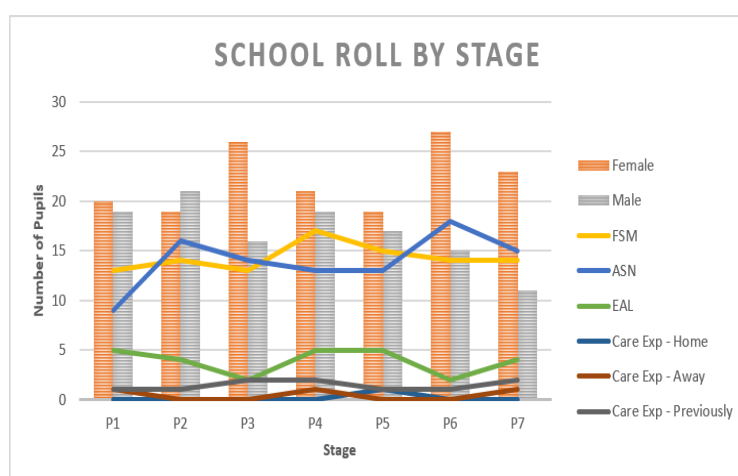
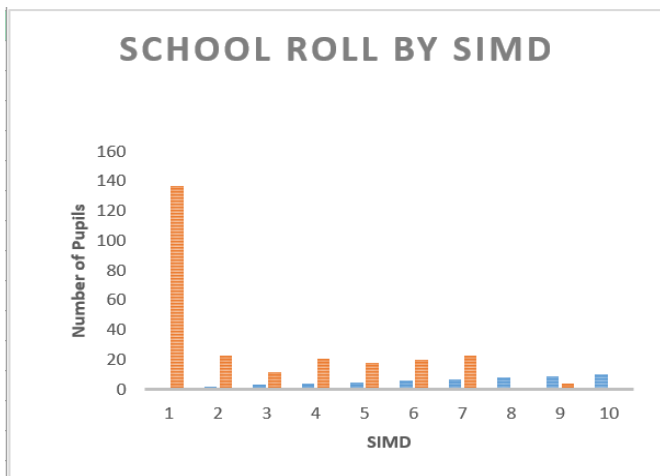
Total Roll:	273	SIMD 1-2	160	58.6%	FSM%:	36.63%	ASN%:	35.90%	EAL%:	9.89%
		SIMD 3-10	99	36.3%						

Roll by SIMD

Deciles	1	2	3	4	5	6	7	8	9	10
Number of Pupils	137	23	12	21	18	20	23	1	4	0
%	50.2	8.4	4.4	7.7	6.6	7.3	8.4	0.4	1.5	0.0

No Decile 14

SIMD Profile



- The school profile shows that almost two thirds of the population (58.6%) resides in SIMD 1+2 with (36.3%) living in SIMD 3–10). 14 children are undisclosed. These addresses have been checked on Seemis but have no identified SIMD.
- The school profile also shows 35.9% ASN which is an increase of 7%, 36.63% of children are in receipt of Free School Meals, which is a slight reduction and 9.89% of children are EAL, which is an increase of 2%.

Attendance

Year	Attendance %	Attendance by SIMD			National % (can be entered manually)	Exclusions (Openings)
		1 & 2	GAP	3-10		
2022 - 2023	91.9%	90.8%	-3.4%	94.1%		0
2021 - 2022	90.0%	89.7%	-1.0%	90.8%		1
2020 - 2021	94.0%	93.0%	-2.4%	95.5%	94.0%	0
2019 - Feb 2020	93.3%	92.9%	-1.5%	94.4%		0
2018 - 2019	93.7%	93.1%	-2.1%	95.2%	94.5%	0

Year	Attendance by Stage						
	P1	P2	P3	P4	P5	P6	P7
2022 - 2023	91.2%	91.4%	93.1%	91.9%	93.7%	91.7%	90.0%
2021 - 2022	89.6%	89.3%	90.5%	91.9%	90.7%	89.2%	89.0%
2020 - 2021	94.4%	93.4%	95.2%	95.2%	92.9%	95.1%	91.6%
2019 - Feb 2020	90.5%	94.0%	94.8%	92.5%	93.8%	93.9%	93.7%
2018 - 2019	93.2%	93.3%	94.2%	94.3%	93.0%	94.6%	94.1%

- Our attendance figures for the last 5 years show that following a declining picture due to Covid isolation, lockdown and general anxiety around infection, we are now beginning to identify an upward trajectory.
- The overall attendance statistics have increased by 1.9% from 2022 to 2023. This is due to more rigour around attendance management and also the increasing confidence of parents in sending their children to school. Our 5 year rolling average sits at 92.6%.
- There is however an increase in the gap between SIMD 1-2 and SIMD 3-10 which now sits at 3.4%. SIMD 3-10 consistently have higher attendance than SIMD 1-2.
- When considering attendance figures across stages, 23/22 shows that all classes sit above 90%.
- There has been one exclusion (half day) from the school in session 21/22.

Establishment priority 1:

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

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NIF Driver

Performance information

Teacher professionalism

Assessment of children's progress

School Improvement

HGIOS/ELC QIs

3.2 Raising attainment and achievement

3.2 Securing Children's Progress

1.3 Leadership of change

2.3 Learning, teaching and assessment

UNCRC

Article 28: (Right to education):

Article 29 (Goals of education):

Outcome: All outcomes were fully overtaken with the exception of a focus on reading pedagogy which is ongoing and will continue in to next year.

- By June 2023 all teaching staff will have completed the 'Improving our Schools' programme in conjunction with the West Partnership which will ensure a rigorous focus on self-evaluation leading to improved teaching and learning, and attainment and achievement, through the use of data informed targeted interventions.
- By June 2023, the number of stages using play pedagogy to increase pupils' readiness to learn will be extended to P3.
- By June 2023, 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.
- By June 2023 all nursery staff, English and Gaelic, will have engaged in rigorous self-evaluation leading to a more effective improvement cycle in ELC.
- By December 2023, there will be an increase in parents in the nursery engaging with regular communication between school and home through learning journals. (baseline to be established)

Progress and impact of outcomes for learners:

- The school and nursery received a peer review in March '23. Learning and teaching at all stages were identified as high quality.
- Dialogic teaching is fully embedded in all classrooms, equipping children with the skills to engage in respectful dialogue with peers and staff. This is evident in whole class and group discussion tasks as well as focus group discussions and supports peer and child-teacher feedback. Teachers and children have a very good awareness of the use of skilled questioning to support engagement of all. Children show clear understanding and use of higher-order thinking skills to enhance their learning.
- The children demonstrate that they regularly engage in peer feedback in all classes. There is evidence throughout the school of peer feedback to support up-levelling of writing as well as 'in the moment' teacher feedback given to children.
- Almost all children are engaged in their learning throughout all areas of the school. Tasks are well planned, resourced and organised with a very good level of challenge for all children. Almost all children are motivated and fully involved in their learning. All children benefit from well organised, purposeful and motivating learning environments.
- A wide range of approaches to differentiation are used, including, by task, outcome and explicitly differentiated success criteria. Teachers and practitioners offer challenge to children through extension tasks but also support others by scaffolding and examples. The use of the 'chilli method' allows children to work at a level appropriate for them and to see next steps, working towards more challenging tasks. There is use of informal assessment, hinge questions, high quality assessment and class discussion to gauge learner understanding and to ensure the tasks meet the needs of the children. Records of planning meetings and teacher planners show clear, identified approaches to provide differentiated tasks and support.
- A review of the pedagogical approaches to the teaching of reading and writing indicated the areas of development to be focussed on. Most of the planned work on the teaching of writing was completed however the pedagogy of the teaching of reading will continue in to 2023/2024 (PEF - resources £3250.00)

- The commitment to the West Partnership Improving Our Schools programme has impacted positively on learning and teaching and developed deep and meaningful dialogue on the features of highly effective practice, contributing to the high levels of attainment.
- All teaching and nursery staff engaged in moderation at stage, school and cluster level. Teaching staff engaged with the authority level moderation, and one teacher from English and one teacher from Gaelic engaged in national moderation with the West Partnership. Discussions with staff indicate an increased depth of understanding of the process but more importantly in the analysis and understanding of the planning cycle. Nursery and early years' staff engaged in rich dialogue which has supported the planning of play in P1, P2 and G1-3, and has supported the transition process for nursery children.
- Teaching staff have continued to increase their knowledge and understanding of current early level policies and guidance in relation to play pedagogy. P1, P2 and G1-3 staff have engaged in professional learning on the implementation of play pedagogy. They have reviewed and adapted the planning cycle to reflect the pedagogy of play. Professional dialogue and learning visits has shown that staff have widened their theoretical and practical knowledge. Play pedagogy has been introduced in to P3.
- The school library has been revamped to make it a cosier, more inviting space. Reading materials were reviewed and new books purchased linked to pupil's interest and for specific themes e.g. Scottish based stories and books to support diversity. The children's use of the library has increased this year both in school and nursery. (PEF spend – literacy resources £3000)
- Early years' staff have continued to engage in online training throughout the year and in professional dialogue within the school's early years' team. (PEF £30,762.47 Senior EYECO, Aug - Feb) Two early years' staff have accessed Froebel training across this year.
- Nursery staff have engaged in many self-evaluation activities in conjunction with the school and within the nursery playroom. Refresher CPD with the Head Teacher linked to core Q has taken place. Areas for development have been identified through this process.
- Parents have been increasingly using the learning journals this year and feel more confident to do so. They have stated that they have a better understanding of their child's learning.

Next steps:

- Continue to implement Inverclyde Managing Attendance Policy with particular emphasis on monitoring SIMD 1+2
- Continued focus on the core pedagogy for learning in Whinhill especially for new members of staff.
- Focus on literacy skills linked to the Science of Reading and continue with the schools writing development.

Establishment priority 2:

NIF Priority

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

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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):

Outcome:

Most outcomes were undertaken. A high number of new children living within SIMD1-2 registered with the school which impacted on the data.

Literacy

- To increase the percentage of pupils in P1 living in SIMD 1-2 making expected progress in Reading from 82.6% to 85% by June 2023.
- To increase the percentage of pupils in P1 living in SIMD 1-2 making expected progress in Writing from 82.6% to 85% by June 2023.
- To increase the percentage of pupils in P4 living in SIMD 1-2 making expected progress in Reading from 77.8% to 80.8% by June 2023.
- To increase the percentage of pupils in P4 living in SIMD 1-2 making expected progress in Writing from 72.2% to 76% by June 2023
- To maintain the percentage of pupils in P7 living in SIMD 1-2 making expected progress in Writing at 86.4%

Numeracy

- To increase the percentage of pupils in P1 making expected progress in Numeracy from 84% to 87% by June 2023.
- To increase the percentage of pupils in P7 making expected progress in Numeracy from 81.8% to 85% by June 2032.
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Progress and impact of outcomes for learners:

- The demographic of our school has changed dramatically in the last year with a significant number of new scots families attending our school. On arrival at school they have no English. These children remain unassessed for a few months but thereafter are recorded in the progress and achievement package on SEEMIS. This has impacted on the level of attainment at P4 and P7 where attainment in SIMD 1+2 has dropped. P1 SIMD numeracy has decreased however their reading has increased and overtaken the target.
- 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 almost all targeted children.
- A clear rationale for a robust recovery process was planned and all staff followed this with consistency across all stages of the school. The school assessment framework continues to be used as a baseline to identify all gaps in learning. 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. Preparation for data meetings was changed, and the Fact, Story, Action method was used for recording. Each class teacher was in control of all data related to the children in her class and responsible for presenting this and sharing the story of the data with SMT. The renewed rigor of the professional dialogue during data meetings has ensured assessment leads directly to more effective planning for learning. All assessment data was shared with children in line with our visible learning approach. Children's ownership of their own learning increased significantly due to the sharing of their assessment data through learning conversations. Staff report that these conversations are purposeful and have led to children clearly identifying their next steps.
- A variety of staff were available to support recovery – recovery teacher, school based attainment challenge staff (Whinhill), PEF funded ASNs, support for learning teacher (PEF - 0.3 uplift £17,067.63) and class teachers. This was impacted at periods during the year due to multiple staff absence. Attainment figures are strong and almost all children have recovered to pre Covid levels.
- Literacy Toolbox (PEF - £250) and Sumdog (PEF - £743.40) have been successful to target children where gaps have been identified. Increasingly positive results are evident although the authority wide issue with printing within Literacy Toolbox has hampered this throughout the year.
- PEF was used to support access to trips including the P7 residential trip. We recognise that there continues to be barriers to learning and to experiences for children and the school is active in identifying those and finding solutions. These have included a uniform bank, Christmas gift support for identified families and individual requests as they occur. (PEF – cost of school day - £3000. Not all of this was spent as the pay increases meant that there was less money for this area)

Next steps:

- Continue to focus on closing the poverty related attainment gap.
- Identify realistic attainment targets to include EAL learners.

Establishment priority 3:

NIF Priority

Improvement in children and young people's health and wellbeing
Placing the human rights and needs of every child and young person at the centre of education

NIF Driver

Assessment of children's progress
Parental engagement
School leadership

HGIOS/ELC QIs

3.2 Raising attainment and achievement
3.2 Securing Children's Progress
2.4 Personalised support
3.1 Ensuring wellbeing, equality and inclusion

UNCRC

Article 12 (Respect for the views of the child):
Article 13 (Freedom of expression):
Article 28: (Right to education):

Outcome:

All outcomes have been overtaken.

- Through staff increased knowledge and understanding of nurture principles and approaches, children will experience appropriate interventions in response to wellbeing needs.
- 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.
- 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.
- Pupils will feel valued through their involvement in school and nursery decision making process.
- 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.

PEF used to support closing the gap:

- Health and wellbeing coach – 28,676.44
- Nurture teacher 0.2 uplift – 11,378.42
- Pupil directed PEF spend – 935.00
- Outdoor learning resources – 3000.00

Progress and impact of outcomes for learners:

- 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. Children are now very confident in their understanding of these. Meaningful, real life examples of GIRFEC wellbeing indicators in pupil's everyday life has been discussed at weekly assemblies and then consolidated with deeper learning in the classroom context. All children now have a greater understanding of their wellbeing and how to ask for help if they need it.
- Nurture across the school has continued to focus on pupil relationships with peers. Observations and discussions with children and their families indicate that this continues to be a challenge. Staff have supported children by discussing feelings through the PATHs programme. This continues to be a challenge and we are more clearly recognising the significant impact of the last two years on our children. Through staff's increase knowledge and understanding of nurture principles and approaches, children have experienced appropriate interventions in response to their wellbeing needs.
- Our targeted nurture provision changed this year to model B where the nurture teacher supports children within their class setting and has timetabled 1-1 support in the Bothy. The use of PEF (0.2) to increase the nurture support has ensured that targeted children receive support across the 5 school days. Children's progress has been tracked using Boxall assessments and the Glasgow motivational and wellbeing tool to continue to identify gaps in their social and emotional skills and target them appropriately. Assessments and observations indicate that children have made very good progress
- Children's mental health has been supported through the use of PATHs to address the 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. Our nursery staff have fully implemented the PATHs programme following a year of training. Targeted children have become more settled.

- A SPARK youth counsellor (£12,000) supports individual children's mental health and wellbeing. This has returned to face to face within the school building. We continue to have a high level of request for this service from parents. Post block reports from SPARK indicate that all children who have engaged with the service have shown improvements in their health and wellbeing.
- To further develop our outdoor learning, the children identified key spend from the PEF budget (£935.00) and purchased equipment to be used outside. In addition, (PEF £3000 for resources) have allowed us to develop loose parts play and outside reading spaces in areas around the school. The development of loose parts play has offered opportunities for children to work together and problem solve while developing their cognitive abilities.
- Our Health and Wellbeing coach (PEF £28,676.44) has supported outdoor play and activities, active lunch clubs and also a programme of after school clubs for the children. Active schools end of year data shows that we have 100% uptake from children across the school in some kind of extra-curricular activity. In addition, this year, using the Glasgow Motivational and Wellbeing Tool, our coach has identified children who require extra social, emotional support, Through the use of leadership and teamwork skills and through den building children's confidence has grown and they have developed a suite of strategies to use when working with peers.
- The school has been awarded School of Sanctuary accreditation. We have established a nurturing and supportive environment for refugee children that is appreciated by parents. Across the school staff and children have demonstrated a commitment to engaging with and deepening their knowledge of activities focussing on forced migration themes and standing in solidarity with people seeking sanctuary. This work has included celebrating and teaching home languages, a diversity walk and English lessons for parents which are well attended, particularly by the mums who bring along their younger children and developing our curriculum to include this subject. Parents of our refugee or those seeking asylum have shared that they trust the school and feel welcome in our community.
- All school staff have engaged in the racial literacy development. The PT has undertaken the training across the last year and has delivered CPD to all staff. Children and staff across the school are developing the knowledge, skills and awareness need to talk thoughtfully about race and racism.
- Learner participation has been a key thread running through our school this year, in line with our rights based approach. Our approach to learner participation has led to new practices emerging such as our pupil leadership team creating 'The Whinhill Way' our child-friendly SIP.
- Through leading decision making committee groups, children have been empowered to make meaningful contributions and change, for example, the development of areas such as our new Digi Den and Book Nook.

Next steps:

- Continue with our Schools of Sanctuary development
- Continue with Racial Literacy Programme
- All staff to engage with training related to trauma informed practice.
- Continue to build on learner participation.

Establishment priority 4:

NIF Priority

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

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NIF Driver

Assessment of children's progress
Teacher professionalism

HGIOS/ELC QIs

3.3 Increasing creativity and employability

3.1 Ensuring wellbeing, equality and inclusion

UNCRC

Article 12 (Respect for the views of the child):

Article 13 (Freedom of expression):

Outcome:

Most outcomes were overtaken though this focus will continue in to the next year by the cluster.

- By June '23 children will show increasing confidence and engagement in, and make informed choices about, the use of digital literacy and technologies to enhance and personalise learning.
- By June '23 children will have increased understanding and insight into industry and the skills required to become part of a future workforce.
- By June 2023, all children and young people across the cluster schools will be able to participate in a range of experiences which demonstrate an increased capacity to engage in meaningful discussion about their skills development to assist them in their career journeys.

Progress and impact of outcomes for learners:

- Digital technology is used appropriately in all classes with evidence of very good use of 'flipped learning'. Digital methods are also being used to support children whose first language is not English.
- Introduction of new Digi Den by the Digital Leaders Committee.
- Skills based learning is embedded at Whinhill. Children are articulate and can confidently talk about the skills they are using to support their school work.
- Our work on developing the young workforce with the cluster schools did not take place mainly due to extensive staffing issues across the cluster.

Next steps:

- Review our current computer science pathways to update links and ensure coverage of outcomes.
- Continue to work with cluster colleagues and schools to develop a consistent skills based language to be used to support skills for learning, life and work.
- Continue to work towards the Cyber Safety Schools Award.

Data

Key Strengths:

School/Nursery class

- When EAL data is extracted, the attainment across all stages in the school has been maintained or increased.
- Listening and talking data remains very high with almost all children attaining their expected level.
- P1 data indicates that almost all children have achieved their expected level across all four aspects.
- P4 and P7 data shows that most children have achieved their expected level across all four aspects.
- Gaelic medium education attainment is extremely strong at all stages of the school.
(Individual data is not identified in the S & Q as the small numbers at each stage can easily identify an individual child.)
- Nursery staff have begun to use the Progress and Achievement aspect of the learning journals which will transfer neatly to P1 data. Following CPD with HT, nursery staff have a better understanding of the terminology used within this package. They have had a greater focus on not just children's progress in learning but in their attainment.

Primary 7						
Year	SIMD	Number of Pupils	Listening & Talking	Reading	Writing	Numeracy
2022 - 2023	All	34	93.8%	84.4%	78.1%	78.1%
	1 - 2	21	89.5%	78.9%	68.4%	73.7%
	3 - 10	9	100.0%	88.9%	88.9%	88.9%
	GAP		-10.5%	-9.9%	-20.5%	-15.2%

1. P7 – Evaluative Comments

2. Session 2022/2023 – TPJ shows strong results across the elements with almost all children achieving second level in Listening and Talking and most in reading, writing and numeracy. All aspects however are slightly lower than last year's cohort. Attainment statistics has been impacted by new EAL children within the class.

3. Attainment gap linked to deprivation

4. There is an attainment gap linked to deprivation across all aspects with SIMD 3-10 outperforming 1-2 in L&T, reading, writing, and numeracy by 10.5%, 9.9%, 20.5% and 15.2% respectively.

Primary 4						
Year	SIMD	Number of Pupils	Listening & Talking	Reading	Writing	Numeracy
2022 - 2023	All	40	90.3%	77.4%	80.6%	82.5%
	1 - 2	23	84.2%	68.4%	73.7%	73.9%
	3 - 10	14	100.0%	88.9%	88.9%	92.9%
	GAP		-15.8%	-20.5%	-15.2%	-18.9%

P4 – Evaluative Comments

- Session 2022/2023 – TPJ show strong results across the elements with reading being a little lower. Almost all children achieved first level in Listening and Talking and numeracy, and most in reading, writing and numeracy. All aspects however are lower than last year’s cohort. Attainment statistics has been impacted by new EAL children within the class.

Attainment gap linked to deprivation

There is an attainment gap linked to deprivation across all four aspects with SIMD 3-10 outperforming 1-2 in listening and talking, reading, writing, and numeracy by 15.8%, 20.5%, and 15.2% and 18.9% respectively.

Primary 1						
Year	SIMD	Number of Pupils	Listening & Talking	Reading	Writing	Numeracy
2022 - 2023	All	39	94.1%	91.2%	94.1%	92.1%
	1 - 2	28	92.0%	88.0%	92.0%	88.9%
	3 - 10	8	100.0%	100.0%	100.0%	100.0%
	GAP		-8.0%	-12.0%	-8.0%	-11.1%

P1 – Evaluative Comments

- Session 2022/2023 – TPJ shows a very strong picture of attainment across all the elements with almost all children achieving early level in Listening and Talking, reading, writing and numeracy. This is an increase in attainment across the aspects compared to last year’s cohort.

Attainment gap linked to deprivation

- There is gap linked to deprivation across all aspects except writing with SIMD 3-10 outperforming 1-2 in L&T, reading, writing, and numeracy by 8.0%, 12%, 8% and 11.1% respectively.

Key Priorities:

School/ Nursery class

- Focus on attainment of reading and writing for P4 - P7 children in SIMD 1+2
- Continued focus on the gap between SIMD 1-2 and SIMD 3-10 as it is widening across all four areas of listening and talking, reading, writing and numeracy.
- Nursery staff will continue to engage with the progress and achievement aspect of learning journals. This will support transition.

National Improvement Framework Quality Indicators

Statements extracted from Peer Review report

1.3 Leadership of change	School	Excellent	Nursery	Very Good
<p>Key Strengths: School/ELC Nursery class</p> <ul style="list-style-type: none">• Excellent leadership of the Head Teacher who encourages distributed leadership across the staff team, utilising individual strengths.• The shared vision, values and aims which are intrinsic to the life of the school and nursery.• The SLT are highly visible within the school and guide and manage the direction of change effectively. The school's improvement journey is clearly documented through the robust School Improvement Plan (SIP), the evaluative Standards and Quality Report and detailed Quality Calendar.• Robust self- evaluation processes which underpin the culture within the school and nursery classes.• Collaborative approaches by staff are evident throughout the school and nursery classes, ensuring consistency and maximising outcomes for children.• The school has a climate of high aspiration and ambition for all, driven by a dedicated and responsive staff team who have the autonomy to lead developments within their classes and through improvement groups.• Staff have a very good understanding of the school's strengths and areas for improvement and show commitment to their part in this journey, supported by ongoing Career Long Professional Learning opportunities.• Children are valued and empowered to take on leadership roles, playing a vital part in driving forward change. Children's rights and voices are clearly recognised and shared, giving true ownership.• Parents are active participants in the life of the school, creating a very strong sense of community. <p>Key Priorities: School/ELC Nursery class</p> <ul style="list-style-type: none">• Continue to encourage all staff to take on a leadership role both within and beyond the school and nursery.				

2.3 Learning, teaching and assessment				Very Good
<p>Key Strengths: School/ELC Nursery class</p> <ul style="list-style-type: none">• Strong, positive relationships are at the heart of the school. The ethos and culture of the school clearly reflects the positive relationships and mutual respect between staff and children. A high level of mutual respect is evident between children and staff. The value of 'respect' underpins all interactions across the school. Children and parents are explicit in the fact they feel respected and valued and that individuality is celebrated.• There is great appreciation for the rich multilingual community which is reflected across the school through displays, children's comments and support for all children. The Pupil Support Assistants and EAL staff use a variety of resources and methods to provide a high level of support for all children.• Children are motivated and engaged in all aspects of school life. They are able to take responsibility for, and take a leading role in, their learning throughout all areas of the school and nursery classes.				

- The nursery practitioners are responsive to children's needs and there is evidence of children leading their own learning. Children benefit from opportunities to explore and engage in stimulating outdoor play experiences that develop their independence and social skills.
- Class teachers and nursery practitioners show consistency in their core pedagogical approaches, based on current research, contributing to improvements in learning and teaching.
- Dialogic Learning, Visible Learning and Assessment is for Learning strategies are embedded in all classes as well as in planning and evidence of learning. These support the children's learning and progress, giving clear feedback and next steps in learning.
- Manageable and useful assessment data is used by all staff as part of planning to support learning and progress for all children. Regular discussions between class teachers and the SLT analyse this data to ensure improvement.
- The practitioners within both playrooms use Learning Journals effectively to track, monitor and record children's progress and next steps are identified through the progression pathways. Parents are able to access the journals and are invited to comment on their child's progress.
- Staff are explicit in their focus and highlighting of skills development as an essential aspect of learning. The school focuses on a skills-based curriculum at all levels and children can discuss these confidently as well as recognise them in their learning and their approaches to creating solutions.
- Nursery practitioners are warm and responsive to children and effective questioning is used to ensure children's views are sought. The displays within the playrooms clearly demonstrate a commitment to children's rights which encompass the school's shared vision.
- The school have invested in loose parts play for all children which enhances their outdoor provision. A Loose Parts Play Charter has been agreed and is followed by all children. Staff have seen the benefits of providing outdoor loose parts play, with children demonstrating creativity, curiosity, problem solving and innovation across all stages.
- Staff plan collegiately to develop progression planners across the curriculum to avoid any gaps in learning. The school has rigorous and focused structures around planning and tracking which support learning and teaching in all areas.
- The school uses regular dialogue between the SLT and class teachers to discuss planning, monitor every child's progress and identify their varying needs to ensure that a whole-child holistic view of every child is understood and planned for accordingly.
- The skills scrapbook is used and is referenced in class to help children refer back to their own journey. This tool for tracking and monitoring has also been adapted into a floor book for use with younger children.

Key Priorities:

School/ELC Nursery class

- Continue to develop the school's approach to play pedagogy.
- Have a continued focus on the nursery environment to ensure that Literacy, Numeracy and Health and Wellbeing are incorporated and evident within all indoor and outdoor playroom learning.
- Increase consistency of pace within some lessons.

Key Strengths:

School/ELC Nursery class

- The culture and ethos of the school is built on positive relationships where almost all children, and all staff and parents feel safe, valued and respected.
- There is a consistent approach to Getting It Right For Every Child (GIRFEC) across the school and nursery. Policy and processes are clear for all staff and the wellbeing indicators are used very effectively.
- The rigour of ASN procedures, which maximises positive outcomes for all through a broad range of creative approaches to address barriers to learning.
- There are regular planned Team Around the Child meetings with parents, staff, Pupil Support Assistants and the child to evaluate their needs. All voices are heard and included in the process and action planning is written in a child and parent friendly way.
- Staff are responsive to the individual needs of learners and focus on reducing barriers to learning. As ASN leader, the Depute Head Teacher works closely alongside the Support for Learning and Nurture teachers to support any GIRFEC concerns staff have identified at termly GIRFEC meetings.
- The plans and strategies are monitored and evaluated regularly with effective interventions planned, including use of the SPARK Counselling Service. All children who have an additional support need, whether they have a confirmation of diagnosis or not, receive the support they require to address barriers to their learning and reach their potential. Comprehensive Wellbeing Assessments are created for children on an Enhanced Universal GIRFEC Pathway or above, where appropriate.
- Partnerships with outside agencies enhance and support the provision for children and families ensuring equality and inclusion.
- The nurture teacher has created a calm, supportive environment where children are engaged. She has developed positive relationships with the children who access support to develop their Health and Wellbeing skills either in The Bothy or when she supports them in their classrooms. The Nurture Implementation Team focus on the whole school nurture implementation plan to develop the principles of nurture across the school and nursery.
- The school complies and engages with statutory requirements and codes of practice. The SLT are aware of and using the updated authority Additional Support for Learning policy which also covers these duties. Staff, children, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children.
- The school is very effective in supporting children who have EAL, with 15 languages spoken across the school and nursery. Most of these children have been assessed as requiring additional support for this barrier to learning and individual plans to best meet their needs have been created.
- Staff are developing their understanding of the impact of trauma on education, with many having undertaken professional learning on attachment, attunement and nurture. The Depute Head Teacher and nurture teacher have engaged in the local authority training provided by Dr Jenny Nock and National Trauma Training this session.
- The Depute Head Teacher has worked alongside Inverclyde's Virtual Head Teacher to best support the CEYP. These learners are tracked effectively with individual targets created and interventions provided to ensure they have improved attainment over time.
- Nursery practitioners are responsive to children's needs and use policies and practices to inform decisions to ensure children are getting the right support at the right time. Children and families are treated with respect and dignity and parents are actively involved from the beginning of their child's nursery journey.

Key Priorities:

School/ELC Nursery class

- 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.
- Continue to build upon the very good practice already established around equality and diversity.

3.2 Raising attainment and achievement/Securing children's progress

Very Good

Key Strengths:

School/ELC Nursery class

- Attainment data is showing that children are making very good progress in their learning.
- The robust tracking system that is used to track progress of children's attainment and the support this offers staff in meeting the needs of learners. Teaching staff have a very good understanding of class data enabling them to closely monitor progress.
- The SLT have a clear analysis of pupil attainment and achievement which facilitates professional dialogue during tracking meetings with class teacher, Support for Learning teacher and recovery staff. The SLT and class teachers carefully track individual learning and, as a result, are able to identify groups and individuals who require support.
- The high quality interventions that are in place to support raising attainment.
- The wide range of opportunities children experience to achieve success within the school and nursery classes, including leadership and self-evaluation opportunities.
- Children throughout the school are engaged in a wide range of leadership activities and contribute to the life of the school, wider community and as global citizens. Children speak confidently about their important role within the school in leading pupil voice groups and fully understand the benefits they experience in being a representative on these groups.
- Staff have a very good understanding of the needs of the children and the use of PEF to effectively support their raising attainment strategy.
- There is a strong focus on high expectations.
- Children throughout the school and nursery benefit from outdoor learning and continue to develop skills for learning life and work. Pupils from Primary 1 and Primary 7 speak confidently about the opportunities to learn outdoors through loose parts play.
- Children's rights are at the centre of planning and the school has been accredited with the Gold Rights Respecting School Award, several Eco Green Flag Awards as well as Fairtrade School status. The school and nursery work in partnership with other organisations such as Community Learning & Development, Active Schools, Childline and Community Wardens to support the wellbeing of the children.
- Staff have a particularly good understanding of the socio-economic profile of the children in the school and nursery. The cost of the school day is at the centre of the school and nursery's planning.
- The school and nursery offer a safe, welcoming, and inclusive environment for all children. This year they have offered support to new families from Afghan, Ukraine, and Nigeria where refugees and displaced families are welcomed and supported.
- Staff work successfully with Speech and Language, Inverclyde Communication Outreach Service and the EAL team to ensure all children are supported appropriately. The Health and Wellbeing Coach and Active Schools work collaboratively to ensure that the children have access to a range of sporting and wellbeing activities both within and beyond the school day.

- The school has made very effective use of Pupil Equity Funding (PEF) providing additional staffing including Support for Learning teacher 0.3, two Pupil Support Assistants, nurture teacher 0.2, Health and Wellbeing Coach and Counselling Coach for children, as well as a range of resources to help raise attainment and close the poverty related gap.
- Practitioners within the playroom use professional judgement and the Inverclyde Progression Pathways within the learning journals to record and track children's learning. They continue to support children through a blended approach to the use of strategies and programmes such as Word Aware, Paths and SEAL. These are impacting positively on attainment as evidenced by the level of attainment of pupils entering Primary 1.

Key Priorities:

School/ELC Nursery class

- The school should continue with work started to capture and track achievements in their wider sense.
- Continue to focus on the gaps in learning identified through the data to further reduce the poverty related attainment gap.

Key Achievements of the School

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.
- Eight very successful themed weeks took place this year. Literacy, Health, Eco, Scottish, Seachdain na Gàidhlig (World Gaelic Week), Digital Learning, Refugee Week and Fairtrade Fortnight 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 and Nursery class have been awarded Schools of Sanctuary accreditation. This is a very proud moment for our establishment. We are the first school in Inverclyde and the second in Scotland to achieve this award. This means that Whinhill is recognised as a safe, welcoming and inclusive place for refugees and those seeking asylum,
- We had a 'Cultural Cèilidh' where our children danced Scottish ceilidh dances, danced to music from Afghanistan and Ukraine and celebrated cultures from around the world.
- We have continued to have strong links for part of the year until her retirement 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. 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.
- We celebrated the coronation of King Charles III by having a picnic on the pitch as part of the country's Big Lunch.
- Classes across the school have held themed days showcasing their learning to parents and families. This has included P6 Europe Day, GP4-7 Japan workshop and P3 & P4 French café.

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 first. 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.
- Our P1-3 children were delighted to once again be back on the stage performing their nativity play. They were outstanding and this was warmly received by the audiences.
- Gaelic P1-3 was successful in winning an art poster competition hosted by Giglets, showcasing their learning about World Environment Day.
- Our after-school drama club was established and performed a showcase of drama pieces for the whole school and parents and families.
- Gaelic P4-7 was involved in a series of music making workshops with Software Training Scotland, to create an original Gaelic song. This was organised with Inverclyde Gaelic Learners Group.

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.
- This year we participated in the Gourrock Highland Games. A team of children competed in a variety of activities with the culmination being the tug of war.
- Pupils from our Gaelic P4-7 class participated in Cuach na Cloinne, Gaelic Medium Football Festival, in Glasgow creating links with a number of other GME establishments.
- All pupils successfully participated in potted sports activities during our Sports Day.

Activities

- P7 completed a very successful week long residential 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.
- Our GP4-7 class attended a Gaelic Medium educational trip to Edinburgh organised by the national body of Comann nam Pàrant. They visited Edinburgh Castle and National Museum of Scotland and engaged in a range of experiences delivered in Gaelic.
- 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 'Celebration of Languages and Cultures'.
- We have continued to develop the grounds of our school and are developing a wide variety of different garden areas. We have developed plans for an outdoor classroom that will be constructed in the next school year. 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.
- 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.
- Our school hosted Inverclyde's Euroquiz heat on behalf of SEET. A P6 team from Whinhill participated well and demonstrated their learning of Europe. This was attended by Inverclyde's Provost and invited guests.
- All pupil attended an educational visit to Glasgow Science Centre. This included visits to the Planetarium and IMAX experience.

Key Achievements of the Nursery

- Transition back to nursery after the summer break was a positive experience for our returning children. Everyone was happy to be back to play and learn with their peers.
- Relationships were developed with new families during enrolment. Information was given about the nursery and what to expect when children start.
- Learning Journals have been fully implemented with staff feeling confident in using them. Parental engagement through Learning Journals has also been high when sharing home achievements.
- Settling-in reports and Personal Plan targets are now being discussed face to face with parents. This has been a positive experience allowing parents and key workers to build on their relationships and work together to set targets to support children's development.

- 5 Stay and Play sessions were organised across the year based on Numeracy, Literacy, Health and Wellbeing, Christmas and Easter. They were well attended with lots of positive feedback. Feedback has been logged in the Parental Involvement Floor book.
- The children took part in a sponsored Bear Hunt in May. This was to raise funds for our end of term trip. The children did really well and raised enough money for a fun trip to Finlaystone Estate with their families.
- The children practised really hard for our Christmas Nativity and confidently performed on stage in front of all their families.
- Hallowe'en and Christmas parties were lots of fun. Santa came for a visit at our Christmas party and the children were very happy to receive a lovely gift.
- In January, the children who took part in the Inverclyde Music Festival won 2nd place with their performance of Music, Music, Music. They practiced hard and were very confident on stage.
- On World Book Day/Week, the children spoke about their favourite stories and had a variety of stories read to them. They even dressed up as different characters and brought their favourite stories to nursery to read with their key workers.
- Lending Library is successfully up and running. The children enjoy choosing a book to take home each week and there has been some lovely feedback from children and parents. This is kept in the library folder.
- We continue to work on our Outdoor Learning environment to enhance children's development. This is an ongoing project and will be introducing woodwork and tinkering in the new term.
- Our Scottish heritage has been celebrated during St Andrew's Day and Rabbe Burns Day where the children tasted a variety of Scottish foods and took part in Scottish singing and dancing. Scottish activities took place within the playrooms.
- The Gaelic Nursery continue to take part in music sessions with Mr MacPhee.
- Chinese New Year was celebrated with some fun music and dancing and a Chinese food tasting session.
- Children continue to attend school assemblies which supports our transition process.
- Sports Day took place on the MUGA pitch in May. It was a brilliant day with great feedback from our families. Some of our families took part in the adult races and tug-o-war. It was quite competitive!
- During the transition process, children were able to visit their Primary School for play sessions and inductions where they got to see their classrooms with families involved too.
- Buddies were introduced earlier this year and there are lovely relationships being formed. Play sessions and paired reading has taken place and the nursery children are delighted to be spending time with their buddies. We look forward to those relationships developing into primary 1.
- Families are continuing to collect the children from inside the nursery at the end of session. This has been a wonderful opportunity for parents to receive brief feedback at the end of the day.
- Families have been able to attend our Celebration of Learning event. There was a great turnout and an interactive opportunity for families to be involved.
- Our End of Term Beach Party was a great day with party games, dancing and water play outdoors.
- Staff have been involved in various CPD opportunities such as Risk Assessments, Evaluative Writing, SEAL training, Story grammar, Racial Literacy and Children's Rights
- All staff have also been involved in moderation events within the wider school community
- Throughout the school year we receive fantastic support from our Parent Council, Comman nam Pàrant and our wider parent body. We will continue to build and strengthen these partnerships to ensure maximum engagement and involvement in the Whinhill community.