

Education – Improvement Planning Document – 2024-25

Establishment Name:

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Head of Establishment	Liz Ruddy	Date	June '24
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Quality Improvement Officer	Alison McLellan	Date	June '24
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Our Vision, Values and Aims

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

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 2024-2025

Session 2025-2026

Session 2026-2027

Overview of rolling three year plan

National Priorities	Session 2024-2025	Session 2025-2026	Session 2026-2027
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> • Review of BGE – sciences / food technology • Play pedagogy and playful learning approaches P4-7 • Review opportunities for outdoor learning. • Review pedagogical approaches to reading and writing 	<ul style="list-style-type: none"> • Review of BGE – Expressive Arts • Play pedagogy and playful learning approaches P4-7 • Primary modern languages refresh • Review social studies – people in society, economy and business linked to meta-skills 	<ul style="list-style-type: none"> • Review of Physical Education • Review overall approach to play pedagogy.
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> • Continue to accurately identify intervention strategies for individual children using the CIRCLE framework. • Strategy for continuation of support for SAC exit. 	<ul style="list-style-type: none"> • Continue to accurately identify intervention strategies for individual children 	<ul style="list-style-type: none"> • Continue to review intervention strategies for individual children
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> • Year 2 – trauma informed practice • Continued focus on mental health and emotional literacy development 	<ul style="list-style-type: none"> • Year 3 trauma informed practice • Continued focus on mental health development 	<ul style="list-style-type: none"> • Continue to embed trauma practice across the school and nursery. • Review anti-bullying charter.
Improvement in employability skills and sustained positive school leaver destinations for all young people	<ul style="list-style-type: none"> • Meta-skills progression framework • Learner Participation • Cyber resilience award 	<ul style="list-style-type: none"> • Learner Participation • Refresh of financial education 	<ul style="list-style-type: none"> • Review career education standards
Placing the human rights and needs of every child and young person at the centre of education	<ul style="list-style-type: none"> • Maintain Rights Respecting Schools Gold Award • Review Anti-bullying charter 	<ul style="list-style-type: none"> • Maintain Rights Respecting Schools Gold Award • Re-accreditation of School of Sanctuary Award 	<ul style="list-style-type: none"> • Maintain Rights Respecting Schools Gold Award

Stakeholder's views

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. Senior leadership group have monitored the child friendly SIP and visually displayed the progress for all children in the school.

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.

Parent council discussed PEF spend at a meeting in school.

Colour Key

School Priorities

Nursery Priorities

Joint Priorities

Plan: Session 2024-2025

<p>Priority 1 Improvements in attainment, particularly in literacy and numeracy Choose an item</p>			
<p>NIF Driver Assessment of children's progress Performance information Teacher professionalism</p>	<p>HGIOS/ELC QIs 3.2 Raising attainment and achievement 3.2 Securing Children's Progress 2.3 Learning, teaching and assessment</p>	<p>UNCRC Article 28: (Right to education): Article 29 (Goals of education):</p>	
<p>Rationale for change based self-evaluation including data and stakeholder views</p>			
<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 that they have benefited from the opportunity to participate in and also lead high quality CPD which impacts 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 and nursery. Feedback, both internal and external, from the continued implementation of play shows children are experiencing high quality. This is extremely well developed in P1. This will now be developed more thoroughly in P2 and P3. Playful approaches to learning will be further developed and will link to STEM and outdoor learning. There are limited resources and frameworks for Gaelic medium learning in primary schools and inconsistencies in approach. Refreshed engagement in current national guidance and advice to facilitate a review of the development of Gaelic literacy will take place. This will provide a clear framework and ensure pace of learning is appropriate. It is important that 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. A review of our curriculum rationale will communicate the experience on offer in our school.</p>			
<p>Expected outcomes for learners</p>			
Who?	By how much?	By when?	What?
<ul style="list-style-type: none"> • By October 2024, a review of the school curriculum will have taken place involving all stakeholders to produce a revised curriculum rationale that accurately reflects practice at Whinhill. • By June 2025 all staff will report increased knowledge and confidence when planning high quality learning experiences in play, both indoor and outdoor and linked to STEM. • By June 2025 all children will have had an increase in the number of experiences linked to outdoor learning and food technology • By June 2025 through review and refresh of key learning and teaching pedagogies linked to Inverclyde Literacy Framework, children will experience high quality teaching and learning in reading and writing, which will lead to raised attainment. • By June 2025 all children will experience a consistent approach to the teaching of SEAL and the use of CPA approach leading to increased depth of understanding of number concepts. • By June 2025, a review of Gaelic literacy across the school and nursery will have taken place based on national guidelines, which will provide a clear framework for the teaching of Gaelic literacy and lead to effective pace of learning. 			

- By June 2025, nursery staff will have increased their knowledge, understanding and practical application of fire training and woodwork skills.
- By June 2025, the outdoor nursery environment will have been reviewed and in line with adaptations will implement free flow play.
- By June 2025 all nursery staff will show increasing confidence in the use of the Inverclyde Development Tracker.
- By June 2025 a review of reading skills in nursery will identify key strategies for the teaching of reading and will show an increased engagement in reading activities.

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?

- 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.
- Data meetings will show that teacher judgement, and evidence supports improvement in progress and attainment at all stages.
- Attainment data will show an increase in attainment in reading and writing as a result of review of learning and teaching pedagogy.
- Observations of groups of children will show them independently leading their own learning, identifying next steps by selecting appropriate resources and transferring their learning
- The curriculum rationale will accurately reflect the high quality practice evident in school. Timetables will show children experience a high quality broad general education in line with national guidance.
- Through nursery tracking meetings, staff will identify that the Inverclyde development tracker has led to a better understanding of childrens' progress.
- Observations of nursery children will show that they are engaging more fully to a wider range of outdoor experiences including woodworking and fire safety.

If PEF spend is supporting – how much and what?

- £3031.51 – resources to support numeracy and literacy

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> • Review current school curriculum - reference to be made to - <ul style="list-style-type: none"> • Entitlements • Subject coverage • Identify wider opportunities for personalisation and choice • Local area/contexts for learning 	Aug '24 – June '25		SLT Teaching staff	Collegiate time

Classification : Official

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> All staff will re-engage with Building the curriculum 3 to identify the main drivers of the curriculum for Whinhill and aspects that are unique. 	By Oct '24		SLT Teaching staff	Training materials
<ul style="list-style-type: none"> CPD input through the engagement with the Curriculum design toolkit 	By Oct '24		SLT Teaching staff	Curriculum design toolkit Collegiate time
<ul style="list-style-type: none"> Consultation on the structure of our curriculum will take place with all stakeholders through focus groups and questionnaires. 	By Oct '24		All stakeholders including parents and children	
<ul style="list-style-type: none"> Produce updated curriculum rationale based on all self- evaluation evidence. 	By Dec '24		SLT	
<ul style="list-style-type: none"> CPD input to upskill new staff on 'The Whinhill Way' /use of progress and achievement (SEEMIS) and the dashboard. 	Aug '24 – June '25		SLT New staff	
<ul style="list-style-type: none"> Review changes to target setting following last year's consultation with parents. Audit current practice and agree a consistent plan across the school to include the recording of targets and the wider use of floor books. 	Aug '24 – June '25		SLT Teaching staff	Collegiate time
<ul style="list-style-type: none"> Continue with work started to track achievements in their wider sense. 	Aug '24 – June '25		SLT Teaching staff	Collegiate time
<ul style="list-style-type: none"> Using the self-evaluation (play) documentation review current status of play in the school. 	Aug '24 – June '25		SLT Play working group Play associate	Self-evaluation of play documentation
<ul style="list-style-type: none"> Establish a play working group to involve nursery and school staff. 	Aug '24 – June '25		Members identified through PRD process	
<ul style="list-style-type: none"> Establish a pupil team for play. 	Aug '24 – June '25		Identified pupils	

Classification : Official

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> Develop a framework for play from Nursery to P7 which will identify key strategies and learning experiences at each stage. 	Aug '24 – June '25		Nursery staff Teaching staff	Collegiate time
<ul style="list-style-type: none"> Create a cohesive outdoor learning framework which identifies skills and key learning experiences from early to second level. This will be linked to STEM curriculum. 	Aug '24 – June '25		SLT Teaching staff Partners	Local business contacts / training providers Collegiate time
<ul style="list-style-type: none"> Further develop outdoor area of the school and link with providers of outdoor education e.g. Muirshiel. 	Aug '24 – June '25		School staff Parents/volunteers	
<ul style="list-style-type: none"> Review the key areas of focus for the teaching of reading including - <ul style="list-style-type: none"> Engage with Inverclyde Literacy Framework Developing vocabulary Word aware strategies Fluency Phonological awareness Comprehension skills Update school guidelines 	Aug '24 – June '25		SLT Teaching staff Literacy working group	Collegiate time
<ul style="list-style-type: none"> Extend decodable readers to P2 and refresh understanding of phonics skills throughout the school. 	Aug '24 – June '25		Class teachers P1 – P7	Purchase of additional readers
<ul style="list-style-type: none"> The Environment for learning (reading focus) will be reviewed to ensure it is welcoming and attractive. 	Aug '24 – June '25		Literacy working group Literacy committee	
<ul style="list-style-type: none"> Review the key areas of focus for the teaching of writing including – <ul style="list-style-type: none"> Tools for writing Assessing writing pieces Expectations on quality of writing 	Aug '24 – June '25		SLT Teaching staff Numeracy working group	Collegiate time

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> - Drafting/editing for accuracy - Review grammar and punctuation structure - Genre including writer's craft - Writing across the curriculum - Update school guidelines 				
<ul style="list-style-type: none"> • Revisit SEAL maths for all staff in school and nursery. Check approaches and strategies used are consistent. 	Aug '24 – June '25		Teaching staff Numeracy working group	
<ul style="list-style-type: none"> • Develop staff confidence in using the CPA approach to deepen and clarify pupils' mathematical thinking skills. 	Aug '24 – June '25		Teaching staff Numeracy working group	
<ul style="list-style-type: none"> • Create a cohesive Food Technology programme from early to second level including links to resources. 	Aug '24 – June '25		Nursery staff Teaching staff	Collegiate time
<p>Gaelic</p> <ul style="list-style-type: none"> • Through review of current status of Gaelic literacy, create a framework to support staff in the delivery of this across all stages and throughout the school year. 	Aug '24 – June '25		Gaelic teaching staff PT Gaelic	Current GME guidelines
<p>Gaelic</p> <ul style="list-style-type: none"> • Review pedagogical approaches to play in a multi composite class (G1-3) and playful approaches to learning (G4-7) 	Aug '24 – June '25		Gaelic teaching staff PT Gaelic	
<p>Gaelic</p> <ul style="list-style-type: none"> • Self-evaluation – deep dive in to Gaelic Medium Education at Whinhill. 	Aug '24 – June '25		HT DHT Gaelic PT	HGIOS Gaelic
<p>Nursery</p> <ul style="list-style-type: none"> • Review the key areas of focus for the teaching of reading including <ul style="list-style-type: none"> - Engagement with books - Interactive storytelling – dialogic questioning 	Aug '24 – June '25		Nursery staff	

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> - Following instructions - Songs and rhymes/rhythm and repetition - Use of puppets - Role play - Home reading – story sacks 				
<p><u>Nursery</u></p> <ul style="list-style-type: none"> • Continue to implement Story Grammar in order to promote early literacy skills and develop phonological awareness through stories. 	Aug '24 – June '25		Nursery staff	
<p><u>Nursery</u></p> <ul style="list-style-type: none"> • Continue to develop the outdoor learning environment. Garden extension planned for Summer 2024 will support the implementation of free flow play for session 2024/2025. 	Aug '24 – June '25		Nursery staff	
<p><u>Nursery</u></p> <ul style="list-style-type: none"> • Continue to develop woodwork skills. Following the introduction of Make Do Toolkit, children will enhance their knowledge around risk, safety, and how to use real tools. 	Aug '24 – June '25		Nursery staff	Make Do toolkit
<p><u>Nursery</u></p> <ul style="list-style-type: none"> • Staff will become Fire trained and use their skills to enhance children’s learning around fire safety, risk assessment and cooking. 	Aug '24 – June '25		Nursery staff	Fire training
<p><u>Nursery</u></p> <ul style="list-style-type: none"> • Staff will be trained on the new Inverclyde Council Development Tracker which will inform new planning systems. Susan will meet with Nursery Class Deputes develop planning. 	Aug '24 – June '25		Nursery staff Depute Network	CPD on tracking tool
<p><u>Nursery</u></p>	Aug '24 – June '25		Nursery staff Library staff	

Classification : Official

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none">Gaelic nursery staff will work alongside the local library looking at ways to promote the Gaelic language within the local community.				

<p>Priority 2 Closing the attainment gap between the most and least disadvantaged children and young people Choose an item</p>		
<p>NIF Driver Assessment of children's progress Teacher professionalism Performance information</p>	<p>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</p>	<p>UNCRC Article 28: (Right to education): Article 29 (Goals of education):</p>
<p align="center">Rationale for change based self-evaluation including data and stakeholder views</p> <p>Managing attendance remains a high priority for the school. The poverty related attendance gap is currently 3.5% overall across all stages. Our aim is to narrow the gap between SIMD 1-2 and 3-10 and will do this through a review of our procedures and strategies to improve attendance. We re-launch the Inverclyde policy to ensure parents are fully informed, and will support those families where absence or late coming is persistent.</p> <p>Attainment data for 2023/2024 shows a strong attainment across listening and talking, reading, writing and numeracy. The demographic of our school continues to change with new families joining our school where there is no English. This has impacted on our overall attainment however when this data is extracted at specific year groups, the resulting data shows that children at Whinhill have continued to have high attainment, however there is a poverty related attainment gap for all areas at every stage other than primary 1.</p> <p>Our aim continues to be 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.</p> <p>Attainment data for ACEL and classes in between also indicates that the most appropriate focus should be on writing, and aspects of reading and numeracy within specific year groups.</p> <p>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 continue to be creative with support to minimise this for our families.</p>		

Expected outcomes for learners			
	Who?	By how much?	By when? What?
Attendance			<ul style="list-style-type: none"> To increase the overall attendance across the school from 92.7% to 93.5% by June 2025 To decrease the gap between the attendance of SIMD 1+2 and SIMD 3-10 from 3.6% to 3.0%
Literacy			<ul style="list-style-type: none"> To increase the percentage of pupils' in P7 living in SIMD 1+2 making expected progress in reading from 65% to 68% by June 2025. To increase the percentage of pupils' in P7 living in SIMD 1+2 making expected progress in writing from 65% to 68% by June 2025. To increase the percentage of pupils' in P4 living in SIMD 1+2 making expected progress in reading from 70.8% to 73% by June 2025. To increase the percentage of pupils' in P4 living in SIMD 1+2 making expected progress in writing from 62.5% to 65.5% by June 2025. To increase the percentage of pupils' in P6 living in SIMD 1+2 making expected progress in reading from 71.4% to 74% by June 2025. To maintain the percentage of pupils across the school making expected progress in numeracy at 92.9%
Numeracy			<ul style="list-style-type: none"> To maintain the percentage of pupils across the school making expected progress in numeracy at 85.7%
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"> Current attendance figures compared with figures from previous year will have improved. Aim to increase attendance of most children to 90%+ Tracking of attendance will show a decrease in persistent absence and late coming for targeted children. Active engagement data will show an increase in SIMD 1+2 children’s attendance at lunchtime and after school clubs. Tracking & monitoring data (BGE dashboard) will show targets are met. Attainment of targeted children will be carefully tracked and monitored by class teachers and SMT. Families at risk of missing out will have been identified and supported to access both financial and cultural benefits. 			
If PEF spend is supporting – how much and what?			
<ul style="list-style-type: none"> PEF teacher - £59,379.05 (part used for raising attainment) 			

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> • Review and refresh procedures for the management of attendance using the Inverclyde Attendance Matters policy. This will include – <ul style="list-style-type: none"> - Communication with parents - Increased attendance information for staff and further training on the policy - Increased use of dashboard/P & A linked to attendance - Look at mornings in school – what is the hook to get children in to class? - Target support at families with persistent absence/late coming. 	Aug '24 – June '25		SMT Office staff	Attendance Matters policy
<ul style="list-style-type: none"> • 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. 	Aug '24 – June '25		SMT Teaching staff PT Lead SfL teacher Recovery teacher	
<ul style="list-style-type: none"> • Continue to review communication methods between class teachers and recovery/school attainment staff to ensure clear identification of needs. Upskill new staff. 				
<ul style="list-style-type: none"> • Cost of the school day – continue to identify what costs are involved in all parts of the school and nursery day. 	Aug '24 – June '25		Whole school and nursery staff	

<p>Priority 3 Improvement in children and young people's health and wellbeing Choose an item.</p>			
<p>NIF Driver Assessment of children's progress Parental engagement School leadership</p>	<p>HGIOS/ELC QIs 3.1 Ensuring wellbeing, equality and inclusion 2.4 Personalised support 3.2 Raising attainment and achievement 3.2 Securing Children's Progress</p>	<p>UNCRC Article 28: (Right to education): Article 12 (Respect for the views of the child): Article 13 (Freedom of expression):</p>	
<p>Rationale for change based self-evaluation including data and stakeholder views</p>			
<p>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 continued to confirm this. We require to ensure that health and wellbeing is at the centre of the ethos of Whinhill Primary and nursery class.</p> <p>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.</p>			
<p>Expected outcomes for learners</p>			
	<p>Who?</p>	<p>By how much?</p>	<p>By when?</p>
			<p>What?</p>
<ul style="list-style-type: none"> • Through staff's increased knowledge and understanding of nurture principles and approaches, children will experience appropriate interventions in response to wellbeing needs by June 2025. • By June 2025 all children in the school and nursery will have increased their knowledge of, and use the appropriate language with regards to racism. • By June 2025 all targeted children will have an increase in levels of engagement and wellbeing as a result of therapeutic services. • By June 2025 all Whinhill staff will have increased their skills in trauma informed approaches in their interactions with children. • By June 2025 an ASN framework will be established which will support teaching staff in making informed decisions on the appropriate interventions to meet learners' 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 which will include links to outdoor learning. • By June 2025 staff will have increased knowledge and understanding in inclusive practice and use appropriate universal strategies to meet learners' needs using the circle framework. • At all times pupils will feel valued through their involvement in the 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. Continued engagement with Schools of Sanctuary and Racial Literacy programme will support this.
- By October '24 P1 pupils and their families will have a positive experience through feeling supported and fully informed through clarity of information during their transition to school.
- By June '25, through peer mediation, pupils will feel supported and more able to resolve minor conflicts. Pupils will feel more comfortable talking to someone their own age who understands their concerns and their perspective.

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?

- All aspects of the life of the school and nursery will exude a depth of understanding of racial literacy and the use of this will underpin the ethos of the school.
- Staff will make informed decisions on interventions based on the use of the school's ASN framework.
- Observations of staff will show increased confidence when talking about or teaching racial literacy.
- 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.
- 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.
- Pupils will demonstrate high quality communication skills when sharing their views.
- All stakeholders will use the same language of children's rights in relation to wellbeing, equality and inclusion in all interactions.
- Whinhill will continue to be a safe, welcoming and inclusive place for refugees and those seeking asylum.
- Staff will demonstrate confidence in the use of the CIRCLE Framework and apply identified strategies in their classroom.
- Feedback gathered from families will identify the effectiveness of our current approach to P1 transition and identify areas for further development.
- Communication skills of senior pupils will increase. Pupils will be able to listen to others' points of view and to accept differences.

If PEF spend is supporting – how much and what?

- PEF teacher - £59,379.05 (part of this used to focus on nurture provision)
- Therapeutic intervention - £9,900
- Health and Wellbeing coach (5 days) - £28,176.00

Classification : Official

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> Recap and re-develop nurture principle 2 – Classroom offers a safe place and nurture principle 5 – All behaviour is communication in both school and nursery. 	Aug '24 – Jun '25		School and nursery staff	Collegiate time
<ul style="list-style-type: none"> Revamp GIRFEC flowers for each class with pupil friendly information for each wellbeing indicator identified. 	Aug '24 – Jun '25		Nurture implementation group	
<ul style="list-style-type: none"> Review anti-bullying charter linked to childrens' rights. 	Aug '24 – Jun '25		Rights respecting committee	
<ul style="list-style-type: none"> Establish a P1 transition tool to support families and children. Collect feedback to evaluate and improve current approaches. 	Aug '24 – Jun '25		P1 staff SMT	Digital tools
<ul style="list-style-type: none"> Establish new Feelings Friends group. Children will be identified as nurture ambassadors and support the development and promotion of nurture in the school (focus on NP2 & NP5) 	Aug '24 – Jun '25		PT Lead PEF teacher Identified children	
<ul style="list-style-type: none"> Re-establish Schools of Sanctuary Ambassadors group within the school and create pupil friendly action plan using children's ideas. (P4-7) 	Aug '24 – Jun '25		PT Lead	
<ul style="list-style-type: none"> Staff CLPL opportunities to be developed. Staff will engage in a range of training opportunities to support children and families seeking sanctuary. 	Aug '24 – Jun '25			Collegiate time
<ul style="list-style-type: none"> Revise Breaking the Mould Anti-Racist Principles and introduce to new staff. Staff to continue to embed. 	Aug '24 – Jun '25		PT Lead	Collegiate time Training materials

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> Staff to use a Learning for Sustainability approach to embed racial literacy in social studies context. 	Aug '24 – Jun '25		Teaching staff	
<ul style="list-style-type: none"> Black History Month - Create context for learning planner for each stage to ensure progression and differentiation. Links to current contexts will also be identified to ensure there is a thread that runs through the school year. 	Aug '24 – Jun '25		SMT Class teachers	
<ul style="list-style-type: none"> Review approaches to screening across the school with particular consideration to dyslexia screening at P3. 	Aug '24 – Jun '25		DHT SfL teacher	Screening materials
<ul style="list-style-type: none"> Implement new identification pathway for Dyscalculia. Staff will engage in comprehensive CLPL programme to develop knowledge/ understanding and to support the implementation of the identification pathway process. 	Aug '24 – Jun '25		DHT SfL teacher	Links to National Dyscalculia Professional Learning webinar series and Padlet
<ul style="list-style-type: none"> Create a flow chart of ASN processes with clear pathways to meet learners' needs. Supports, point of reference, links and resources will be identified. 	Aug '24 – Jun '25		DHT SfL teacher	CALL Scotland Resources Addressing Dyslexia Toolkit
<ul style="list-style-type: none"> Ensure staff are using effective inclusive practice through using the CIRCLE Framework of inclusion. Use of CIRCLE Inclusive Classroom Scale (CICS) for rating the classroom environment. Use of CIRCLE Participation Scale (CPS) for identifying and measuring areas affecting a learner's participation. 	Aug '24 – Jun '25		DHT SfL teacher	CIRCLE Framework Indicators for CIRCLE Implementation SMT/Teacher
<ul style="list-style-type: none"> Implementation of new Universal Strategies action plan linked to CIRCLE Framework. 	Aug '24 – Jun '25		DHT	Upskilling staff on new format

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> Self-evaluation – deep dive in to QI 2.4 personalised support. 	Aug '24 – Jun '25		HT / DHT SfL teacher	HGIOS
<ul style="list-style-type: none"> All school staff to engage with and implement 'The Promise' to support care experienced children across our establishment. 	Aug '24 – Jun '25		Virtual HT SMT Whole school staff Nursery staff Pupil group	
<ul style="list-style-type: none"> Continue with Trauma informed training for all school staff and establish a trauma informed action plan for N – P7. 	Aug '24 – Jun '25		Whole school staff Nursery staff	Trauma training materials
<ul style="list-style-type: none"> All staff to refresh knowledge of Inverclyde's Bereavement, Loss and Change policy. 	Aug '24 – Jun '25		SMT Teaching staff Nursery staff Support staff	Bereavement policy
<ul style="list-style-type: none"> Further develop learner participation using How Good is OUR School with senior pupils. 	Aug '24 – Jun '25		SMT	Documentation
<ul style="list-style-type: none"> Wellbeing coach – revise remit to include links to wellbeing through outdoor learning. 	Aug '24 – Jun '25		HWB coach	
<ul style="list-style-type: none"> Current Peer Meditators to support training of P6 pupils alongside Educational Psychology. 	Aug '24 – Jun '25		Educational Psychologist P6 Class teachers	Peer mediation training
<p><u>Gaelic</u></p> <ul style="list-style-type: none"> Engage with the Gaelic version of PATHs across nursery and school. 	Aug '24 – Jun '25		Gaelic staff	Gaelic PATHs materials
<p><u>Nursery</u></p> <ul style="list-style-type: none"> Staff will work alongside our local Care Home to develop intergenerational learning. Children will 	Aug '24 – June '25		Nursery Staff	

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
share experiences of singing, dancing and arts and crafts with residents.				

Priority 4 Improvement in skills and sustained, positive school-leaver destinations for all young people Choose an item.		
NIF Driver Assessment of children's progress Teacher professionalism Choose an item.	HGIOS/ELC QIs 3.1 Ensuring wellbeing, equality and inclusion 3.3 Increasing creativity and employability 2.6 Transitions Choose an item.	UNCRC Choose an item. 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		
Our cluster priority focusses on skills for learning, life and work with the aim of developing a shared progression framework and through engagement with the 'I can' statement from Developing the Young Workforce Career Education Standards, to foster a standard skills based language across the cluster. This aim dovetails with the focus on a skills based curriculum at Whinhill and our aim to prepare our children for the rapidly developing landscape of the world of work.		
Expected outcomes for learners		
Who?	By how much?	By when? What?
<ul style="list-style-type: none"> By June 2025, 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. By June 2025 all children will have experienced an increase in access to digital resources to support their learning. By June 2025, 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. 		

Classification : Official

- By June 2025, teaching staff will have increased their use of the meta-skills progression framework to reflect and develop their teaching practice in developing meta-skills in the classroom.

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?

- This school will have achieved the national cyber resilience award.
- P7 pupils will demonstrate an increased capacity to engage in meaningful discussion about their skills development with their cluster peers.
- 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 24/25. Tracked by class teacher.
- Pupils will be able to recognise and understand their meta-skills in practice in all aspects of their school life.

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"> • Continue to develop leadership through the Young Leaders of Learning programme and create new action plan to drive development throughout the year. 	Aug '24 – Jun '25		DHT Young leaders of learning group	
<ul style="list-style-type: none"> • Further develop learner participation using How Good is OUR School with senior pupils. 	Aug '24 – Jun '25		SMT	Documentation
<ul style="list-style-type: none"> • Continue to work on the Digital Wellbeing Award for cyber resilience and internet safety. Continue with action plan and award criteria. 	Aug '24 – Jun '25		Digital Leads	Award Criteria

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<ul style="list-style-type: none"> Further develop children’s digital skills through increased participation in a wide range of digital tools to support learning. 	Aug '24 – Jun '25		Digital Leads Class Teacher	Digital tools and apps
<ul style="list-style-type: none"> Engage with the meta-skills framework. 				
<p><u>Cluster</u></p> <ul style="list-style-type: none"> Pupil leaders for all schools in the cluster will meet in October 2024 with a responsibility for developing aspects of Racial Literacy and The Promise , providing further opportunities for skills development in meaningful and relevant contexts. 	Aug '24 – Jun '25		Cluster colleagues Identified children from each cluster school	
<p><u>Nursery</u></p> <ul style="list-style-type: none"> Self-evaluation of our digital resources will support the development of digital skills in our children. New resources will be identified and purchased to support children’s learning. 	Aug '24 – Jun '25		Nursery staff	