

Whinhill Primary School and Nursery Class

Standards and Quality

June 2024



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, following the amalgamation of Overton Primary and Highlanders Academy. 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 344. The nursery is also able to offer wraparound places. The school has been fully refurbished and extended following the amalgamation 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/digital 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. 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's English Additional Language Team is based in the school and managed by the Head Teacher.

Through PEF funding, our approach to close the attainment gap has included an additional teacher 0.2, providing targeted approach to identified children, counsellor/play therapist 1 day per week to support senior pupils' emotional wellbeing, 0.4 nurture teacher uplift, a health and wellbeing coach and resources to support literacy and numeracy.

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.

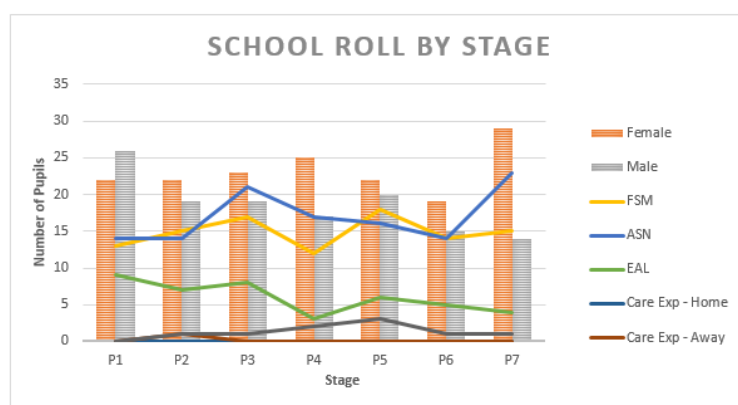
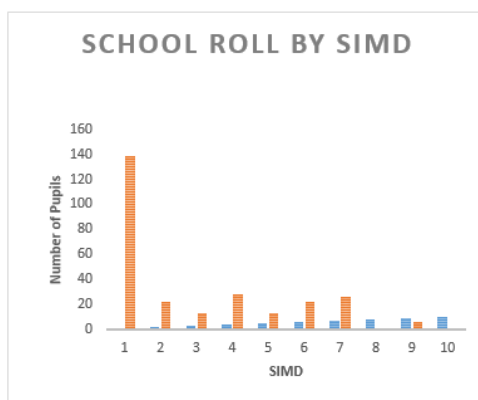
Our Aims

- 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.

The School in Context

Section 1: The School in Context											
Total Roll:	292	SIMD 1-2 SIMD 3-10		161 109	55.1% 37.3%	FSM%:	35.62%	ASN%:	40.75%	EAL%:	14.38%
Roll by SIMD											
Deciles	1	2	3	4	5	6	7	8	9	10	
Number of Pupils	139	22	13	28	13	22	26	1	6	0	
%	47.6	7.5	4.5	9.6	4.5	7.5	8.9	0.3	2.1	0.0	
										No Decile	22
Roll by Stage											
	P1	P2	P3	P4	P5	P6	P7	ALL			
All	48	41	42	42	42	34	43	292			
Female	22	22	23	25	22	19	29	162	55.5%		
Male	26	19	19	17	20	15	14	130	44.5%		
FSM	13	15	17	12	18	14	15	104	35.6%		
ASN	14	14	21	17	16	14	23	119	40.8%		
EAL	9	7	8	3	6	5	4	42	14.4%		
Care Exp - Home	0	0	0	0	0	0	0	0	0.0%		
Care Exp - Away	0	1	0	0	0	0	0	1	0.3%		
Care Exp - Previously	0	1	1	2	3	1	1	9	3.1%		

SIMD Profile



- The school profile shows that over half of the school population (55.1%) resides in SIMD 1+2 with (37.3%) living in SIMD 3-10. 22 children are undisclosed. These addresses have been checked on Seemis, but have no identified SIMD.
- The school profile also shows 40.75% ASN which is an increase of 4.85%, 35.62% of children are in receipt of Free School Meals, which is a slight reduction and 14.38% are EAL which is an increase of 4.49%.

Attendance

Year	Attendance %	Attendance by SIMD			National % (can be entered manually)	Exclusions (Openings)
		1 & 2	GAP	3-10		
2023 - 2024	92.7%	91.4%	-3.5%	94.9%		0
2022 - 2023	91.9%	90.8%	-3.2%	94.1%	90.2%	0
2021 - 2022	90.0%	89.7%	-1.0%	90.8%	92.0%	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

Year	Attendance by Stage						
	P1	P2	P3	P4	P5	P6	P7
2023 - 2024	93.2%	93.1%	90.9%	93.4%	92.8%	93.7%	91.7%
2022 - 2023	90.9%	91.4%	93.2%	91.9%	93.9%	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%

- Our attendance figures for the last 5 years show that following a declining picture due to Covid restrictions and lockdown and general anxiety around infection, our attendance figures have been increasing for the last two years.
- The overall attendance statistics have increased by 0.8% from 2023 to 2024. This is due to more rigour around attendance management. Our 5-year rolling average sits at 92.4%.
- The gap between SIMD 1+2 and SIMD 3-10 is 3.5%, a slight rise of 0.3%. SIMD 3-10 have consistently higher attendance than SIMD 1+2.
- When considering attendance figures across stages, 23/24 data shows that all classes sit above 90%.
- In the last 5 years, 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

Choose an item

NIF Driver

Assessment of children's progress

School Improvement

Teacher professionalism

Performance information

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:

- By June 2024, the number of stages using play pedagogy to increase pupils' readiness to learn will be extended to P3.
- By June 2024, through the review and refresh of key learning and teaching pedagogies, the teaching of reading and writing will be more effective and lead to raised attainment.
- By June 2024, the school library will have been used by all classes several times each month.
- By June 2024, all nursery staff, English and Gaelic, will have further developed their skills in self-evaluation of learning and teaching leading to a more effective improvement cycle in ELC.
- By June 2024, the nursery environment will reflect literacy, numeracy, and health and wellbeing in all areas both indoors and outdoors.
- By June 2024, there will be a further increase in parents in the nursery engaging with regular communication between school and home through learning journals.
- By June 2024, a more comprehensive package of parental involvement in Gaelic will be in place leading to a depth of understanding of GME for Gaelic parents.

PEF used to support closing the gap: [This may differ from your planned spend. Delete if no PEF spend]

Literacy resources - £2955.74

Progress and impact of outcomes for learners:

- 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 continue to engage in professional learning on the implementation of play pedagogy. They have reviewed and adapted the planning cycle to reflect the pedagogy of play. The classroom environment in P1 supports full implementation of play pedagogy principles. Professional dialogue and learning visits have shown that staff have widened their theoretical and practical knowledge. Play pedagogy and playful approaches to learning are well used in P2 and P3 and continue to be developed.
- 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. This is supporting the teaching of reading and writing. Teaching staff have begun to engage with Inverclyde's literacy framework with a focus on reading. The introduction of decodable readers (PEF spend - literacy resources – part of £2955.74) in primary 1 has been very successful and builds on the phonics skills learned. Children are more confident when blending and reading books. As other aspects of the framework become available,

planned learning with take place on listening and talking and writing. Attainment overall in reading has increased by 1.1% and writing by 0.1%.

- There continues to be a focus on key learning and teaching pedagogies to ensure that the high quality provision is maintained. 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 is 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, Whinhill Wagolls. There is use of informal assessment, hinge questions, high quality assessment and class discussion to gauge learner understanding which ensure the tasks activities are well matched to the ability of the children. We have continued to ensure deep and meaningful dialogue on the features of highly effective practice, which has contributed to the high levels of attainment.
- The school library was further developed to include access to digital resources. 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. Learning activities linked to library skills are being developed (PEF spend – literacy resources- part of £2955.74)
- Nursery staff have further developed their skills in self-evaluation in conjunction with the school and within the nursery playroom. Refresher CPD with the Head Teacher linked to core QIs has taken place. Staff are using all related self- evaluation documentation in their practice including HGIOELC and Care Inspectorate documentation.
- The nursery playroom has been reviewed and as a result extensive changes have been made to the environment. It reflects a focus on literacy, numeracy and health and wellbeing to ensure children have the richest experiences both inside and outside the nursery playroom. A recent visit by HMIe focussing on mathematics commended the nursery on this.
- Parents are increasingly using the learning journals again this year and value the information contained within them. They report that they like being able to understand and track the learning of their children through the year and discuss this with them at home.
- This has been a challenging year for Gaelic medium due to lack of teaching staff. This has impacted on current staff's ability to engage more fully with parents in developing their own Gaelic skills. We have continued to develop the Gaelic padlet, which contains ideas for parents to support their children's learning. All cultural activities have continued and opportunities for reporting to parents have remained the same. An adult Gaelic class for parents will be moved forward to next year depending on availability of teachers.

Next steps

- Continue to implement Inverclyde Managing Attendance Policy with particular emphasis on parental involvement.
- Continued development on the pedagogy of reading and writing through Inverclyde Literacy Framework.
- Gaelic – review developmental stages of Gaelic literacy.

Establishment priority 2

NIF Priority

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

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:

Literacy

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

Numeracy

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

PEF used to support closing the gap:

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

Progress and impact of outcomes for learners:

- The demographic of our school continues to change as more new scots families attend our school. On arrival at school they have no English. These children remain unassessed for a number of months, but thereafter are recorded in the progress and achievement package on SEEMIS. This has impacted on the level of attainment at different stages. The P4 cohort has seen a decrease in attainment in SIMD 1+2 of 6.8% in reading and writing, and 2.2% in numeracy. The P7 cohort is more variable with an increase in SIMD 1+2 in reading and writing of 4.5% and 18.3% respectively but a decrease of 3% in numeracy. However overall attainment in the school is showing a very strong picture.

- 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 tracking meetings allowed all staff to monitor progress. The Fact, Story, Action method was used for recording. Each class teacher was in control of all data related to the children in their class, and responsible for presenting this and sharing the story of the data with SMT. The 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 attainment – recovery teacher (0.8), school based attainment challenge staff (Whinhill), PSA (PEF - 17,061) support for learning teacher (PEF - 0.2 uplift £11,820.63) and class teachers. This was impacted at periods during the year due to multiple staff absence. There was no impact on attainment from the PSA due to significant absence. The 0.2 was essential in supporting those children who were on the cusp of achieving the appropriate level for their age and stage. In addition Sumdog (PEF - £900.00) has been successful to target children where gaps have been identified. Due to procurement issues, Literacy Toolbox was not able to be purchased in this school year.
- PEF was used to support access to trips including transport to the P7 residential trip. We recognise that there continues to be barriers to learning and experiences for children and the school is active in identifying those and finding solutions. These have included a uniform bank, Hallowe'en costume bank, Christmas jumper bank and Christmas gift support for identified families and individual requests as they occur. (PEF – cost of school day - £2000. 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 using targeted interventions.

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

School leadership

Assessment of children's progress

Parental engagement

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 28: (Right to education):

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

Article 28: (Right to education):

Outcome:

Through staff's 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.
- By June 2024, all children in the school and nursery will be aware of, and use the appropriate language with regards to racism.
- By June 2024, all Whinhill staff will use trauma informed approaches in their interactions with children.
- 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. Continued engagement with Schools of Sanctuary and Racial Literacy programme will support this.

PEF used to support closing the gap:

- Spark counsellor - £9,900
- Helath and Wellbeing Coach – 25,689.61
- 0.4 Nurture Teacher - £20,727.01

Progress and impact of outcomes for learners:

- 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. 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 A where the nurture teacher supports a group of children within the Bothy several mornings a week. The use of PEF (0.4 teacher uplift- £20,727,01) to increase the nurture support has ensured that targeted children receive support across the 5 school days. 1-1 sessions and small group sessions focussing on social strategies take place in the afternoon. 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.
- 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 are knowledgeable and highly skilled in the use of the legislative framework of GIRFEC to support children. Staff use our GIRFEC flowers in the classroom, discussing the wellbeing indicators in child friendly language. Children are very confident in their understanding of these. Meaningful, real life examples of GIRFEC wellbeing indicators in pupils' everyday

lives have 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.

- We understand that supporting children in our school and nursery who have experienced trauma is 'everyone's business' and as such, all staff members in the school and nursery have engaged in level 1 trauma training. All school staff are increasingly skilled in recognising when a child may have experienced trauma and adapting their practice to ensure interactions support recovery.
- A SPARK youth counsellor (£9,900) supports individual children's mental health and wellbeing. 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. This is validated by our use of the Glasgow motivational tool assessments.
- Our Health and Wellbeing coach (PEF £25,689.61) 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 and nursery have continued to develop our work related to the Schools of Sanctuary. We have established a nurturing and supportive environment for refugee children that is appreciated by parents. Across the school and nursery, 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, diversity walks, reviewing and replacing resources and texts within the school and nursery and presentations by children at assemblies. 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 continued to deliver training across the last year and has delivered CPD to all staff. Children and staff across the school are becoming skilled in their knowledge, skills and awareness needed to talk thoughtfully about race and racism. We have reviewed our curriculum and are amending contexts in order that the curriculum delivered reflects our community.

Next steps

- Raise awareness of 'The Promise' and implement its guidance to ensure all care experienced children have the appropriate support.
- Development of ASN framework.

Establishment priority 4

NIF Priority

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

NIF Driver

Assessment of children's progress
Teacher professionalism

HGIOS/ELC QIs

3.1 Ensuring wellbeing, equality and inclusion
3.3 Increasing creativity and employability
2.6 Transitions
Choose an item.

UNCRC

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

Outcome:

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

Progress and impact of outcomes for learners:

- Cluster schools' SMT have worked together to produce a draft policy to provide schools with a consistent approach to the language of skills.
- As an accredited digital school, digital learning permeates across the entirety of our curriculum. We use digital technology to enrich our teaching and learning and equip our pupils with the digital skills needed for the future. Laptops and tablets are available. Additional laptops are also available which are used to support targeted children with gaps in their learning. Children have the opportunity to access a variety of software packages to support their learning. These include Sumdog and Education City. These programmes are adaptive and allow the teacher to target specific learning to support individual children's needs. Children regularly use a wide variety of digital devices. Digital methods are also used to support children whose first language is not English.
- Classes across the school have engaged with Barclays digital online programme to support the development of digital skills and providing wider access to digital tools. Engagement was high and observations indicate that children's skills and knowledge were greatly increased.
- 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.
- Engagement in skills for learning, life and work take place throughout the school year through the promotion of leadership skills. Participation in the Young leaders of learning programme and engagement with How Good Is OUR School self-evaluation document, has ensured that our children are at the centre of the decision-making in our school and nursery while developing a wide range of leadership skills.
- Participating in the Young Leaders of Learning programme has built upon on our strong approach to learner participation. Our Whinhill Leadership team have once again been instrumental in creating 'The Whinhill Way' our child friendly school improvement plan, a visual representation for pupils. They have also supported the development of our Family Friendly School Improvement Plan. Our leadership team have worked with our partner school, St. Patrick's Primary to support their understanding of self-evaluation. This work will continue next school year.
- Pupils participating in decision making committees groups have played a vital role in ensuring meaningful change for the school. The introduction of our very newly established 'Feeling Friends' group has been a great success. All pupils are becoming familiar with the 5 point scale and are supported with their emotional regulation.
- This year, pupil leadership opportunities include pupils teaching other classes their home language, leading pupil focus groups, organising a whole school dance-a-thon and girls in sport week, leading monthly Fairtrade Cafés, P6 peer mediators and our pupil anti-racism group leading staff development and pupil

learning. Our Mathletes Pupil Leadership Committee also developed new number talks strategy posters and co-created problem-solving challenges for all classes.

- We will in a position to submit our application for the Cyber resilience and internet safety award in the next school year. Significant development has taken place this year and children have engaged in online training and training developed by our own children through videos. This was also shared with our parents.

Next steps

- Increase the use of digital tools and apps to support learning.
- Raise awareness of meta-skills.

Data

Overview

- Overall attainment across all four aspects is strong. The strategic and rigorous process for managing attainment in school has underpinned this.
- There continues to be a poverty related attainment gap at all stages of the school apart from primary 1
- 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 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 and talking	Reading	Writing	Numeracy
2023 - 2024	All	43	92.7%	92.7%	78.0%	80.5%
	1 – 2	17	80.0%	86.7%	73.3%	53.3%
	3 – 10	20	100.0%	95.0%	80.0%	95.0%
	GAP		-20.0%	-8.3%	-6.7%	-41.7%

P7 – Evaluative Comments

- Session 2023/2024 – TPJ shows strong results across the elements with almost all children achieving second level in Listening and Talking and reading, and most in writing and numeracy. Attainment in reading and numeracy shows an increase compared to last year's cohort, however listening and talking and writing show a slight decrease between cohorts. Attainment statistics have been impacted by new children with EAL within the class.

Attainment gap linked to deprivation

- 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 20.0%, 8.3%, 6.7% and 41.7% respectively. The attainment gap between SIMD 1+2 and 3-10 has been narrowed in reading and writing, however the gap has widened in listening and talking and numeracy.

Primary 4						
Year	SIMD	Number of pupils	Listening and talking	Reading	Writing	Numeracy
2023 - 2024	All	42	97.2%	86.1%	86.1%	90.2%
	1 – 2	19	94.1%	76.5%	76.5%	77.8%
	3 – 10	21	100.0%	94.1%	94.1%	100.0%
	GAP		-5.9%	-17.6%	-17.6%	-22.2%

P4 – Evaluative Comments

- Session 2023/2024 – TPJ show strong results across the elements with reading and writing being slightly lower. Almost all children achieved first level in Listening and Talking and numeracy, and most in reading and writing. All aspects however are higher than last year’s cohort. Attainment statistics have been impacted by new children with EAL 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 5.9%, 17.6%, and 17.6% and 22.2% respectively. Compared to last year’s cohort, the gap is narrowing for talking and listening and reading but widening for writing and numeracy.

Primary 1						
Year	SIMD	Number of pupils	Listening and talking	Reading	Writing	Numeracy
2023 - 2024	All	48	94.6%	94.6%	89.2%	89.4%
	1 – 2	22	100.0%	100.0%	100.0%	95.2%
	3 – 10	20	87.54%	87.5%	81.3%	85.0%
	GAP		12.5%	12.5%	18.8%	10.2%

P1 – Evaluative Comments

- Session 2023/2024 – TPJ shows a very strong picture of attainment across all the elements with almost all children achieving early level in Listening and Talking and reading, and most in 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 no poverty related attainment gap linked to deprivation across any aspects. SIMD 3-10 are outperforming 1-2 in L&T, reading, writing, and numeracy by 12.5%, 12.5%, 18.8% and 10.2% respectively.

Key Priorities:

School/ Nursery class

- Continued focus on attainment of reading and writing for P4-7 children in SIMD 1+2
- Continued focus on the gap between SIMD 1+2 and SIMD 3-10 as it is widening in listening and talking and numeracy in P7 and writing and numeracy in P4.
- Nursery staff will continue to engage with the progress and achievement aspect of learning journals. Nursery staff will engage with new Inverclyde tracking tool. This will continue to support transition.

National Improvement Framework Quality Indicators

1.3 Leadership of change

School - Excellent

Nursery – Very Good

Key Strengths:

School/ Nursery class

- 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.

Key Priorities:

School/Nursery class

- Continue to encourage and support all staff to take on leadership roles both within and beyond the school and nursery.
- Further develop the extensive leadership opportunities for children across the school and nursery.

2.3 Learning, teaching and assessment

School – Very Good

Nursery – Very Good

Key Strengths:

School/Nursery class

- Strong, positive relationships are at the heart of the school and nursery. The ethos and culture 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 and nursery. 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 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 learning journey. This tool for tracking and monitoring has also been adapted into a floor book for use with younger children.

Key Priorities:

School/ Nursery class

- Continue to develop the school's approach to play pedagogy and playful learning across all stages.
- Review learning and teaching of reading and writing strategies in both the nursery and the school.
- Nursery – further develop outdoor area and learning activities including woodworking.

3.1 Ensuring wellbeing, equity and inclusion

School – Very Good

Nursery – Very Good

Key Strengths:

School/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 and very effectively 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 previously engaged in the local authority training provided by Dr Jenny Nock and National Trauma Training.
- 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/Nursery class

- Continue to build upon the very good practice already established around equality and diversity.
- Engage with 'The Promise'.

3.2 Raising attainment and achievement/Securing children's progress

School – Very Good

Nursery - Very Good

Key Strengths:

School/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, a Pupil Support Assistant, 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/Nursery class

- 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 Establishment

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, stay and play sessions and sharing the learning events 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 World of Work which gave 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, had visits from our parents and positive links were made with other professionals and members of the local community.
- We held 2 ceilidhs this year. A whole school ceilidh and a Gaelic family ceilidh where our children and their families danced Scottish ceilidh dances.
- We have continued to have strong links with the Community Police and 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.
- Classes across the school have held themed days showcasing their learning to parents and families. This has included P2 & P3/2 Spanish Afternoon, GP4-7 parent workshop and P4 & P5 Titanic Tea Party.
- P1 and GP1-3 held Stay and Play based on literacy and numeracy. These sessions supported parents in their understanding of play-based learning.

Expressive Arts

- At the Inverclyde Music Festival P6 and P7 were awarded first place in their action song categories and 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 first place and were truly brilliant and our nursery class sang beautifully and won their class. Our Gaelic choir won the choir competition and individual pupils sang beautiful Gaelic songs. Our Gaelic P2-3 children recited Gaelic poetry and our Gaelic nursery and P1 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.
- Our after-school music club was established and well attended by pupils from across classes.
- Gaelic P4-7 was involved in a series of music making workshops with Software Training Scotland using the Sonappa website.
- P6 engaged with a workshop from Scottish Opera resulting in a fabulous performance for younger pupils.

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 American football.

- 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.
- We celebrated Girls in Sport week with support from Ryan Borland, Active School Co-ordinator.

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.
- 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 the Royal Botanic Gardens 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 have just received another Green Flag accreditation.
- 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 Nature's Engineers.
- We have continued to develop the grounds of our school and are developing a wide variety of different garden areas. We have continued to develop our 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 a number of local schools and invited guests.
- All pupils attended an educational visit to Finlaystone Park and engaged in outdoor learning sessions.
- P7 pupils participated in the SMC Scottish Primary Mathematical Challenge problem-solving competition where pupils apply their problem-solving skills and compete against other pupils throughout the country. This year, 10 pupils engaged in this challenge. One pupil achieved a silver award and attended a prize-giving ceremony in the University of Strathclyde in June. Another pupil achieved a bronze award.

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.
- New children joined us across the year and settled in well.
- Relationships were developed with new families during enrolment. Information was given about the nursery and what to expect when children start.
- Learning Journals are created for each child allowing parents easy access to their child's learning journey and parents are fully supported through the setting up process. Parental engagement through Learning Journals has also been quite high when sharing home achievements.
- Settling-in reports and Personal Plan targets reflect children's learning experiences with key workers and parents working together to create an individual plan for their child.
- 5 Stay and Play sessions were organised across the year based on Mathematics, Literacy, Health and Wellbeing, Christmas and Easter. They were very well attended with lots of positive feedback logged in the Parental Involvement Floorbook.

- Children continue to take part in PATHs sessions during group time developing their awareness of their feelings and emotions.
- 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.
- The children practised really hard for our Christmas Nativity and confidently performed on stage in front of all their families.
- In January, the children who took part in the Inverclyde Music Festival and both nursery classes won 1st place with their performance of 'I Can Clap My Hands' and 'Tha Bàta Seòladh air a' Chuan' They practiced hard and were very confident on stage.
- The children took part in a sponsored Dance-a-thon 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 Kelburn Country Park with their families.
- 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.
- We continue to work on our Outdoor Learning environment to enhance children's development. This is an ongoing project and we look forward to a garden extension in the new term which will support us to facilitate free flow play.
- Our Scottish heritage has been celebrated during St Andrew's Day and Rabbie 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 weekly music sessions with Mr MacPhee
- Chinese New Year was celebrated with some fun music and dancing and a Chinese food tasting session.
- 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!
- We were part of an HMIe review of mathematics in June which went really well and we received some lovely positive feedback.
- Children continue to attend school assemblies which supports our transition process.
- During the transition process, children were able to visit Whinhill Primary, St Patrick's Primary, Aileymill Primary and West Primary 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 were welcome 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 Circle, I Can Toolkit and subtitising.
- All staff have also been involved in moderation events within the wider school community and local authority.
- We welcomed Chloe Roberts as our temporary Senior EYECO who is covering Suzanne McCall Maternity leave, Lesley Cameron as our new Eysa and Stephanie Campbell as our new EYECO
- Throughout the school year we receive fantastic support from our Parent Council, Comman nam Parant and our wider parent body. We will continue to build and strengthen these partnerships to ensure maximum engagement and involvement in the Whinhill community.