

Whinhill Primary School and Nursery Class

Standards and Quality

June 2025



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 327 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. There are also extensive grounds around the school.

We have 23 teachers in total including the Head Teacher, Depute Head Teacher, Acting Principal Teacher, Gaelic Principal Teacher, 12 class teachers, a nurture teacher funded by PEF, a support for learning teacher 3 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 EYAs (in nursery), 10 pupil support assistants. In addition, we have 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 providing targeted approach to identified children, counsellor/play therapist 1 day per week to support senior pupils' emotional wellbeing, 1.0 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.

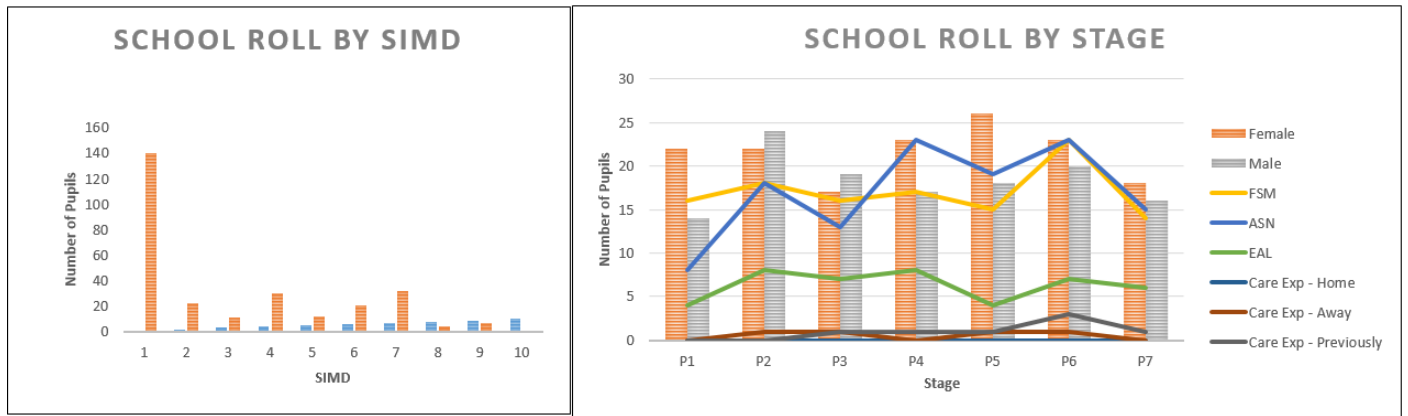
Our Aims

- 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:	279	SIMD 1-2	162	58.1%	FSM%:	42.65%	ASN%:	42.65%	EAL%:	15.77%
		SIMD 3-10	117	41.9%						
Roll by SIMD										
Deciles	1	2	3	4	5	6	7	8	9	10
Number of Pupils	140	22	11	30	12	21	32	4	7	0
%	50.2	7.9	3.9	10.8	4.3	7.5	11.5	1.4	2.5	0.0
										No Decile
										0
Roll by Stage										
	P1	P2	P3	P4	P5	P6	P7	ALL		
All	36	46	36	40	44	43	34	279		
Female	22	22	17	23	26	23	18	151	54.1%	
Male	14	24	19	17	18	20	16	128	45.9%	
FSM	16	18	16	17	15	23	14	119	42.7%	
ASN	8	18	13	23	19	23	15	119	42.7%	
EAL	4	8	7	8	4	7	6	44	15.8%	
Care Exp - Home	0	0	0	0	0	0	0	0	0.0%	
Care Exp - Away	0	1	1	0	1	1	0	4	1.4%	
Care Exp - Previously	0	0	1	1	1	3	1	7	2.5%	

SIMD Profile



- The school profile shows that over half of the school population (58.1%) resides in SIMD 1+2 with (41.9%%) living in SIMD 3-10. There are no children are undisclosed.
- The school profile also shows 40.75% ASN which is an increase of 1.9%,
- 42.65% of children are in receipt of Free School Meals, which is an increase of 7,03%.
- The percentage of children within the school who are EAL is 15.77% which is an increase of 0.39%

Attendance

Year	Attendance %	Attendance by SIMD			National % (can be entered manually)	Exclusions (Openings)
		1 & 2	GAP	3-10		
2024 - 2025	94.3	93.5	-1.9	95.3		4
2023 - 2024	92.7%	91.4%	-3.6%	94.9%		0
2022 - 2023	91.4%	90.7%	-2.3%	93.1%		0

- 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 three years.
- The overall attendance statistics have increased by 2.9% from 2024 to 2025. This is due to more rigour around attendance management. Our 5-year rolling average sits at 92.48%.
- The gap between SIMD 1+2 and SIMD 3-10 is 1.9%, which is a decrease of 1.7%%. Children living in SIMD 3-10 have consistently higher attendance than SIMD 1+2 although the gap is closing.
- When considering attendance figures across stages, 24/25 data shows that all classes sit above 93%.
- In the last 5 years, there has been one exclusion (4 half days) from the school in session 24/25.

<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy Choose an item <u>NIF Driver</u> Assessment of children's progress Choose an item. Teacher professionalism Performance information	<u>HGIOS/ELC QIs</u> 3.2 Raising attainment and achievement 3.2 Securing Children's Progress Choose an item. 2.3 Learning, teaching and assessment <u>UNCRC</u> Article 28: (Right to education): <i>Article 29 (Goals of education):</i>
Outcome: - 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. PEF used to support closing the gap: Literacy and numeracy resources - £3031.51 Progress and impact of outcomes for learners: - Throughout the year all stakeholders including school staff, parents and children have engaged in discussion of and evaluation of the curriculum offer at Whinhill. All responses have been collated and the new curriculum rationale is currently being written. - Through professional discussions staff report that their skills in planning for and supporting children's learning both outside and through STEM have increased. Detailed P1-7 planners which focus on all aspects of outdoor learning have been developed. Staff have engaged with these in term 4 and full implementation will take place from August '25. School staff have engaged with external STEM CPD and implemented these strategies successfully. - 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 GP1-3 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.

- The development of a framework for food technology has not taken place this year due to staff absence. However classes have been using our new cooking trolley to experience food technology linked to aspects of their learning.
- All teaching staff have engaged with Inverclyde's Literacy Framework and this has been a focus of several collegiate sessions. We have also linked with the Pedagogical Leads who have delivered CPD with teachers and supported further development using the Framework. 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. We have continued to focus on the teaching of reading and writing. The introduction of decodable readers in primary 2 is providing meaningful practice of phonics skills with more complex texts and progress is evident. Non-fiction decodable readers have also been introduced and increased engagement in reading is evident. We continue to develop whole school use of the library through class visits to the local library and a lunchtime reading club. Through engaging with research, we have reviewed our current practice in the teaching of writing and new writing guidance will be completed in Term 1, 2025.
- 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 high quality questioning, 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 teaching of SEAL (stages of early arithmetical learning) and the use of 'concrete, abstract and pictorial' support for numeracy was reviewed by teaching staff to ensure that learning activities match children's developmental stage and that there is clarity in the delivery of concepts.
- Gaelic – due to staff absence the review of Gaelic literacy has not taken place. This will be included in next year's improvement plan. 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 and Pàrant is Paiste (playgroup) sessions for parents will be take place in the next year depending on availability of teachers. A through review of Literacy and Gaelic planning and paperwork will be a priority for the Gaelic staff team in session 25/26.
- Nursery - All staff have been trained on how to deliver a woodwork learning experience safely. 2 staff members have taken the lead and fully implemented woodwork to the children providing depth in learning. Children have engaged really well and are taking ownership of their learning and developing awareness of safety rules and how to use tools independently.
- Nursery - All staff have been fire safety trained to use the fire pit and are aware of the risks and how to keep children safe. We look to embed this into practice from August 2025. Resources have been purchased and risk assessments have been completed in order to facilitate this in the new term.
- Nursery - Our garden extension was developed in August 2024 allowing us to fully embed outdoor free flow play for children. Children are leading their own learning by choosing where they want to play and how long for. They are also developing their independence skills when getting dressed and undressed for outdoor learning. This has a positive impact on children's Health and Wellbeing.

- Nursery - Staff are developing a good awareness of the Inverclyde Development Tracker and how to plan for children's individual needs through target setting alongside families. Staff plan to meet children's individual targets by providing a high quality learning environment. Children are engaging well with the provocations provided. Nursery Depute has been part of the Development Tracker working party and is available to support staff through their learning journey.
- Nursery - Reading skills are being developed through our Lending library, Storygrammar and a wide range of literacy based provocations. Our environment was developed to support children's literacy and early reading skills ensuring books are available in every area indoors and outdoors. Story sacks, puppets, props and sequence boards are available to enhance children's learning experience. Children engage well with literacy development and a love for stories is evident in the playroom. Children are able to demonstrate an awareness of how books work and are enjoy listening to stories and can recall key events and characters.

Next steps

- Implement revised Inverclyde Managing Attendance Policy.
- Continued development on the pedagogy of reading and writing through Inverclyde Literacy Framework.
- Engage with Inverclyde Numeracy Framework
- Continued development of play pedagogy across the school.
- Gaelic – review developmental stages of Gaelic learning and teaching
- Implement outdoor learning programme.
- Nursery - Create and implement a programme for Fire Safety
- Nursery - Further develop woodworking using the Make Do Toolkit
- Nursery - Engage with the key principles of the New Quality Framework

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:

Attendance

- 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

- 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.

Numeracy

- To maintain the percentage of pupils across the school making expected progress in numeracy at 85.7%

PEF used to support closing the gap:

- PEF Teacher - £59,379.05

Progress and impact of outcomes for learners:

- Using the current Inverclyde Attendance Matters Policy, children's attendance is monitored monthly and contact made with parent through phone and letter takes place. There has been CPD which focussed on 'pull to school' activities in class and a more sound knowledge of the attendance picture for our school. Awareness raising information for parents was shared with them this year. This always takes place using a supportive, solution focused approach. Our focus with children and families on positive relationships, inclusion and identifying underlying barriers to learning have supported and increased overall attendance to 94.3% for 24/25 – this is an increase from last year of 1.6%. We have surpassed our aim for this year by 0.8%. The attendance gap between SIMD 1+2 and SIMD 3-10 has decreased significantly and is now 1.9% which is significantly below our target of 3.0%
- The demographic of our school continues to change as more new scots families attend our school. On arrival at school most 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. Cohort data shows that P4 have seen an increase in attainment in SIMD 1+2 of 8.4% in reading and 12.5% in writing, and 11.5% in numeracy, surpassing our targets. The P7 cohort is more variable with a decrease in SIMD 1+2 in reading and writing of 3.1% but a stable picture in numeracy of 81%. However overall attainment across 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 progress for almost all targeted children.
- 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 few weeks. At the end of the time period, understanding is assessed and if successful, the child moves on in their learning. If not successful, the intervention was evaluated and revised.
- Individual pupil pathways are used to track pupil progress in their learning which ensure that teachers can identify gaps and target interventions appropriately.
- Regular tracking meetings allowed all staff to monitor progress. The Fact, Story, Action approach was used for recording data and actions for each pupil. Each class teacher was in control of all data related to the children in their class, and is 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 understanding where they are in their learning and are supported to identify their next steps.
- Attainment support for children was impacted at periods during the year due to multiple staff absence.

- 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, welcome packs for new families, soup packs and fruit packs in the nursery, Hallowe'en costume bank, Christmas jumper bank and Christmas gift support for identified families and individual requests as they occur.

Next steps

- Continue to focus on closing the poverty related attainment gap using targeted interventions.
- Review and refresh procedures for the management of attendance using the new Inverclyde Attendance policy

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 13 (Freedom of expression):

Outcome:

- 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.

PEF used to support closing the gap:

- Spark counsellor - £9,900
- Health and Wellbeing Coach – £28,176
- PEF Teacher (nurture) - £59,379.05

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 increased 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 (1.0 teacher cover - £59,379.05) 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 skills 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 refreshed GIRFEC flowers in the classroom, discussing the wellbeing indicators in communication friendly language. Children for whom TAC meetings are held use 'Your Voice Matters' forms using wellbeing indicator question prompts to capture their voice and how they feel about their progress in school. 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 modules 1+2 trauma training with some engaging in modules 3 + 4. 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 £28,176.00) has supported outdoor play and activities, team building, leadership groups, 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, celebration weeks e.g. refugee week, day of welcome, world languages week, linking with Inverclyde Academy EAL pupils to support our pupils with a lunchtime sports club, reviewing and replacing resources and texts within the school and nursery and presentations by children at assemblies. Parents of our refugee families or those seeking asylum have shared that they trust the school and feel welcome in our community.
- Through the development of a fasting policy we have supported our children who have taken part in Ramadan in a safe and secure environment and ensured choices made for them reflect their cultural needs. Following Ramadan we celebrated Eid Al-Fitr with our families with dancing, food and henna at an event held in the school.
- All school and school staff continue to engage in racial literacy development. Opportunities for CPD through WOSDEC have been shared with staff. Children and staff across the school are becoming skilled in the 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. Topic planners have been rewritten through a diversity lens and staff have fully engaged in the implementation phase of this.
- Children's rights have continued to be at the centre of the work of Whinhill and is integral to our practice. The culmination of this work was the school being awarded the re-accreditation of the Gold level Rights Respecting School Award.

- After engaging with training from the Inverclyde Educational Psychologist, P6 pupils were equipped with “Peer mediation” training, carrying out restorative conversations as required in the playground. This has become a rolling programme with P7 training New P6 pupils to carry out this role. Pupils are confident in using reflective language of restorative practice.
- A variety of flowcharts have been developed to increase staff capacity in understanding and supporting pupils with additional support needs. ASN pathways, alongside barriers to learning and wellbeing concern flowcharts have been developed. These will continue to be reviewed and revised next year.
- Use of the CIRCLE Framework has built on our strong commitment to ensuring inclusive practice. All staff use the CIRCLE Inclusive Classroom Scale (CICS) for rating the classroom environment and the CIRCLE Participation Scale (CPS) for identifying and measuring areas affecting a child’s participation.
- The development of a P1 Padlet has supported a positive transition to school for both pupils and parents.

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.
- Ensure all staff/increased number of staff have engaged in the ‘Keeping Trauma in Mind’ training.
- Create GIRFEC/ASN quality calendar to ensure that the needs of pupils with ASN are addressed effectively throughout the school year.
- Review and implement anti-bullying procedures in line with the new local authority policy.
- Further develop racial literacy.
- Develop an Equalities Policy in line with Inverclyde Council current practice.

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 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.
- 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.

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 and linking to the Metaskills. This is currently being reviewed and will be shared with school staff in the new school year.
- Pupil leaders from all cluster schools have demonstrated a strong and developing understanding of The Promise and confidently taken on the role of developing the key messages of this document in a child friendly way through 'The Pinky Promise'. They successfully presented this to the Cluster Head Teachers and will articulate these key messages to their schools in the new school term.
- 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.
- As an accredited digital school, digital learning permeates across the entirety of our curriculum. This year we have achieved an endorsement in addition to our existing digital award and the Digital Wellbeing award which focussed on cyber safety. We are the first school in Inverclyde to achieve this. 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, such as Sumdog. 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.
- 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.
- Our previous participation 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 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 talent show, girls in sport week while celebrating international women's day, leading monthly Fairtrade Cafés, P6 peer mediators, pupils leading celebration of learning and our pupil anti-racism group leading staff development and pupil learning.

Next steps

- Increase the use of digital tools and apps to support learning.
- Raise awareness of meta-skills.
- Implement the meta-skills progression framework.
- Cluster pupil leadership opportunities.
- Engage with parents and other partners within the community for a World of Work Week.

Data

Overall School						
Year	SIMD	Number of Pupils	Listening & Talking	Reading	Writing	Numeracy
2024 - 2025	All	279	95.3%	86.7%	83.9%	87.0%
	1 - 2	162	93.1%	82.1%	80.7%	84.3%
	3 - 10	117	98.2%	92.7%	88.2%	90.6%
	GAP		-5.1%	-10.7%	-7.5%	-6.3%
2023 - 2024	All	292	92.9%	86.2%	82.3%	85.7%
	1 - 2	161	88.4%	79.7%	78.1%	79.7%
	3 - 10	109	97.9%	92.7%	86.5%	92.7%
	GAP		-9.5%	-13.0%	-8.4%	-12.9%
2022 - 2023	All	271	92.5%	83.4%	80.9%	83.0%
	1 - 2	158	87.4%	75.5%	72.0%	74.3%
	3 - 10	100	100.0%	94.1%	92.9%	96.0%
	GAP		-12.6%	-18.6%	-20.9%	-21.7%

Overview

- Overall attainment across all four aspects is strong. Almost all children achieve the appropriate level in listening and talking, and most in reading, writing and numeracy. The strategic and rigorous process for managing attainment in school has underpinned this.
- Attainment over time shows an increasingly positive picture over the last 3 years.
- There continues to be a poverty related attainment gap at all stages of the school apart from primary 7 listening and talking.
- 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 & Talking	Reading	Writing	Numeracy
2024 - 2025 (Primary 7)	All	34	100.0%	73.5%	73.5%	88.2%
	1 - 2	21	100.0%	61.9%	61.9%	81.0%
	3 - 10	13	100.0%	92.3%	92.3%	100.0%
2023 - 2024 (Primary 6)	All	34	93.5%	74.2%	74.2%	87.9%
	1 - 2	23	90.0%	65.0%	65.0%	81.8%
	3 - 10	11	100.0%	90.9%	90.9%	100.0%

P7 – Evaluative Comments

- Session 2024/2025 – TPJ shows positive results across the elements with all children achieving second level in Listening and Talking the majority in reading and writing and most in numeracy. Attainment in reading and writing shows a decrease compared to last year's cohort, however listening and talking and numeracy show a significant increase between cohorts.
- P6 data for this year group indicates that attainment is stable in reading in writing and has increased in both listening and talking and numeracy.
- Attainment statistics have been impacted by support needs within the class and EAL attainment.

Attainment gap linked to deprivation

- There is an attainment gap linked to deprivation across all aspects with SIMD 3-10 outperforming 1-2 in reading, writing, and numeracy by, 30.4%, 30.4% and 19.0% respectively. There is no poverty related attainment gap in listening and talking.

Primary 4						
Year	SIMD	Number of Pupils	Listening & Talking	Reading	Writing	Numeracy
2024 - 2025 (Primary 4)	All	40	89.5%	76.3%	73.7%	81.6%
	1 - 2	26	91.7%	79.2%	75.0%	87.5%
	3 - 10	14	85.7%	71.4%	71.4%	71.4%
2023 - 2024 (Primary 3)	All	42	88.2%	76.5%	67.6%	78.9%
	1 - 2	29	83.3%	70.8%	62.5%	76.0%
	3 - 10	12	100.0%	88.9%	77.8%	83.3%

P4 – Evaluative Comments

- Session 2024/2025 – TPJ show strong results across the elements with reading and writing being lower. Almost all children achieved first level in Listening and Talking, most in reading and numeracy, and the majority in writing.
- P3 data for this year group shows an increase in attainment across listening and talking, writing and numeracy and stable in reading in the last year.
- Attainment is lower than last year's cohort. Attainment statistics have been impacted by support needs within the class and EAL attainment.

Attainment gap linked to deprivation

There is no attainment gap linked to deprivation across all four aspects with SIMD 1-2 outperforming 3-10 in listening and talking, reading, writing, and numeracy by 6.0%, 7.8%, and 3.6% and 16.1% respectively.

Primary 1						
Year	SIMD	Number of Pupils	Listening & Talking	Reading	Writing	Numeracy
2024 - 2025	All	36	100.0%	96.8%	87.1%	88.6%
	1 - 2	17	100.0%	92.9%	92.9%	93.8%
	3 - 10	19	100.0%	100.0%	82.4%	84.2%
	GAP		0.0%	-7.1%	10.5%	9.5%

P1 – Evaluative Comments

- Session 2024/2025 – TPJ shows a very strong picture of attainment across all the elements with all children achieving early level in Listening and Talking and almost all in reading, and most in writing and numeracy.

Attainment gap linked to deprivation

- There is no poverty related attainment gap linked to deprivation across listening and talking, writing and numeracy. SIMD 1-2 are outperforming 3-10 in writing, and numeracy by 10.5%, 9.5% respectively. There is a 7.1% gap related to deprivation in reading. All children in SIMD 1-10 achieved early level in listening and talking.

Key Priorities:**School/ Nursery class**

- Continued focus on attainment of reading and writing for P6-7 children in SIMD 1+2
- Continued focus on the gap between SIMD 1+2 and SIMD 3-10 at specific stages.
- Nursery staff will continue to engage with the progress and achievement aspect of learning journals and the new planning and tracking paperwork. This will continue to support transition.

National Improvement Framework Quality Indicators

1.3 Leadership of change

School - Very Good

Nursery – Very Good

Key Strengths:**School/ Nursery class**

- Very strong 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 and nursery 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 and nursery's strengths and areas for improvement and show commitment to their part in this journey, supported by ongoing Career Long Professional Learning opportunities.
- All teaching staff have engaged in practitioner enquiry. Staff have engaged critically with their own pedagogy, using evidence based approaches to reflect on and adapt their teaching to better meet the needs of learners. This has fostered a culture of curiosity, collaboration and continuous improvement with a clear focus on positive outcomes for children.
- 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. 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 using a fact, story, action process and 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.
- Practitioners in both playrooms have engaged with Inverclyde's new planning and tracking processes throughout this year and this is becoming embedded in nursery practice.
- 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.
- Loose parts are used widely both during children's break time and as part of classroom learning. Children follow the charter they devised while engaging in this activity. Staff have seen the benefits of providing outdoor loose parts play, with children demonstrating creativity, curiosity, problem solving and innovation across all stages.
- Nursery children have full access to the outdoors through free flow play.
- 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.

- Digital technology is used effectively to enhance learning, teaching and assessment across the school. Children are confident in using digital tools to support their understanding, creativity and collaboration. Staff make purposeful use of technology to personalise learning, track progress and engage children in meaningful, interactive experiences. This has resulted in the award of Digital Wellbeing School for cyber safety development and an endorsement on to our already existing Digital Schools' Award.
- Children's rights are firmly embedded in the ethos, daily life and curriculum of the school and nursery. Children confidently articulated their rights and understand the importance of respecting the rights of others. This shared understanding is evident in relationships, classroom practice and decision making at all levels. The school's re-accreditation of the UNICEF Rights Respecting Schools Award Gold Award reflects a sustained and meaningful commitments to promoting equity, inclusion, and pupil voice. Children are empowered as active participants in their learning and in shaping their school community.

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 and fire making.

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. Staff model this through 'The Whinhill Way'.
- 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 school's use of the CIRCLE framework for inclusion has ensured a strong focus on adapting the class environment, teaching, supports, and classroom strategies to support barriers to learning for children. Teachers are very confident in using this tool.
- 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. Identification flowcharts have been produced to ensure staff are confident in their decision making for children who show a barrier to learning

and provides clear pathways to meet learners' needs. This includes dyscalculia, dyslexia and Neurodevelopmental pathway.

- 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 with 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 provides a broad and inclusive curriculum that actively promotes diversity, encourages respect for all faiths and beliefs, and challenges racism and religious intolerance. Through planned learning experiences, children develop a deepening understanding of equality, human rights and global citizenship. This can be seen in our work as a School of Sanctuary, Black history and the racial literacy that has been developing across the school.
- 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.
- Complete 'The Promise' training.
- Establish new anti-bullying policy in line with new local authority policy.

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 across school and nursery.
- 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 reaccredited with the Gold Rights Respecting School Award, and is an accredited School of Sanctuary, has 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. As an accredited School of Sanctuary we have offered support to new families from Afghanistan, 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.
- In addition to sports activities the Health and Wellbeing Coach provides wellbeing support through targeted social skills groups, teambuilding and implementing the GMWP evaluation.
- The school has made very effective use of Pupil Equity Funding (PEF) providing additional resources including a nurture teacher 1.0, 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.
- Nursery – further develop support for parents with reference to 'cost of the school day'.

Key Achievements of the School

Community Involvement

- Our parents are encouraged to take an active role in their child's education and the life of the school. Several parent workshops, 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 throughout the year, whole school litter-picking event, inviting local elderly residents to a Harvest Thanksgiving tea.
- A number of very successful themed weeks took place this year. Literacy, Health, Eco, Scottish, Seachdain na Gàidhlig (World Gaelic Week), Digital Learning and Refugee Week 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 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, and P4 & P5 Titanic Exhibition.
- P1 and GP1-3 held Stay and Play based on literacy and numeracy. These sessions supported parents in their understanding of play-based learning. In GP1-3, sessions supported parental understanding of the early stages of Gaelic Medium Education.

Expressive Arts

- At the Inverclyde Music Festival the whole of P6 and P7 were awarded first place in their action song category. P4 and P5 performed a terrific action song which was well received by the audience and were placed second. P1 and P2 took part in the singing game class and put in an excellent performance both classes coming 2nd place. 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 GP1 also won their class. A country dancing team took part in a highly competitive class and scored highly.
- Our P1-3 children were delighted to once again be back on the stage performing their nativity play. They were outstanding and this was warmly received by the audiences.
- Gaelic P4-7 was involved in a series of music making sessions using the Sonappa website. This worked towards the We Make Music Digitally award scheme.
- Our Gaelic choir attended the Mary of Iona 'The Harvesters' shipping disaster memorial dedication service at the Chapel Street Cemetery, Gourrock.

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 Caitlyn Haldane, Active School Co-ordinator.
- Rugby has been developing in our school and this has led to many children playing rugby out with school.

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 Dynamic Earth and the National Museum of Scotland and engaged in a range of experiences delivered in Gaelic.
- We have continued with our Eco work on sustainability and have developed a wide variety of strategies to fulfil our Eco action plan.
- We 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 developed a planned programme of activity for each year group which will be used next year. We have continued to work in partnership with Clyde Muirshiel.
- 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 SCILT. 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 such as the Depute Provost.
- All pupils attended an educational visit to Kelburn Castle and Estate 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.

Key Achievements of the Nursery

- This year were inspected by the Care Inspectorate on the 7th and 8th May. It was an unannounced inspection and we received 5 grades of 'Very Good'. We are delighted with this outcome and it reflects the high quality practice that is evident every day in our 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 visits. Information was given about the nursery and what to expect when children start. Nursery and Primary 1 staff continue to work together to support transitions.
- Our new garden extension has allowed us to create free flow outdoor play opportunities for our children. The children and staff have engaged well with it and it has become an integral part of the children's learning experience. Inverclyde Shed created and donated a brand new mud kitchen for our children to play outdoors. We continue to work on our Outdoor Learning environment to enhance children's development. This is an ongoing project.
- Our woodwork programme has been successfully rolled out in both playrooms and children engaged really well.

- Parental engagement through Learning Journals is improving and it is lovely to see some home achievements being posted. Parents are supported on how to access and use Learning Journals throughout the year.
- New Inverclyde Developmental Trackers are in their pilot year and staff are supported on how to use them to support children's individual needs.
- 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 Family Involvement Floorbook.
- Community involvement included weekly visits to Merino Care home to sing and share activities with the residents. Parent's also visited to talk about their role as a police officer and Andy the Lollipop man also came to speak to the children about road safety.
- Children continue to take part in PATHs sessions during group time developing their awareness of their feelings and emotions. This is also embedded in practice.
- 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. We created a 'Grotto' This year where children could visit in their key groups for a more personal visit to Santa.
- The children practised really hard for our Christmas Nativity and confidently performed on stage in front of all their families. We are so proud of them all.
- In January, the children took part in the Inverclyde Music Festival and both nursery classes won 1st place with their performance of 'Stir up the Porridge' and 'Ceann, gualainn, glùinean, cas'. They practiced hard and were very confident on stage.
- During our Easter Craft day, we had a bake sale and a raffle. This was to raise money for our end of term celebrations and raised a massive £1080.
- The children took part in a sponsored Walk/Teddy Bear's Picnic in May. This was to raise funds for our end of term trip. The children did really well and raised enough money for a fun trip to Finlaystone Estate with their families.
- 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.
- Staff have been working alongside Inverclyde Food Network and have planted vegetables and herbs in our garden. The aim is that children can use these to cook and also to explore in our outdoor mud kitchen.
- We have strong links with Inverclyde Food Network who came and made soup with the children and also made soup bags with recipes and vegetables to make soup at home.
- 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 within the music room developing their Gaelic language skills.
- During World Gaelic Week, we worked together with the Gaelic classes to celebrate our Gaelic culture through singing, dancing and games. We finished off the week with a Gaelic Ceilidh with our families.
- The Gaelic nursery regularly visited the local library to host Gaelic Bookbug sessions.
- Chinese New Year was celebrated with some fun music and dancing and a Chinese food tasting session. We celebrated Eid alongside the school by hosting a celebration in the school hall. Families came along to celebrate and brought a variety of foods to taste.
- Sports Day took place on the MUGA pitch in May. It was a brilliant day with great feedback from our families. Some of our families took part in the adult races and tug-o-war. It was quite competitive!
- During the transition process, children were able to visit Whinhill Primary, St Patrick's Primary, Newark Primary, Carigmarloch Primary, Rainbow Nursery and Hillend Nursery where they got to see their classrooms and playrooms with families involved too.
- Buddies were introduced and there are lovely relationships being formed. Play sessions and have 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 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.
- Calum McVitie the magician came to visit the children for a special magic performance. This was gifted to us by Cathy Piggott who is retiring this year after 26 years.
- Staff have been involved in various CPD opportunities such as Literacy Framework, Environments, Woodwork, Numeracy and 'Take 30' training videos. The senior in the nursery has completed her BA Childhood Practice and we have 2 members of staff are currently studying for their BA Childhood Practice. All staff have also been involved in moderation events within the wider school community and local authority.
- Chloe Roberts has become our permanent Senior EYECO and we are delighted to have her continue to work alongside us.
- 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.