



Whinhill Primary School and Nursery Class

Bun-sgoil agus Sgoil-àraich Chnoc a' Chonaisg

Standards and Quality

June 2026

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 317. 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 is also extensive grounds around the school.

We have 23 teachers in total including the Head Teacher, Depute Head Teacher, Gaelic Principal Teacher, 2 PEF Principal Teachers, 12 class teachers, a nurture teacher funded by PEF, a support for learning teacher 3 days per week, and 8 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) and 8 pupil support assistants. 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, 2.0 PEF PT uplift 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:	253	SIMD 1-2	145	57.3%	FSM%:	38.34%	ASN%:	41.11%	EAL%:	15.02%
		SIMD 3-10	106	41.9%						

Roll by SIMD

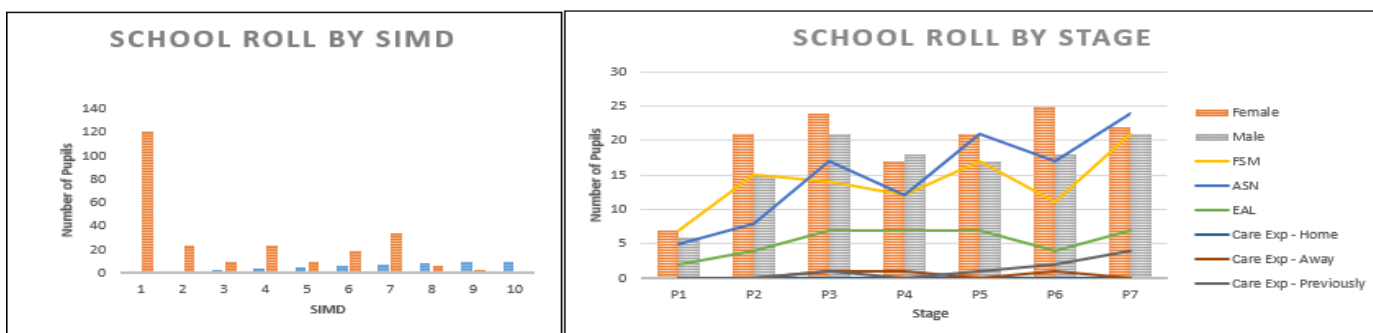
Deciles	1	2	3	4	5	6	7	8	9	10
Number of Pupils	121	24	10	24	10	19	34	6	3	0
%	47.8	9.5	4.0	9.5	4.0	7.5	13.4	2.4	1.2	0.0

No Decile

2

Roll by Stage	P1	P2	P3	P4	P5	P6	P7	ALL	
All	13	36	45	35	38	43	43	253	
Female	7	21	24	17	21	25	22	137	54.2%
Male	6	15	21	18	17	18	21	116	45.8%
FSM	7	15	14	12	17	11	21	97	38.3%
ASN	5	8	17	12	21	17	24	104	41.1%
EAL	2	4	7	7	7	4	7	38	15.0%
Care Exp - Home	0	0	0	0	0	0	0	0	0.0%
Care Exp - Away	0	0	1	1	0	1	0	3	1.2%
Care Exp - Previously	0	0	1	0	1	2	4	8	3.2%

SIMD Profile



- The school profile shows that over half the school population (57.3%) resides in SIMD 1+ 2 with (41.9%) living in SIMD 3-10. There are 2 children with an undisclosed SIMD band.
- The school profile also shows 41.1% ASN which is a decrease of 1.54%.
- 38.34% of children are in receipt of Free School Meals, which is a decrease of 4.31%.
- The percentage of children within the school who are EAL is 15.02%, which is a decrease of 0.75%

Attendance

Year	Attendance %	Attendance by SIMD			National % (can be entered manually)	Exclusions (Openings)
		1 & 2	GAP	3-10		
2025 - 2026	93.3%	92.0%	-3.0%	95.0%		0
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
2021 - 2022	90.0%	89.7%	-1.0%	90.8%		1

- Our attendance figures over the last 5 years show an increase in attendance from 21/22 – 24/25. Attendance has decreased this year by 1%. Analysis indicates that this decline is due to an increase in family holidays during term time alongside persistent attendance concerns among individuals.
- Attendance is closely monitored across the year through regular tracking and analysis of attendance data. This monitoring enables the school to identify emerging patterns quickly and provide targeted support where needed. Targeted support for pupils with emerging attendance concerns and continued engagement with families regarding the importance of regular attendance will continue to be a priority moving forward.
- The gap between SIMD 1+2 and SIMD 3-10 is 3.0% which is an increase of 1.1%. Children living in SIMD 3-10 have consistently higher attendance than SIMD 1+2.
- When considering attendance figures across stages, 25/26 data shows that all classes sit above 90% and most above 93%.
- In the last 5 years, there has been 2 exclusions, 1 x 4 half days in 24/25 and 1 x 1 half day in 21/22.

Establishment Priority 1NIF Priority

Improvements in attainment, particularly in literacy and numeracy

Choose an item

NIF Driver

Teacher professionalism

Assessment of children's progress

HGIOS

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

3.2 Securing Children's Progress

QIF ELC QIs

1.2 Staff Skills, Knowledge, Values and Deployment

2.1 Children Experience High Quality Spaces

3.3 Learning, Teaching and Assessment

4.3 Children's Progress

UNCRC

Article 28: (Right to education):

Article 29 (Goals of education):

Outcome: [Cut and paste from SIP]

- By September 2025, the finalised school curriculum rationale will accurately reflect the educational approach, policies and practice at Whinhill, developed through consultation with all stakeholders.
- By June 2026 all staff will report increased knowledge and confidence when planning high quality learning experiences in play, both indoor and outdoor and linked to STEM, outdoor learning and food technology.
- By June 2026, all children will have had an increase in the number of experiences linked to outdoor learning, STEM and food technology

- By June 2026 through a review and a refresh of key learning and teaching pedagogies linked to Inverclyde Literacy Framework and Numeracy Framework, children will experience high quality teaching and learning in reading and writing and numeracy, which will lead to raised attainment.
- By June 2026, 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 2026, GME staff will develop a cohesive assessment framework for Gaelic literacy and maths and numeracy which will ensure rigour in the assessment process.
- By Jan 2026, all nursery staff will have increased their knowledge, understanding and practical application of fire training and woodwork skills which will facilitate them leading this in the nursery.
- By June 2026, regular environmental audits will show children being presented with high quality resources and provocations leading to increased engagement.
- By June 2026, use of the Inverclyde Development Tracker by staff will support continuous improvement in our service
- By June 2026, through professional dialogue, staff confidence in the use of the new quality framework will have increased

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

- £1407.66 - literacy and numeracy resources

Progress and impact of outcomes for learners:

(Please ensure you have explicitly indicated how your PEF spend impacted on the outcome)

- The school has made strong progress in refining its curriculum rationale, with consultation processes engaging staff, learners and families meaningfully shaping its content. The curriculum rationale is finalised and is available in both written policy form and in a child friendly graphic.
- P1 and P2 staff have a deep understanding of national guidance on play. Highly effective approaches to the planning of play have been developed and the systematic evaluation of the experiences and the environment for play ensures continuous improvements in children's experiences and learning. Children are observed to be confident and independent learners. A framework for play across all stages has been developed and is used by all staff.
- A high quality digital resource has been developed that supports staff across the school to explore and develop play based learning. This allows staff to refine their practice and engage in current research.
- 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 had been developed last year. Staff have engaged with these across all four terms this year. Discussion with children evidence that they are benefiting from a broader range of learning experiences across outdoor learning, increased engagement and opportunities to be creative, build confidence and have fun. Work on the outdoor classroom has developed well and is well used by classes.
- Staff demonstrate a high level of professional expertise and collective responsibility, applying a wide range of research-informed and evidence-based approaches with confidence and precision. Learning experiences are carefully designed to be engaging, appropriately challenging and responsive to the needs of all learners, ensuring depth, progression and consistency across the school.
- Children are highly motivated, articulate and confident in their learning. They demonstrate strong skills in literacy and numeracy and are increasingly able to apply these in meaningful contexts across the curriculum. Learners speak knowledgeably about their progress and next steps, reflecting a clear understanding of high-quality learning.
- Robust assessment and moderation practices are embedded, providing a high level of confidence in teacher judgements and ensuring that attainment data is used strategically to inform next steps and targeted support. This has resulted in sustained and measurable improvements in attainment, with most learners achieving and many exceeding expected levels.

- The school's approach to improving learning and teaching reflects sector-leading practice, with a strong culture of continuous improvement and collaboration. As a result, learners benefit from consistently high-quality teaching and learning experiences, leading to excellent outcomes in literacy and numeracy.
- Food technology has not developed as far as planned this year due to staff absence. This will be carried forward in to the new SIP.
- The review and refresh of key pedagogies linked to the Inverclyde Literacy and Numeracy Frameworks has supported improved consistency in approaches to teaching reading, writing and numeracy. There has been more engagement by staff with the literacy framework due to its ease of use however, though in a different format, engagement with the numeracy support has begun. Staff are using agreed methodologies well, resulting in high quality structured and purposeful learning experiences for children.
- A refreshed writing toolkit has been developed to support greater consistency and progression in writing across the school. Its planned full implementation from August provides a clear strategic direction for improving learners' writing skills. This is expected to enhance teachers' confidence in delivering high-quality writing lessons and result in more coherent, structured approaches to teaching writing, ultimately leading to improved attainment and learner outcomes over time.
- A review of approaches to Gaelic literacy across the school and nursery has been successfully completed, informed by national guidance. This has provided staff with clear draft framework for the teaching of Gaelic grammar, supporting progression from early years through to the end of second level. As a result, there will now greater consistency in approaches to learning and teaching in GME from August 2026 as the framework will be fully trialled.
- GME staff have created a cohesive assessment framework for Gaelic literacy and maths and numeracy. Through collaborative professional dialogue and moderation activities, staff established a shared understanding of standards and expectations across all stages, and created a framework of available and required assessments. Use of current assessments consistently has strengthened the rigour of assessment practices, ensuring that learner progress is tracked accurately and reliably. Further research into assessments required will take place to ensure there is no gap in assessment processes.
- All staff undertook Fire Safety training delivered by Mrs Thorburn, including teaching staff. This has led to a noticeable increase in staff confidence and knowledge of safety procedures. As a result, key safety rules are now clearly communicated to the children, who are developing awareness of how to stay safe. Children are learning to recognise boundaries and apply rules appropriately when using the campfire area.
- Environment audits take place every six months and provide an effective overview of current provision. This ensures that indoor and outdoor areas are regularly reviewed and adapted, leading to carefully planned provocations that maintain high-quality learning experiences. As a result, the environment remains responsive to children's needs and supports sustained engagement and development.
- The use of the Inverclyde Development Tracker by all staff effectively supports continuous improvement across the service. Staff are using the tool to monitor progress and identify next steps, leading to more targeted planning and improved outcomes for children. This has strengthened reflective practice and ensures that developments within the setting are informed, purposeful and focused on meeting children's individual.
- Staff have been developing their awareness of the new self-evaluation document, 'A Quality Improvement Framework for the Early Learning and Childcare Sectors'. Through professional dialogue, staff will continue to work through the document, deepening their understanding of the quality indicators and reflecting on current practice to identify strengths and areas for improvement. This will support consistent, evidence-based self-evaluation and contribute to the continuous improvement of outcomes for children.
- Through carefully selected, age-appropriate resources and provocations, staff have supported children to explore diversity and inclusion in a meaningful way. As a result, children can talk about differences and similarities in themselves and others with confidence and respect.

Next steps

- To sustain the current high standard of learning and teaching, and to build in purposeful opportunities for innovation and professional curiosity. Maintaining a strong focus on pedagogy and learner outcomes by reviewing IDL, Science, Expressive Arts, Food technology.
- Implementation of writing toolkit
- Development of reading toolkit.
- Refresh and effective use of AIFL strategies

- embed high-quality outdoor learning as a core pedagogical approach to improve attainment in literacy and numeracy.
- Review and refresh reading pedagogy in Literacy and Gaelic in line with national guidance and local authority expectations
- Adapt and create appropriate resources for RSHP in Gaelic for across composite classes
- Continue to develop numeracy skills through the effective use of Numeracy Home Link Bags, promoting engagement between nursery and home to support children's learning.
- Deepen understanding of A Quality Improvement Framework.
- Strengthen and further develop robust self-evaluation processes.
- Develop a programme of peer assessment opportunities to support continuous improvement in practice.
- Focus on the quality of learning environments.

Establishment Priority 2

NIF Priority

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

Choose an item

NIF Driver

Choose an item.

Assessment of children's progress

HGIOS/ELC QIs

1.5 Management of resources to promote equity

2.3 Learning, teaching and assessment

2.4 Personalised support

3.2 Raising attainment and achievement

3.2 Securing Children's Progress

QIF ELC QIs

1.3 Leadership of Continuous Improvement

Choose an item.

3.1 Play and Learning

4.2 Wellbeing, Inclusion and Equality

UNCRC

Article 28: (Right to education):

Article 29 (Goals of education):

Outcome:

Attendance

- To increase the overall attendance across the school from 94.3% to 95.0% by June 2026
- To decrease the gap between the attendance of SIMD 1+2 and SIMD 3-10 from 1.9% to 1.6%

Literacy

- To increase the percentage of pupils' in P7 living in SIMD 1+2 making expected progress in reading from 73.9% to 75.0% by June 2026.
- To increase the percentage of pupils' in P7 living in SIMD 1+2 making expected progress in writing from 73.9% to 75.0% by June 2026.
- To increase the percentage of pupils' in P7 living in SIMD 1+2 making expected progress in numeracy from 73.9% to 75.0% by June 2026
- To increase the percentage of pupils' in P6 living in SIMD 1+2 making expected progress in reading from 76.2% to 78.0% by June 2026.
- To increase the percentage of pupils' in P6 living in SIMD 1+2 making expected progress in writing from 76.2% to 78.0% by June 2026.

Numeracy

- To maintain the percentage of pupils across the school making expected progress in numeracy at 87.0% by June 2026

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

- Acting PT uplift early – first £6,783.93
- Acting PT uplift first – second £6,783.93
- PEF teacher 0.2 to release PT £12,939.48

Progress and impact of outcomes for learners:

- Using the current Inverclyde Attendance Matters Policy, children's attendance is monitored monthly and contact made with parents through phone calls and letters takes place. The continued focus on 'pull to school' activities in class and a more sound knowledge of the attendance picture for our school is supporting our children. An attendance policy at school level has been developed this year and will be implemented from August '26. Awareness raising information for parents continues to be shared. This always takes place using a supportive, solution focused approach.
- Attendance outcomes have not met the projected targets, with overall attendance decreasing from 94.3% to 93.3% rather than improving to 95.0%. In addition, the gap between SIMD 1+2 and SIMD 3-10 has widened from 1.9% to 3.0%, indicating increasing inequity. This highlights that current strategies have not yet had the intended impact, particularly for those learners most at risk of lower attendance. Moving forward, we will continue to use a targeted and responsive approach, with a sharper focus on early intervention, family engagement and robust tracking to improve both overall attendance and reduce the attainment gap.
- The target to increase the percentage of P7 pupils in SIMD 1+2 making expected progress in reading has been successfully exceeded, with attainment rising significantly from 73.9% to 80.8%. This indicates that targeted interventions and support strategies have had a clear and positive impact on learners most at risk of underachievement.
- While the intended targets for writing and numeracy for P7 SIMD 1+2 were not met, with outcomes of 65.4% and 61.5% respectively, this should be viewed within the context of a notable increase in the number of learners within SIMD 1+2, rising from 21 to 26. This shift represents a higher weighting of SIMD 1+2, which has impacted overall percentages. Despite this, the data provides a clear and valuable baseline, highlighting where approaches are beginning to support learners and where further refinement is needed. There is evidence that the targeted strategies in place, and the delivery of high-quality teaching, consistent tracking and responsive interventions, we are confident to build on this for the increasing numbers within SIMD 1+2.
- The targets for increasing the percentage of P6 pupils in SIMD 1+2 making expected progress in reading and writing were not fully achieved, outcomes of 75% in reading and 70%, reading, in particular, remains close to the original baseline and target, suggesting that approaches to supporting literacy are beginning to have a positive impact. These results provide a clear indication of where practice is strongest and where further focus is needed.
- The demographic has changed as the cultural and racial diversity of families attending our school has increased. On arrival at school many had no or little English. These children were unassessed for a number of months, but thereafter, were recorded in the progress and achievement package on SEEMIS. This has impacted on the level of attainment at different stages. However, this group of children are making very good progress in their learning.
- 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 allow all staff to monitor progress. The Fact, Story, Action approach is used for recording data and actions for each pupil. Each class teacher is 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 is 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.

- 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 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

Teacher professionalism

School leadership

HGIOS

2.4 Personalised support

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement

QIF ELC QIs

1.2 Staff Skills, Knowledge, Values and Deployment

3.3 Learning, Teaching and Assessment

4.2 Wellbeing, Inclusion and Equality

UNCRC

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

Article 13 (Freedom of expression):

Article 23 (Children with disabilities):

Article 28: (Right to education):

Outcome: [Cut and paste from SIP]

- Through staff's increased knowledge and understanding of nurture principles and approaches, children will experience appropriate interventions in response to wellbeing needs by June 2026.
- 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 2026 all targeted children will have an increase in levels of engagement and wellbeing as a result of therapeutic services.
- By June 2026 all Whinhill staff will have increased their skills in trauma informed approaches in their interactions with children through engagement with Trauma informed training year 3.
- By June 2026 the ASN framework will be further developed to increase staff knowledge and expertise when making informed decisions on the appropriate interventions to meet learners' needs.
- By June 2026, through the use of Assistive Technologies, pupils will feel supported and empowered to learn in the way that works best for them. Staff will incorporate AT into daily classroom routines to develop pupils' independence in learning. Parents will feel more equipped to support their child's progress at home.
- By June 2026 all pupils will feel valued through increased 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.

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

- SPARK Counsellor (3terms) £9000
- IFE class teacher to release for nurture £59,110

Progress and impact of outcomes for learners:

(Please ensure you have explicitly indicated how your PEF spend impacted on the outcome)

- Staff's continued development of their knowledge and understanding of nurture principles and approaches has had a clear and positive impact on practice across the school. As a result, children experience timely and appropriate interventions that effectively respond to their wellbeing needs. This has supported improvements in engagement, emotional regulation and readiness to learn, demonstrating that nurturing approaches are consistently embedded and are contributing to more inclusive and supportive learning environments.
- Children across the school and nursery have developed a stronger understanding of racism and are increasingly able to use appropriate and respectful language when discussing this issue. This reflects a positive shift in awareness and confidence, with learners demonstrating greater sensitivity, inclusivity and respect in their interactions. As a result, the school environment is becoming more informed and supportive, contributing to a culture where diversity is valued and openly discussed. The school has been recredited as a School of Sanctuary so is a safe place for those children who are fleeing war or persecution.
- Targeted children have shown increased levels of engagement and improved wellbeing through access to therapeutic services. As a result, many are demonstrating greater confidence in using coping strategies, participation and readiness to learn.
- Staff have further developed their skills and confidence in using trauma-informed approaches through engagement with Year 3 training. This has enhanced staff interactions with children and supported the creation of a more nurturing, understanding and responsive learning environment.
- All staff have completed the 3 modules contained within The Promise training. The school and nursery will shortly receive The Promise award.
- The ASN framework has been further developed, providing staff with greater knowledge and confidence in identifying and implementing appropriate interventions. This has supported more informed decision-making and improved the provision of support to meet learners' individual needs.
- Assistive Technologies has been increasingly embedded within classroom practice. Most pupils are demonstrating greater confidence in selecting tools that support their individual learning needs, and many can articulate how these technologies help them access and engage with learning more effectively. This has contributed positively to their sense of independence and ownership of learning and to their accessibility of the curriculum. Feedback from parents indicates an improved awareness of the tools available, with many feeling better informed about how to support their child at home.
- A deeply embedded culture is in place in which all children are genuinely valued as active contributors to the life and work of the school and nursery. Pupil involvement in decision-making is highly visible, meaningful and sustained, with clear structures in place that ensure every voice is heard and respected.
- Children across all stages confidently articulate their views and demonstrate a strong sense of agency, knowing that their contributions lead to tangible and positive change. They engage thoughtfully in a wide range of leadership opportunities, consultations and collaborative forums, influencing key aspects of school improvement, learning environments and community initiatives. This has significantly strengthened their sense of belonging, inclusion and ownership of their school experience.
- The rights and needs of every child are increasingly reflected in school and nursery planning, contributing positively to their daily experiences. Continued engagement with the Schools of Sanctuary and Racial Literacy programmes has strengthened inclusive practice and promoted a culture of respect, belonging and equity.

Next steps

- Continue to work on – 'Keeping the Promise'
- Embedding trauma informed practice across the school, following completion of the 3 trauma informed training levels by staff.

- Continued development of emotional intelligence and self- regulation.
- Strengthening Inclusion through universal support

Establishment Priority 4

NIF Priority

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

NIF Driver

School Improvement
School leadership
Teacher professionalism

HGIOS

2.6 Transitions

3.1 Ensuring wellbeing, equality and inclusion

3.3 Increasing creativity and employability

QIF ELC QIs

1.1 Leadership and Management of Staff and Resources
Choose an item.

3.2 Curriculum

Choose an item.

UNCRC

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

Article 13 (Freedom of expression):

Outcome:

• **Pupil Leadership & The Promise**

By May 2026, the Cluster Pupil Leadership Group will design and deliver a series of pupil-led assemblies across all cluster establishments, embedding key messages from *The Promise* and developing pupil understanding of care experience and inclusion. The impact of this work will be measured through pre and post pupil and staff questionnaires (November 2025 and June 2026), evidencing increased pupil confidence in leadership roles and greater understanding of care experience across the cluster.

• **Cluster Nursery Depute Network – Quality Framework**

By May 2026, the Cluster Nursery Depute Network will fully engage with the National Quality Framework, developing shared approaches to observation, assessment and planning. All cluster nurseries will participate in collaborative moderation and professional dialogue, with pre and post self-evaluation audits evidencing improved consistency and confidence in delivering high-quality Early Learning and Childcare.

• **Science Curriculum & Moderation**

By May 2026, all schools within the cluster will have implemented the Inverclyde Science Planners, with joint moderation taking place during the February 2026 In-Service Day. Staff confidence in delivering skills-based science will increase, with planning, learning visits, and pupil feedback evidencing more consistent and engaging science experiences that promote Metaskills and Developing the Young Workforce.

• **Cluster HT Development Days**

By June 2026, Cluster Head Teachers will continue to engage in one full protected development day per term, providing time for professional dialogue, moderation of improvement priorities, and shared leadership learning. Evaluation of HT sessions will evidence the impact on leadership capacity, shared self-evaluation and alignment of practice across the cluster.

Progress and impact of outcomes for learners:

(Please ensure you have explicitly indicated how your PEF spend impacted on the outcome)

- Very good progress has been made in relation to this outcome. A shared cluster-wide approach to pupil leadership has been successfully developed through the Pinkie Promise, providing a clear and consistent framework for promoting inclusion, equality and children's rights across establishments.
- Cluster pupil leaders have played a central role in designing and delivering assemblies across cluster schools within local groupings, ensuring consistent messaging and meaningful opportunities for leadership. This work was further strengthened through pupil participation in cluster-level events, including presenting the Pinkie Promise Charter at the Head Teacher meeting, demonstrating increased confidence, ownership and leadership capacity.
- Cluster evaluation, including pre and post questionnaire data (November 2025 and June 2026), indicates a positive impact on both pupil confidence and understanding of inclusion and care experience. Most pupils reported increased confidence in taking on leadership roles and a greater awareness of how to promote fairness and inclusion within their school communities. This is supported by pupil and staff voice, with one pupil reflecting that the experience "helped us understand how to include everyone and treat people fairly," while staff feedback highlights that the Pinkie Promise has supported a more consistent and visible approach to equality and inclusion across the cluster.
- Overall, there is strong evidence that this work is contributing to a more inclusive ethos and strengthening pupil leadership across establishments, with increasing consistency in approaches to equality and inclusion.
- Good progress has been made towards the development of the quality framework across the nurseries. Across the cluster, early years settings demonstrate strong nurturing environments, positive relationships and increasing confidence in play-based pedagogy. The Nursery Depute network has provided valuable opportunities for professional dialogue, moderation and shared reflection.
- Moderation activity has been a key strength, with nursery staff collaboratively reviewing and aligning key policies and procedures, including approaches to lunchtimes, medication and safeguarding. This has supported increased consistency in practice and a clearer shared understanding of expectations across settings.
- Learning visits, moderation activities and practitioner dialogue indicate improving consistency in the quality of learning environments, with enhanced indoor and outdoor provision supporting high levels of engagement, independence and sustained involvement in learning. Practitioners are increasingly using Learning Journals to support tracking and assessment, demonstrating a developing understanding of how observations inform planning and next steps.
- Pre and post self-evaluation discussions highlight increased practitioner confidence in using Learning Journals and in understanding the link between observation, assessment and planning. Staff feedback indicates that collaborative moderation has been particularly valuable, with practitioners noting that "working together has helped us agree what high-quality practice looks like."
- While progress is evident, staffing pressures and operational demands within nursery settings have at times impacted the ability to consistently release Nursery DHT's to attend cluster moderation and development sessions, particularly where staff remain significantly floor committed. This has resulted in some variability in engagement and pace of implementation across establishments.
- Self-evaluation continues to indicate variability in the consistency and depth of practice across settings, particularly in ensuring clear progression and strengthening links between observation, assessment and next steps. This aligns with the need to further embed a systematic approach to self-evaluation across early years settings.
- Good progress has been made in developing a more consistent approach to science across the cluster. Staff have engaged in professional learning and are increasingly confident in using the Inverclyde Science Planners to support progression and structure within science. Cluster collaboration and professional learning have strengthened staff confidence and supported increased consistency in approaches to science across establishments. The February 2026 in-service day provided opportunities for staff to engage in practical, skills-based workshops across Early to Second Level. This supported the sharing of effective practice and increased understanding of enquiry-based learning. Staff confidence and engagement has risen with almost all staff reporting that the session had improved their confidence in delivering skills-based science and provided practical approaches that could be applied within their own settings.
- Pre and post session feedback highlights an increased awareness of how to develop enquiry skills progressively, with staff identifying a clearer understanding of how to embed predicting, testing, observing and recording within their planning. Qualitative feedback further supports this, with staff noting that the session "provided practical ideas that could be used immediately" and helped to "make science more engaging and manageable."

This evidence, alongside early planning scrutiny and professional dialogue, indicates emerging impact on classroom practice. However, cluster self-evaluation highlights that variability remains in progression, depth and consistency across establishments. While examples of effective practice are evident, these are not yet consistently embedded across the cluster.

- Very good progress is evident in strengthening leadership capacity across the cluster. Regular protected development sessions have strengthened meaningful professional dialogue, enabling Head Teachers to collaboratively reflect on practice, moderate improvement priorities and develop shared approaches to leadership. There is clear evidence that these sessions have contributed to increased alignment across establishments, with professional dialogue becoming increasingly focused, strategic and evidence informed.
- Through this collaborative work, Cluster Head Teachers have moderated and aligned a number of shared policies and approaches, including anti-bullying and attendance guidance, supporting greater consistency in expectations and practice across establishments. Evaluation of these sessions highlights their positive impact, with Head Teachers noting that the opportunity to engage in focused dialogue has helped the cluster to “move towards clearer, shared approaches rather than individual practice.” Overall, this work is strengthening leadership of change and supporting the development of a more coherent and aligned approach to self-evaluation and improvement across the cluster.

Next steps

- Development of progressive, enquiry-based science through outdoor learning.
- Further development of collaborative professional learning opportunities across the cluster schools.
- [Through the Cluster Nursery DHT network, collaboration in the understanding and use of the joint Quality improvement framework.](#)
- Development of a cluster equality and inclusion charter.
- Review of Cluster Transitions & Family Support
- Development of a shared Future Ready Pathway linked to financial literacy, enterprise and employability.

Data

Overall School						
Year	SIMD	Number of Pupils	Listening & Talking	Reading	Writing	Numeracy
2025 - 2026	All	253	93.3%	85.3%	81.9%	83.7%
	1 - 2	145	89.7%	80.9%	76.5%	79.7%
	3 - 10	106	98.0%	91.0%	89.0%	89.6%
	GAP		-8.3%	-10.1%	-12.5%	-9.9%
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%

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. While this reflects a consistently positive attainment picture, there has been a slight decline across all areas compared to 2024–2025, most notably in Listening and Talking (by 2.0%) and Numeracy (by 3.3%).
- Attainment over time has shown an increasingly positive picture till 24/25 with a slight decline this year.
- 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.)**

Family Group B Data

2025-2026 Attainment	L&T	R	W	N
Family Group Average	93%	83%	78%	84%
Establishment	93.3%	85.3%	81.9%	83.7%

- Across Whinhill, attainment in 2025–2026 demonstrates a strong and generally improving picture when compared to the family group of schools. Listening and Talking remains a clear strength, with the establishment slightly outperforming the family group (93.3% compared to 93%). Reading and Writing show particularly positive gains, with the establishment exceeding the family group by a notable margin in both Reading (85.3% vs 83%) and Writing (81.9% vs 78%). Numeracy remains broadly in line with the family group, though marginally lower (83.7% vs 84%).

Nursery – on track

	Listening and talking	Reading	Writing	Numeracy
Pre-school	100%	88.2%	97.0%	85.3%
Anti Pre-school	73.3%	70%	70%	60%

- Children in the pre-school stage are demonstrating very strong early progress across all curricular areas. Listening and talking and writing are particular strengths, with almost all children showing well-developed early communication skills for their age. Reading and numeracy are also developing positively, with a high majority of children achieving expected milestones.
- Given that many children in the ante pre-school cohort have had limited nursery experience (in some cases as little as six months), attainment is developing appropriately. Around two-thirds to three-quarters of children are already demonstrating early skills in literacy, with listening and talking providing a solid base for further development. Early reading, writing and numeracy skills are emerging steadily, with clear potential for accelerated progress as children become more familiar with routines and learning expectations.
- Nursery staff use the Progress and Achievement aspect of the learning journals, which will transfer neatly to P1 data.

Primary 7

Year	SIMD	Number of Pupils	Listening & Talking	Reading	Writing	Numeracy
2025 - 2026 (Primary 7)	All	43	95.3%	86.0%	76.7%	72.1%
	1 - 2	26	92.3%	80.8%	65.4%	61.5%
	3 - 10	16	100.0%	93.8%	93.8%	93.8%
2024 - 2025 (Primary 6)	All	43	87.5%	82.5%	82.5%	80.0%
	1 - 2	26	78.3%	73.9%	73.9%	73.9%
	3 - 10	17	100.0%	94.1%	94.1%	88.2%

P7 Evaluative Comments

- Session 2025/2026 – TPJ shows positive results across the elements with most children achieving second level in Listening and Talking, most in reading and writing and the majority in numeracy.
- P6 data for this year's P7 group indicates that attainment has increased in listening and talking and reading but is showing a decrease in writing and numeracy.
- Attainment in listening and talking and numeracy is showing a decrease compared to last year's cohort, however reading and writing show an increase between cohorts.
- 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 listening and talking, reading, writing, and numeracy by, 7.7%, 13.0%, 28.4% and 32.3% respectively. There is no poverty related attainment gap in listening and talking.

Primary 4

Year	SIMD	Number of Pupils	Listening & Talking	Reading	Writing	Numeracy
2025 - 2026 (Primary 4)	All	35	91.2%	88.2%	85.3%	88.2%
	1 - 2	26	88.0%	88.0%	84.0%	84.0%
	3 - 10	9	100.0%	88.9%	88.9%	100.0%
2024 - 2025 (Primary 3)	All	36	96.7%	96.7%	93.3%	88.2%
	1 - 2	26	95.5%	95.5%	90.9%	83.3%
	3 - 10	10	100.0%	100.0%	100.0%	100.0%

P4 Evaluative Comments

- Session 2025/2026 – TPJ show strong results across all 4 elements. Almost all children achieved first level in Listening and Talking and most in reading, writing and numeracy.

- P3 data for this year group shows a decrease in attainment across all elements of literacy but is stable in numeracy.
- . Attainment statistics have been impacted by support needs within the class, EAL attainment and children in this year group leaving and new children arriving.
- Attainment is higher than last year's cohort across all 4 areas. 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 listening and talking, reading, writing, and numeracy by, 12%, 0.9%, 4.9% and 16% respectively. There

Primary 1

Year	SIMD	Number of Pupils	Listening & Talking	Reading	Writing	Numeracy
2025 - 2026 (Primary 1)	All	13	80.0%	70.0%	70.0%	75.0%
	1 - 2	9	71.4%	57.1%	57.1%	62.5%
	3 - 10	4	100.0%	100.0%	100.0%	100.0%

P1 Evaluative Comments

Session 2025/2026 – TPJ shows a strong picture of attainment across all the elements with most children achieving early level in Listening and Talking and numeracy and the majority in reading and writing. The number in the cohort for primary 1 literacy elements is 11 and for numeracy is 13 (this includes Gaelic medium children) therefore percentages and gap appear more significant as each child represents 9.1% of 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 listening and talking, reading, writing, and numeracy by, 28.6%, 42.9%, 42.9% and 37.5% respective

Key Priorities:

School/ Nursery class

- Continued focus on attainment of reading and writing for current P6 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 planning and tracking paperwork. This will continue to support transition.
- Nursery staff will continue to use data effectively to support improvements in attainment.

Quality Indicators

Statements presented in *italics* are taken directly from the school's recent HMIE inspection report and are included to provide an external perspective on our progress and the impact of our approaches.

1.3 Leadership of Change Excellent	1.3 Leadership of Continuous Improvement (ELC QIF) Very Good
Key Strengths: School/ELC Nursery class <i>Outstanding and inspirational leadership of the head teacher, who affects systematic change. Very well supported by the depute head teacher and wider leadership team.</i> - The aspirational culture, underpinned by the school vision, values and aims which are intrinsic to the life of the school and nursery. - Staff demonstrate a positive outlook on change and improvement, and are passionate and committed to providing high quality care for children and families. A clear vision, and values are embedded across the service and these are evident in staff's interactions and practice. <i>Staff are supported and challenged to ensure a relentless focus on the continuous improvement of the school and in improving outcomes for all. Our children, parents and partners are empowered to lead and secure school-wide improvement and positive change.</i> - All staff engage in regular self-evaluation of school improvement priorities using 'How good is our school? 4th edition'. A robust quality calendar is in place with a focus on quality assurance and wider life of the school. This ensures a review all aspects of the work of the school including the quality of learning and teaching. The Quality Calendar provides detailed information and guidance for staff on the annual improvement cycle and other work of the school. This ensures staff are well informed and supports the implementation of school improvement. <i>Senior leaders and staff analyse the wide range of evidence gathered from these activities rigorously.</i> - Collective teacher efficacy underpins school improvement through empowering staff to be agents of change. This is evident through the commitment of staff to whole school improvement and the many leadership roles across the school. <i>Staff leadership is well embedded and exemplifies the very best practice. This supports the consistent and very high standard of learning and teaching across the school. All teachers have leadership roles linked to school improvement priorities. They share highly effective practice with each other and with colleagues from other schools to support continued improvement.</i> - HT shares practice across the local authority as part of school review teams, an AA with HMIE, supporting schools through review and inspection process, and presenting both in Inverclyde and other LAs with a focus on leading change and whole school improvement. HT also provides training sessions for school staff and in 1-1 support of HT colleagues. - The work of the school has been recognised by colleagues across the authority and wider, and staff are happy to share their knowledge and expertise. We recognise the importance of learning from others and seek out opportunities to visit other establishments and engage in professional dialogue with colleagues. - All teaching staff engage 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. <i>Children benefit from skilled support staff working with teachers to deliver highly effective targeted interventions. Support staff apply professional learning skilfully to support children who require additional support with their learning. Support staff have leadership roles within school committees.</i> - Our children are an intrinsic part of the self-evaluation and school improvement process in Whinhill. Through learner participation their views are valued and acted upon. <i>Children's involvement in improvement planning exemplifies the very best practice. They express their views very well and make insightful contributions to school decision-making through discussions and committees. They use 'The Whinhill Way' as</i>	

a helpful tool to think about what is working well at school and what could be even better. As a result, children are confident, highly articulate and have well-developed skills in collaboration and leadership.

- 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.
- Senior leaders explicitly link Pupil Equity Funding (PEF) priorities to the school improvement plan to improve outcomes for children. They use their very thorough understanding of the context of the school to target PEF spend very effectively to raise and accelerate children's attainment. Staff's continued focus on ensuring equity for all has reduced the poverty-related attainment gap steadily over the last three years.
- Children and families' views inform service development and improvements. Children's voices are evident throughout the nursery, including in floorbooks and wall displays. Parents are consulted and regularly contribute opinions, ideas and are involved in nursery improvements.
- Leadership across the nursery is highly effective. This is characterised by a clear vision for English and Gaelic language development and a strong commitment to nurturing a rich, immersive learning environment. Leaders promote a positive ethos where children, staff and families feel valued and included, supporting confident language acquisition and cultural identity. Through ongoing professional dialogue and reflective practice, staff are well supported to develop their skills in Gaelic-medium pedagogy.
- Self-evaluation and quality assurance processes support the delivery of high quality care and is underpinned by current best practice guidance.

Key Priorities:

School/ELC Nursery class

- Maintain the excellent level of provision for school improvement.
- Extend pupil leadership in change processes.
- Deepen parent/carer partnership beyond consultation.
- Staff will continue to deepen their understanding of A Quality Improvement Framework for the Early Learning and Childcare Sectors. The Nursery Depute will work in partnership with the Head Teacher to strengthen and further develop robust self-evaluation processes, ensuring a consistent focus on continuous improvement.
- Create a programme of peer assessment opportunities to support continuous improvement in practice.

2.3 Learning, teaching and assessment Excellent

3.3 Learning, teaching and assessment (ELC QIF) Very Good

Key Strengths:

School/ELC Nursery class

- Staff provide outstanding nurturing and inclusive practice that place children's wellbeing and very positive relationships at the heart of all children's experiences. All staff, children and families feel welcome and valued. All staff have high aspirations for children and families. Children fully understand and embrace their role in ensuring 'everyone is welcome at Whinhill'. Across the school, all children are very polite, confident and respectful. Their behaviour is exemplary.
- 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.
- The school embodies a rights based approach to our practice and interactions. The school is an accredited gold level rights respecting school. Children can confidently articulate the language of children's rights and this is continually highlighted by the Rights committee who lead all developments and the rights respecting reporters. Discussions with children show that they are knowledgeable about children's rights and can

confidently discuss these. Children's rights are visible across the school and staff consider this when planning for learning.

- As a visible learning school, teachers are encouraged to see learning through the eyes of the children. Effect sizes that have the greatest impact are our focus areas. Teachers are encouraged to evaluate their own teaching and participate in impact cycles each year which leads to informed changes that improve outcomes for children. Across the school, children's understanding of visible learning is achieved through the depiction of planets agreed and devised by them. Almost all children can articulate how these learning dispositions impact on and support their progress.
- *All staff provide children with a wide range of engaging learning experiences. Children are enthusiastic and active learners, keen to challenge themselves in their learning across the curriculum. Staff are highly skilled and use their deep professional knowledge of the school context to provide learning experiences that build on prior knowledge. They support children to engage and achieve across a wide range of relevant learning contexts in school and beyond.*
- *Staff create very high-quality, creative and supportive learning environments across all areas of the school. Staff and children together create engaging and interactive wall displays that support children's learning very well. These displays illustrate the learning and improvement work of classes and children's leadership groups and help to capture children's interest. Children are fully involved in evaluating and improving the inclusive classrooms and learning spaces. This is helping children to be engaged and have ownership of their learning environment.*
- *Staff and children successfully link the school values of respect, responsibility, confidence, honesty and kindness to children's rights. They clearly demonstrate these values which are well embedded in all aspects of learning and school life. Children have a deep understanding of their rights. Staff work collaboratively with children to ensure a rights-based approach is at the heart of everyone's practice.*
- *All staff encourage children to be active participants in their learning. Children are encouraged to direct their own learning and challenge themselves in different ways. Staff plan a range of well-planned, high-quality activities and experiences in which children can choose how they learn or personalise their learning.*
- *Teachers use highly effective approaches to vary their teaching and plan learning activities that meet the learning needs of all children very well. They regularly evaluate their own teaching and focus on approaches that maximise the impact on children's learning. Teachers across the school use a highly effective approach to support children to understand how they can undertake learning activities. They support children to understand independent learning strategies exceptionally well in class lessons, learner conversations and through whole school focus activities.*
- *The consistent, school-wide approach to teaching listening and talking is an outstanding strength of the school. As a result, through dialogic teaching, almost all children make very strong progress in listening and talking. All children listen and contribute very respectfully to adults and peers during discussions. Children talk confidently about how this is supporting them to become successful learners and contribute effectively to learning.*
- *Highly effective questioning is used at key points in learning activities to check for understanding and to extend children's thinking. Children are consistently encouraged to ask questions and verbalise and extend their thinking. As a result, all children are highly motivated and engage confidently in learning activities. Children across the school understand this approach and work very well individually and collaborate effectively with peers in pairs, groups and as a class. These well considered approaches to interactions and questioning support children very well to be curious about learning, extend their thinking and develop higher order thinking skills. Pupils lead their own learning through the use of the literacy and numeracy pathways, number talks, peer reading, self and peer evaluation and learning conversations with their teacher. Through this and the feedback received from teachers and peers they have a strong understanding of their progress.*
- *Digital technology is used to enhance learning and teaching. As they move through the school, children develop the knowledge and confidence to use a broad range of digital tools independently. Assistive technologies play a key role in supporting learners with additional needs, enabling them to participate fully and achieve their potential.*
- *Children are supported very well to make connections between their prior knowledge and new learning. Children identify and select confidently the steps that will help them to be successful. Staff support children very effectively to reflect on how they have been successful. Children evaluate their own progress and support one another to evaluate each other's learning through self and peer assessments. All teachers share all assessment*

information, including highly effective written feedback with children through regular transparent learning conversations. As a result of these highly effective approaches, children have a very clear understanding of their strengths and next steps and talk about what will help them to make further progress.

- Pupils' views are gathered in a wide variety of ways. The Leadership group has a focus on school self-evaluation, a wide range of pupil committees develop their focus area through action planning, Feedback Friday, discussions with the HT and through our school and vice captains. Children value their leadership opportunity.
- Senior leaders and staff working with P1 and P2 demonstrate a deep understanding of national guidance on play. They have developed highly effective approaches to planning and you observation and share their practice with other schools. They engage in regular robust self-evaluation of their approaches and environments. This leads to continuous improvements in children's experiences and learning. Children are involved in planning, leading and evaluating their play experiences. This encourages children to be independent and confident learners. Staff provide well-considered and highly engaging play experiences in response to children's interests. As a result, children's interest and engagement in play is sustained. Staff continue to refine and enhance their practice using research, professional learning and through consultation with children.
- Children in Primary 1 and 2 have regular opportunities to lead their own learning through well planned play experiences. Children in P 3–7 benefit from playful approaches to learning. This is deepening their learning and understanding and developing their key skills.
- Highly effective approaches to planning and assessment have been developed. Teachers plan very well across the curriculum and make effective use of school and local authority pathways. They regularly review planning in line with national guidance. They plan collaboratively over different timescales and are very responsive to children's needs. Formative assessment is used very well during lessons to check children's understanding and respond quickly to provide well-timed and effective support and challenge. Teachers share all assessment information with children and support them to understand how they have been successful and what they can do to improve. As a result, children are empowered and have ownership of their learning.
- Highly effective and manageable approaches to monitor and evaluate children's progress across literacy and numeracy are in place. Teachers are highly skilled in the analysis of this data and evidence. Teachers collate evidence to ensure there is clear information on children's attainment across all curricular areas. Senior leaders and teachers meet regularly to review the progress of classes, cohorts of children and individual children. Senior leaders, teachers and support staff identify any gaps in children's knowledge and skills. Together, they plan highly effective interventions and targeted support. As a result, children make strong progress and experience success in their learning across the curriculum.
- All children engage in play and confidently and independently move around their play spaces. Children have access to a selection of loose parts, natural and open-ended resources indoors and outdoors. This supports children to play and learn in a meaningful environment that stimulates their curiosity, enquiry and creativity
- Children experience free flow access to the outdoor environment which offers opportunities for exploratory and active play. Staff promote the positive impact of outdoor play on children's health and well-being. Wetsuits are provided to allow children to enjoy time outdoors in all weather.
- Staff consistently use skilled questioning techniques to extend children's thinking, encourage curiosity, and support the development of critical thinking skills. Learning experiences are responsive to individual needs, enabling children to progress at a pace appropriate to their stage of development.
- Children benefit from an environment that is safe and secure. Furniture and resources for children are of a high quality and are well maintained. Children are supported to assess their own risk during play. Children are encouraged to think about their choices and the impact on their safety. This enables children to gain confidence in engaging in risky play experiences whilst keeping themselves safe.
- The layout of the playrooms has been carefully considered to create spacious zones that invite children into high quality play and learning spaces. Children benefit from play spaces that are centred around their needs and reflect their current interests. Parents are welcomed into the playrooms where children's achievements and aspects of their home lives are displayed and celebrated. This promotes children's ownership of their environment and gives a strong message to children and families that they mattered.

Key Priorities:

School/ELC **Nursery class**

- Maintain excellent level of high quality learning and teaching.
- Continued review of pedagogies to ensure consistency across the school.
- Continue to develop numeracy skills through the effective use of Numeracy Home Link Bags, promoting engagement between nursery and home to support children's learning
- Further improve the quality of learning environments in Early Years to ensure they are nurturing, stimulating, and responsive to children's interests.

3.1 Ensuring wellbeing, equity and inclusion

Excellent

4.2 Wellbeing, inclusion and equity (ELC QIF)

Very Good

Key Strengths:

School/ELC [Nursery class](#)

- *Children experience outstanding approaches to support and improve their wellbeing, inclusion and equality. They talk articulately about their wellbeing to trusted staff and they feel safe and very happy in school.*
- Staff's approach to nurture is based on the 'six principles of nurture'. The Nurture implementation group, through a focussed action plan, continually develop nurture across our school. Nurture observations, completed twice a year, evidence that all staff are confident in its use across all school experiences. 'The Bothy' supports targeted nurture support. Children attending the Bothy are tracked using Boxall assessments and their learning is planned and based on the outcomes of the assessment. Regular monitoring is showing progress against their Boxall targets and their learning pathways.
- *Children's behaviour is supported very well by highly skilled staff who have a deep professional understanding of trauma informed practice and nurturing approaches. Their nurturing approach is reducing anxiety in children.*
- A variety of wellbeing tools are used to monitor and evaluate children's progress including universal action plans, circle framework and GMWP. This is having a positive impact on children's emotional literacy, resilience and overall wellbeing. We use this information to identify and set up social skills groups to work on self-esteem and team building by taking the learning outside. This is monitored by class teachers and SMT.
- *Children receive bespoke and highly effective support and interventions to meet their wellbeing needs based on data gathered from a variety of wellbeing assessment tools. Senior leaders and staff measure the impact of the range of highly effective interventions to improve wellbeing. They can clearly evidence how these are significantly improving children's wellbeing, attainment and engagement in learning.*
- *All staff have a thorough understanding of their responsibilities and statutory duties relating to child protection, wellbeing, equality and inclusion. They undertake regular training to ensure they are very well informed about safeguarding and child protection issues. Staff very effectively identify and record children's needs in pupil profiles and wellbeing assessment plans. All staff engage extremely well with a wide range of partners to improve outcomes for children. Staff deliver exceptionally well-considered approaches interventions to meet the needs of children who require additional support with their learning. This well-coordinated approach is having a very positive impact on the progress of all children, including those who require additional support with their learning.*
- Wellbeing indicators underpin our practice. All staff are provided with data including transition notes (e.g. wellbeing, SIMD, LAC, Young Carers, CP and FME) regarding their pupils, which ensures that they know their children very well. Wellbeing information and support is shared with parents through the Parent Padlet, our website and parental leaflets. A newly formed ASN parent group has deepened relationships between home and school when supporting families during times of challenge.
- Children are very familiar with the language of wellbeing and can discuss this confidently. This is supported by our GIRFEC flowers which are highly visible each class and are used as teaching aids within our health and wellbeing programme. The content of the flowers is in child friendly language. Meaningful real life examples of GIRFEC wellbeing indicators in pupil's everyday life has been discussed at weekly assemblies and is consolidated with deeper learning in the classroom.

- *Staff have a deep professional understanding of how to address all barriers to learning. They have created an online learning resource which exemplifies very best practice. This comprehensive resource has detailed flow charts, with links to online recordings of highly effective practice and information to support children's needs. This is helping to ensure a high degree of consistency in how staff across the school meet children's learning needs.*
- Children are leading the awareness raising of diversity across the school through diversity walks which identified aspects of our school that need to be developed to be more representative of the demographic of our school. As a result of this, library materials have been greatly enhanced to support diversity through new library books. Pupil leadership groups (anti-racism leaders and Schools of Sanctuary ambassadors) organise events and provide learning opportunities for children. This has had a significant impact on awareness of other cultures in our community. Displays around the school have been adapted to celebrate diversity.
- Whinhill has welcomed many families through the refugee programmes to our school. In response to the changing demographic and the wider range of cultures, we are now an accredited 'School of Sanctuary' which means Whinhill is a safe and welcoming place for those fleeing conflict. This work has raised awareness across our school community about families who are displaced, the pressures they are under and how difficult it can be to resettle in a new country. Welcome packs are offered to all our new displaced families and refugees. The feedback from our new families is fantastic.
- All staff have engaged in professional learning linked to the 'Building Racial Literacy' programme and have increased their knowledge and understanding in being racially literate, effective at dealing with racism and confident in leading anti-racism with their pupils.
- *Children who are learning English as an additional language receive highly effective support from staff. Staff have developed a very effective processes to identify and track the acquisition of English. As a result, children make very strong progress in gaining fluency in English. Children's emotional wellbeing and inclusion is very well supported alongside their acquisition of English. As a result, all children are confident, happy and are fully included in the life and work of the school. Children and families feel safe and are fully included in all aspects of school life.*
- Approaches to transitions are embedded throughout the school. Very effective processes are in place from nursery to P1 and from P7 to secondary school with a comprehensive list of experiences and activities for children at those stages. Transition between classes within the school is seamless with detailed sharing of information between staff and transitions passports available for children with ASN.
- Transitions between the Gaelic nursery and primary 1 are seamless, and effective. Staff share detailed information and work together throughout the year. A transition project to encourage the development of Gaelic at Inverclyde Academy is underway currently with the new Gaelic secondary teacher working closely with the Gaelic PT and class teachers to shape this.
- Restorative practice is embedded throughout the school to ensure children have their views heard and can confidently resolve conflict. Trained peer mediators in the playground support restorative conversations with younger children and liaise with the adults in the playground, when required.
- Whinhill recognises the importance of a healthy and active lifestyle to support wellbeing. Whinhill is a recognised Gold Sport Scotland School. A range of sporting activity is offered both competitively and at lunchtime and afterschool clubs. Taster sessions for other sports are also offered. Participation across the school is very high in both SIMD 1+2 and 3-10, tracked by active schools. The school successfully plans experiences focussing on wellbeing e.g. Children's mental health week, school health week and Global Play Day. A range of other after school clubs and lunchtime clubs are offered which increases children's confidence and widens their opportunities.
- *Children experience warm and nurturing care. Staff are responsive to children's individual needs, treating them with respect and sensitivity. All staff are kind and caring towards children. Staff communicate with children respectfully and at their level, providing them with reassurance whenever needed. As a result, children feel secure and develop positive attachments with staff.*
- *Children's health and wellbeing is supported through effective use of personal planning. Personal plans are developed in consultation with parents, and all staff have a very good understanding of children's needs. Interactions and support strategies observed in practice in the playroom are reflected in children's personal plans. This supports children to achieve their full potential and enabled staff to provide individualised care and support.*

- Children in the nursery benefit from unhurried meal and snack times. Snack is available in the designated snack area for most of the morning, which means that children can choose to have a snack when they were ready. Children are encouraged to take ownership of their mealtime experience and there are opportunities for them to develop their independence, including self-selecting of snack and cold elements of lunch and clearing their plates. Staff sit with children at designated tables during lunch to ensure they are well positioned to support children with self-help skills such as cutting up foods.
- Well-managed systems and processes for the storage and administration of medication are in place and support children's overall health and wellbeing needs. All staff are fully informed on children's health and medical requirements and their roles and responsibilities. Recording methods are in line with current best practice guidance and reviewed appropriately. As a result children's health information is current and children are kept safe.

Key Priorities:

School/ELC **Nursery class**

- Continue to deliver excellent provision of health and wellbeing.
- Strengthening Inclusion through universal support.
- Further develop emotional literacy and self-regulation
- Trauma-Informed Practice – From Training to Embedded Practice

3.2 Raising attainment and achievement/Securing children's progress
Excellent

4.3 Children's progress (ELC QIF)
Very Good

Key Strengths:

School/ELC **Nursery class**

- *Attainment in literacy and numeracy across the school is outstanding. Staff add significant value to children's attainment as they progress through the school. The strong emphasis on equity ensures all children, including those who require additional support in their learning and those who have English as an additional language, attain exceptionally well and make outstanding progress in learning. Attainment across the school is continually improving and has been sustained at a high level over a number of years. There is a strong sense from all in the school that all children, regardless of circumstances will be supported to maximise their attainment.*
- As an attainment challenge school, staff have benefited from several years of high quality CPD with a focus on literacy and numeracy which has significantly enhanced the quality of teaching and as a result has improved outcomes for children. A clear rationale for identifying and closing gaps in learning continues to be in place and all staff follow 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 identified can 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 is evaluated and revised.
- Regular tracking meetings using the 'Fact, Story, Action method allow all staff to monitor progress. The renewed rigor of the professional dialogue during tracking meetings has ensured assessment leads directly to more effective planning for learning. All assessment data is shared with children in line with our visible learning approach. Children's ownership of their own learning is increased significantly due to the sharing of their assessment data through learning conversations. Staff report that these conversations are now more purposeful. Staff talk confidently when discussing their use of data and the impact of data on their planning. Progress and achievement on SEEMIS, Inverclyde dashboard and Fact, Story Action are used confidently by staff.
- *Across the school, children enjoy choosing books for enjoyment from the school library and classroom reading areas. Children work closely with the library service to ensure these are stocked with a wide range of high-*

quality books. This is supporting children to engage in regular reading for enjoyment and contributing to improved attainment in reading.

- All children who require additional support or who have English as an additional language are making excellent and accelerated progress towards their individual targets in literacy and numeracy.
- The attainment gap between SIMD 1 and 2 and SIMD 3 to 10 has steadily decreased over the last three years. Senior leaders have exceptionally well established, thorough processes to monitor and analyse children's attainment and progress in literacy and numeracy. Together with teaching and support staff, they skilfully plan and deliver a wide range of highly effective universal and targeted interventions. Senior leaders set ambitious stretch aims as part of the attainment strategy which is supported by PEF. As a result, children in identified cohorts, such as children who live in SIMD 1 and 2 and children who are entitled to free school meals, are making outstanding progress in literacy and numeracy.
- Senior leaders also track robustly the progress of the significant cohort of children who have English as an additional language or as a new language. As a result, these children make accelerated progress as they journey through the school and by P7 almost all attain and achieve very well. Children's attainment is consistently above local and national comparators. This is particularly noticeable in listening and talking and numeracy across the school and reading and writing in P1. All staff use highly effective strategies and deep understanding of data very well to accelerate children's progress in learning and overall attainment.
- Over the last three years, the school's attendance average has continuously improved. In June 2025, the school's average was 94.3% which was above the national average. The attendance gap between SIMD 1 and 2 and SIMD 3 to 10 has decreased significantly. Senior leaders monitor and analyse information about children's attendance rigorously. Currently, a minority of children have attendance below 90%. Reasons for absence include term-time holidays, illness and family circumstances.
- Children are encouraged to share achievements from out with school with the wider school community through the 'Golden Folder'. Parent's support the school's promotion of wider achievement by encouraging children to bring in medals, certificates and share personal successes achieved outside of school. These are recorded on X and displayed in school. Parents are also encouraged to nominate their children through the use of Microsoft forms and this is shared at Awards Assemblies.
- The school provides a broad range of opportunities that enable pupils to achieve beyond the academic curriculum. Successful themed weeks, cultural experiences, residential, partnerships with other organisations, after school clubs and a wide range of sporting experiences have impacted positively on children's confidence, teamwork, leadership skills and engagement with learning.
- During Seachdain na Gàidhlig (World Gaelic Week) pupils from across the school celebrate the Gaelic language through accessing opportunities to develop their knowledge, skills and understanding of Gaelic, and cultural activities. GME pupils facilitate a number of events for the whole school, and engage with the Seachdain na Gàidhlig national programme.
- Children's experiences and achievements are of a very high quality and an outstanding strength of the school's work. All children benefit from an extensive and exceptionally wide range of experiences relating to culture, sport and citizenship. As a result, almost all children are confident and have strong self-esteem. Children look forward to and talk enthusiastically about their participation in the Inverclyde Music Festival. They showcase their creative skills through performance in music, poetry and verse recitation. Children are proud of their achievements in both Gàidhlig and English. Senior leaders track children's participation and achievements in and out of school. They use information from this tracking very effectively to plan interventions for children who are not participating and increase their engagement. For example, children lead lunchtime clubs. As a result, all children participate in an impressive range of purposeful and challenging experiences. This supports children to develop their confidence, teamwork and communication skills very well.
- Children are very proud of how they lead achievements and work together with staff, parents and partners to gain and sustain national accreditation awards at the top level. This includes for example, work relating to sports, ecology and children's rights. Children clearly articulate the skills for learning, life and work they are using and developing through their achievements.
- Equity of success and achievement for all children exemplifies very best practice. Senior leaders and staff demonstrate a deep professional understanding of the school and community context. Senior leaders have developed very strong approaches to using PEF to reduce gaps in children's learning and raise attainment. Children supported by PEF interventions have made accelerated progress in literacy and numeracy. Children's wellbeing is being improved significantly by very effective targeted interventions.

- Staff effectively embed numeracy within everyday learning experiences. Children are supported to explore mathematical concepts and language through meaningful, play-based activities such as measuring volume and height. These experiences are responsive to children's interests and promoted engagement, confidence, and achievement in learning.
- Learning environments across both the main playroom and Gaelic Medium provision offer rich opportunities to develop language, literacy, and numeracy skills. Children have access to a wide range of literacy resources, including books, printed text, songs, and mark-making materials which encouraged early literacy development and communication skills.
- Children are supported to learn and develop within an environment that is stimulating, nurturing, and responsive to their individual strengths, interests, and needs. The quality of interactions, personalised approaches to care, and carefully planned learning experiences contribute positively to children's progress and wellbeing.
- Effective tracking systems are used to monitor children's progress and identify gaps in learning. This informs the planning of meaningful next steps and ensured targeted support where required.

Key Priorities:

School/ELC Nursery class

- Embed high-quality outdoor learning as a core pedagogical approach to improve attainment in literacy and numeracy.
- Continue to ensure rigor in the monitoring and tracking of pupil's progress, attainment and achievement.
- Tracking information will be used more responsively to observe children's progress within play-based contexts, enabling practitioners to adapt experiences in the moment and ensure that support is developmentally appropriate, timely and leads to sustained progress across early level

Key Achievements of the Establishment

Whinhill Primary School has achieved an exceptional milestone by receiving the highest possible 'Excellent' grading in all four quality indicators assessed by His Majesty's Inspectorate of Education (HMIE). This recognises the school's outstanding leadership, excellence in learning and teaching, unwavering commitment to wellbeing and inclusion and consistently high standards in raising attainment and achievement.

- We received our re-accreditation as a Fairtrade School
- We received our re-accreditation as a School of Sanctuary
- Our whole school community has completed 'The Promise' Award.
- We achieved the Silver Reading School award.
- We received our re-accreditation of the Gold Sports Award.

Community Involvement

- Leadership across our school continues to flourish. Children take on leadership roles which supports school improvement. This includes a bake sale organised by a P6 child to raise funds, raising £325.05 for Children in Need, modelling for and supporting their buddies, digital leaders, committee members and many more.
- 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, 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, Languages 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.
- In conjunction with our Comann nam Pàrant group we help a Gaelic family ceilidh at the Maker's Kirk in Greenock.
- 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.
- P2, P3 and GP2-3 held a Read, Write, Count gifting event supported by the Library Service Development Officer. This session supported parents in their understanding of the importance of reading through pleasure and how best to engage with the resources. P1 and GP1s parents participated in a shared reading session at South West Library. All classes have had library sessions at the South West library throughout this year.
- During languages week, the Library Service Development Officer supported us in a Bookbug session for EAL pupils and their families. We also made links with Inverclyde Academy where pupils from Ukraine and Afghanistan held lunch time clubs sharing traditional stories in their home languages and led cricket in our PE hall.
- As part of Refugee Week, some members of our community contributed to a video to share their experiences of seeking sanctuary in Scotland. This was shared as a whole school assembly where pupils developed understanding of what refugees and asylum seekers are, in order to develop empathy and inclusion.

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 also placed first. P1 and P2 took part in the singing game class and put in an excellent performance. Primary 1 came in second place and Primary 2 came first. 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.
- 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 senior Gaelic children participated in Fèis Phàislig, in a range of classes and performances. This also brings together schools across central Scotland with Gaelic provision to share their talents.
- Our Gaelic class developed and produced a drama performance for Fèis Dhràma na Sgoiltean Ghàidhlig. This was showcased in the Pearce Institute in Govan with a number of other Gaelic schools. The drama was also performed for the whole school.
- Senior Gaelic pupils created, led and organised a Gaelic drama club for their peers across the whole school. This led to a drama showcase involving a number of pupils from across the school and was bilingual.

Sports

- P4 have participated in swimming lessons at the Waterfront Complex. All of our pupils improved their skills and received distance awards.
- 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, basketball, hockey, badminton, cross country and American football.
- This year we participated in the Gourock 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 a variety of races during our Sports Day.
- During Health Week, pupils had the opportunity to get involved in MMA and rugby with local instructors.

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 the National Museum of Scotland and the National Portrait Gallery 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.
- Our whole school participated in a 'Welby Breakfast' which was sponsored by Scotmid stores. Children learned about nutritional food, how to prepare it and then ate a very healthy breakfast.
- 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 has now in place and is a great addition to our Outdoor Learning resources. Significant development has gone in to our work on outdoor education with pathways being used by teachers to support planning. Fire skills CPD was run for teaching and nursery staff by one of our class teachers. 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.
- We have continued to work on Equalities and Racial literacy across the school and have two pupil groups – the Schools of Sanctuary Ambassadors and Anti-Racism Leaders – who work on events and activities to enhance inclusion. This year they have organised activities for Black History Month, Languages Week, Refugee Week and the Day of Welcome. They have also led a diversity walk and contributed to our family friendly equalities policy.
- P6 pupils visited Gryffe Wrae Farm with RHET to learn about a working farm.
- Visits to Cornalees have taken place by a couple of classes.
- Whole school visited the cinema to watch Toy Story 5 and then had a fun colour run afternoon.
- P6 and P7 pupils took part in a Money Matters learning opportunity funded by Martin Lewis and produced by Magic Torch Comics. They learned about financial literacy and were able to explain how to save, budget and spend money.
- P6 and 7 took part in a Nil By Mouth STEM focus day, where they worked with pupils from St Patrick's Primary School to design and build a model. This opportunity was a part of their Divided City topic and enhanced conversations around prejudice, bias and sectarianism.
- A group of Gaelic pupils organised and led a Gaelic Learners Club for their English medium peers.

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 visits. Information was given about the nursery and what to expect when children start.
- 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.

- 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.
- 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 floor books.
- Community involvement walks in the local area, visit to the local shop and creating and delivering Christmas Cards to Merino Court and local residents.
- 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' 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 in English and Gaelic. We are so proud of them all.
- Uncle Billy, children's entertainer came to visit the children during their Christmas party.
- In January, the children took part in the Inverclyde Music Festival and both nursery classes won 1st place with their performance of 'Red Sails' and 'Ma tha thu toilichte an-diugh'. 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 £900.
- The children took part in a sponsored Colour Run in May. This was to raise funds for our end of term trip. The children did well and raised enough money for a fun trip to Valley View Adventure 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.
- 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.
- Inverclyde Food Network regularly deliver food that is nearing it's use by date. This is well used by families saving food from going to waste. Inverclyde Food Network 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. This included celebrating Scotland being in the World Cup with a Scottish themed fun day.
- The Gaelic Nursery continue to take part in weekly music sessions within the music room developing their Gaelic language skills.
- 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.
- 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!
- 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, Lady Alice Primary, All Saints Primary and St Mary's Primary, where they got to see their classrooms and playrooms with families involved too.
- 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.
- 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 with a Scottish twist. 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.
- Uncle Billy returned to entertain the children at the summer. This was a gift donated by Margaret Watt on her retirement.
- Staff have been involved in various CPD opportunities such as Fire Pit training, First Aid, Nature Nurture and Circle.
- 2 members of staff are currently undertaking their BA Childhood Practice.
- All staff have also been involved in moderation events within the wider school community and local authority.
- Our woodwork programme has been successfully rolled out in both playrooms and children are engaging well.
- Throughout the school year we receive fantastic support from our Parent Council, Comman nam Pàrant and our wider parent body. We will continue to build and strengthen these partnerships to ensure maximum engagement and involvement in the Whinhill community.