

Context of the school:

School Background

Whinhill Primary School and nursery class is a non-denominational school situated high above Greenock on the road to the Greenock Cut which was opened in 2012. At Whinhill we offer education of the highest quality for children between ages 3-12 in both English and Gaelic medium. Our nursery class offers 30/30 places for English and 16 am places for Gaelic. At present our school and nursery role is 325. The nursery is also able to offer wraparound places. The school has been fully refurbished and extended following an amalgamation of two schools in 2012 and offers accommodation of the highest quality. It consists of 15 classrooms, a music room, 2 gym halls, one of which has a stage area, a library, an IT suite and a separate dining area. The school and nursery benefit from a MUGA pitch and outdoor netball court.

We have 24 teachers in total including the Head Teacher, Depute Head Teacher, Principal Teacher, 13 class teachers, a support for learning teacher 2.5 days per week, one SALU teacher and 7 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 Senior EYECO and 5 EYECOs and 2 support workers (in nursery), 1 EYECO (in school) formerly known as a nursery nurse, 2 classroom assistants, 3 learning assistants and 5 additional support needs auxiliaries. We have an additional 2 ASNs employed through PEF funding. In addition we have a nurture teacher and a family support worker funded through the attainment challenge. Our school is well supported by our chaplains Rev. Frances Murphy and Rev. Alan Sorensen.

In addition Inverclyde Council School Age Language Unit and the English Additional Language Team are based in the school.

Our Vision

We aspire to be a centre of excellence where all our children become successful learners, confident individuals, responsible citizens and effective contributors through achieving personal success, developing a love of learning and respect for our core school and nursery values.

Our Values

The school community has identified the following values which reflect the principles on which we base all our decisions:

Confidence, Kindness, Honesty, Responsibility and Respect.

Our Aims:

- To create a nurturing school 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.

Our school has been a part of the Scottish Attainment Challenge since August 2016, aiming to raise the attainment of children living in deprived areas, in order to close the attainment gap. Our pupils in the early stages have benefitted from targeted support from outreach literacy and numeracy teachers and from the appointment of a nurture teacher. Staff professional development has been enhanced through engaging in high quality professional learning opportunities provided by Coaching and Modelling officers and other Attainment Challenge staff.

Through PEF funding our approach to close the attainment gap has included 2 additional ASNs providing targeted approach to identified children, additional laptops to support the wider implementation of the Literacy Toolbox, a counsellor/play therapist 2 days per week to support senior pupils' emotional wellbeing and high quality professional development for all staff which includes Visible Learning training for teachers and Catch Up literacy for support staff.

Our attainment:

There are many ways that we validate teacher judgements including

- Interrogation of data including - PIPS, Suffolk Reading Assessments, SWST, staging posts and Literacy Toolbox data.
- Professional dialogue at planning and data meetings
- Review meetings
- Learning conversations with pupils

Across the school, almost all pupils are on track to achieve the expected CFE and Talking and Listening (94.5%), with most attaining the expected levels for levels for Reading (88.4%), Writing (79.7%) and N ((83.6%).

Across P1, P4 and P7 there are 35 children entitled to free school meals (32.1%). When comparing FME with pupils not in receipt of FME at P1, P4 and P7 there are identified gaps. The gaps between FME and Non-FME are reading (7%), writing (6.4%), Listening and Talking (8.7%) and Numeracy (15.8%). At present the most significant gap is in Numeracy.

However when we focus on another measure namely SIMD 1+2 compared to SIMD 3-10 the data shows that pupils in SIMD 1 + 2 are out performing those children in SIMD 3-10 across all areas in P1, P4, and P7 with the exception of P1 listening and talking and reading (4% gap) and P4 numeracy (8.3% gap).

Targeted interventions will focus on all areas however there will be a particular focus on both the teaching of and the attainment in numeracy in the coming year.

The following link will allow Scottish Government attainment data for Whinhill for the year 2016/2017. Control+Click to follow the link.

[Achievement of a Level data](#)

(select Inverclyde Authority and school from menus on the right)

Review of progress for session 2017-18

School priority 1: Improvements in attainment, particularly in literacy and numeracy	
<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Assessment of children's progress Teacher professionalism	<u>HGIOS4 QIs</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum
Strategies <ul style="list-style-type: none"> • Encourage staff participation in leadership programmes and leadership opportunities within school and awareness of Inverclyde Leadership Strategy • Professional learning for all teachers on Visible learning • Professional learning for all support staff using Catch Up literacy training • Consolidate SEAL numeracy in P1 and P2 and extend to P3 • Consolidate Active Literacy in P1 and P2 and extend to P3 • Use of Literacy Toolbox extended to P5 and P6 • 0.2 dedicated attainment challenge focus from PT • Extend and enhance current partnerships to support families experiencing challenges 	
Progress <ul style="list-style-type: none"> • All teaching staff have attended identified visible learning training and have contributed to an action plan to take school forward for the year. • Leadership pathways and experiences have been accessed by a wide number of staff. These include 5 completing Uplifting Leadership course, 2 completing Masters level study, 2 supporting QAMSOs for Literacy, 2 leading professional learning for staff across the authority focussing on Talking and Listening for Learning, 4 have taken on role of Impact coaches for Visible Learning • Progression pathways for literacy and numeracy have been introduced and staff awareness raised. • SEAL numeracy and Active Literacy is being used successfully in P3 • Pupils in P5 and P6 have been identified to benefit from Literacy toolbox. • Family learning class has been established and takes place weekly. Families Connect group took place over a 13 week period. 	
Impact <ul style="list-style-type: none"> • School staff have embraced leadership opportunities both within and out with school. The positive impact of this has been evident in PRD discussions where staff are showing eagerness to take on more leadership responsibility in school and for preparation in order to apply for promoted posts. • Learning visits show that staff pedagogical expertise has been strengthened and there has been an early start to adopting visible learning strategies. 	

- Learning visits and professional dialogue show that high quality literacy and numeracy learning and teaching strategies are regularly used in classrooms. This is supported through SEAL, Active Literacy and Talking for listening and learning, and these have been implemented to support children's attainment.
- A robust tracking system is in place where data is collected 3 times per year showing children's progress through levels. This data is interrogated and assessment information used to identify next steps for individual learners which build upon prior levels of attainment and ensures continuous progress for children.
- Staff are showing increased confidence through moderation activities in using national benchmarks to confirm and challenge professional judgements and to ensure appropriate pace and challenge for all children.
- Parents are becoming more active participants in their child's learning through the use of the new reporting format which identifies individual targets and progress and also through attendance at family learning activities. At the early stages parents have supported opportunities for engagement in learning within class well.
- Observation in the nursery playroom shows that practice reflects early level literacy and numeracy development with a strong focus on early attainment. Professional dialogue between early level colleagues is providing rich opportunities to develop a shared understanding of attainment within early level.
- Liaison with the Nursery CMO has impacted positively on the professional development of staff. Through professional dialogue staff have identified improvements in their practice and how they have applied this within the playroom.

Next Steps:

- Full implementation of Inverclyde Literacy and Numeracy pathways.
- Teaching staff will engage in year 2 visible learning training and this will be implemented across the school.
- All new staff will upskill in dialogic teaching strategies through co-operative teaching.
- SEAL numeracy and Active Literacy will be developed further through P4 and P5
- Further develop number talks linked to dialogic teaching.
- Review and update reading skills and strategies across the school.
- Review teaching and learning activities with a focus on pace and challenge.
- Establish quality calendar which includes a moderation programme including cluster requirements focus on learning and teaching across the whole school and thus ensure consistency in practice.
- Audit existing family learning activities and establish a calendar of opportunities for parents/carers.
- Create support documents for parents for literacy and numeracy to highlight key learning and teaching strategies.
- Evaluation of reporting format amongst all stakeholders – pupils, parents, staff.

- Audit and review the use of ICT to provide additional support for targeted pupils. Consideration of wider use of Literacy Toolbox.

School priority 2: Closing the attainment gap between the most and least disadvantaged children

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Performance information

Assessment of children's progress

HGIOS4 QIs

1.3 Leadership of change

2.3 Learning, teaching and assessment

2.4 Personalised support

Strategies

- Continue to build staff capacity and understanding of the 6 nurture principles. Upscale whole school nurturing approaches centered on principle 4 'Language is a vital means of communication'
- Nursery staff will work with Speech and Language colleagues to work with nursery staff to develop an evidence based language programme.
- Upscale attunement observation profiles to include all teaching staff and develop a child friendly attunement pyramid.
- Develop interventions for P4-7s use of the nurture room to target emotional and social development.
- Alongside CLD and Barnardo's, establish a programme to link with and support children and families with barriers to learning
- Continued targeted support for children with identifier SIMD 1 + 2
- Targeted support staff will use professional learning to support the delivery of literacy and numeracy across the school.
- A youth counsellor/therapist will be employed to support targeted upper primary pupils emotional wellbeing.
- Continued use of Nurture room established to provide targeted social and emotional support for targeted children with an emphasis on language development and communication to address identified barriers.
- Increased identification and implementation of targeted intervention will meet the needs of focused cohorts of children.

Progress

- Speech and Language therapy colleagues have developed language progression pathways that are now in use with early years staff who are using them to track and monitor individual pupils
- Peer observation profiles have been used by all teaching staff to identify areas of strength and next steps in teaching styles.
- P4 -7 social and emotional groups have been established and are being supported by the Nurture teacher.
- CLD/Barnardo's programme has been established to link with and support children and families with barriers to learning
- Active schools are targeting pupils/families who have not previously engaged in after school activities through targeted provision of an after school club.

- Attainment Challenge approaches have continued to be used to support children's literacy and numeracy linked to SIMD 1 + 2
- Youth counsellor/therapist has been employed to support upper primary pupils to develop skills to effectively manage their emotions/anxieties.
- Targeted support staff have used planned professional learning to support the delivery of literacy and numeracy across the school.

Impact

- Staff knowledge and understanding of nurture principles and approaches has increased and is implemented school wide. Through this children have experienced appropriate interventions in response to wellbeing needs. This has been evidenced through focus groups and peer observation profiles.
- Our Nurture room (The Bothy) has been established and provides targeted social and emotional support for identified children with an emphasis on language development and communication, to address identified barriers. Early stages pupils have made positive re-entry to their mainstream classes. The Bothy also provides support to the emotional wellbeing of senior pupils which is enabling them to develop positive relationships with their peers in the playground.
- Opportunities have been provided to promote and engage family learning to minimize the impact of poverty on learning and achievement and to improve life chances and increase aspirations for children as individual's and as a family. Numbers attending family learning have steadily increased and this is now a vibrant and committed group.
- Evaluations by parents and carers at the end of the Families Connect programme have indicated that they feel more engaged in, and, more able to support their children's learning and wellbeing in school. This has been so well received that a second group programme will run in the next school year.
- We have increased the number of targeted interventions across the school to meet the needs of identified pupils.

Next Steps:

- Introduce clear procedures to allow more effective implementation of Inverclyde's attendance policy.
- Full implementation of the 'Catch Up' literacy programme to be used by support staff.
- Increase understanding and knowledge of the 6 nurture principles with Parent/Carers and the wider school community
- Encourage a shared language of learning across the school community by developing a short policy statement with conversation starters and practical tips and advice for all stakeholders.
- Early level staff to liaise with Speech and Language therapy colleagues to track, monitor and review targeted intervention approaches based on training diaries.
- Embed nurture observation profiles in the school self-evaluation cycle
- Establish a children friendly self-regulation (attunement) pyramid for pupils to self-reflect and identify next steps

- Continued targeted AC approach to support children’s literacy and numeracy linked to SIMD 1 + 2
- Targeted support staff will use planned professional learning to support the delivery of literacy and numeracy across the school.

School priority 3: Improvement in children and young people's health and wellbeing

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Parental engagement
School Improvement

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion

2.6 Transitions

2.4 Personalised support

Strategies

- Continued use of the SEEMIS wellbeing application to support targeted interventions.
- Liaise with partner agencies to ensure continuity of Child’s Plan
- Build support staff capacity and awareness of single agency assessment process
- Development of pupil voice through the intervention process
- Implementation of PATHs programme at all school stages
- Develop recording format for restorative conversation conferences to monitor, track and reflect actions
- Establish early years team to include nursery and primary 1 staff
- Review transition paperwork to ensure detailed information is available for handover

Progress

- Recording format for restorative conversations has been established and has been presented by Education Scotland as good practice.
- Use of Seemis wellbeing application package has been embedded in school procedures.
- Support staff have received awareness training in the purpose and use of wellbeing assessments.
- Early years’ team has begun to meet. This is at the early stages of implementation.
- Transition paperwork is in place to support the transition of pupils both within school and to other schools.

Impact

- Transitions between nursery and school have developed well and are focussed on the development needs of individual children through robust transfer of information and professional dialogue opportunities. Positive relationships continue to be at the core of transition for P7 to their secondary schools. Detailed information pertaining to attainment and wellbeing is shared in order to ensure all pupils move to their next destination school confidently and securely.

- Transition experiences for both new P1s and P7s have been well planned and have supported all pupils in the journey to make the next step in their educational journey.
- School staff use the principles of GIRFEC and the legislative framework surrounding it, and demonstrate high levels of skill and commitment to meeting the complex needs of children. They provide bespoke single and multi-agency support for all their universal and targeted wellbeing needs.
- Paths programme has not been implemented this year. Individual members of staff have trialled lessons and this will be developed across the school next year in line with the development of pathways for health and wellbeing. Training has been organised for early in the new term.
- Pupils have reflected that the recording of the restorative conversations lead to more accountability and ensure that action points are followed up effectively. This has resulted in a decrease in playground incidents requiring a restorative discussion.

Next Steps:

- Review current systems and procedures surrounding wellbeing assessments and management of personal files and ensure end to end impact.
- Continue to build staff capacity of the single agency assessment process and the use of SMARTER targets when creating bespoke action plans
- Build awareness and understanding of GIRFEC pathways and associated processes across the parent, carer community.
- Continue to develop practice to ensure pupil voice and feedback is embedded in the intervention process through the introduction of a learning diary.
- Appoint a Health and Wellbeing Coach to provide targeted support at intervals, lunch, after school and during class time to support pupils' physical and emotional needs. This will include an audit and review pupil interest in after school clubs and sports activities – identify a calendar for the year.
- Continue to identify pupils and their families who require therapeutic support from our counsellor and 3rd sector agencies.
- Pupil voice – further develop learner participation and introduce 'How good is 'OUR' school'
- Implement Paths programme across the school.
- Review and establish a whole school health and wellbeing pathway.
- Through increased staff capacity and knowledge of strategies linked to Nurture principle 5: 'All behaviour is communication' children will receive appropriate support when communicating their emotional, social wellbeing needs.
- Continue and increase whole staff use of recording of restorative dialogue with pupils to allow children to monitor agreed actions and increase accountability for those involved, and have a positive impact on teaching and learning time.
- Targeted training will increase staff/parent understanding of ASC/ADHD to ensure that classroom practice and strategies are embedded across the school community to ensure an inclusive ethos for all pupils is achieved.

School priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Priority

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

NIF Driver

School leadership

Assessment of children's progress

HGIOS?4 QIs

2.6 Transitions

3.2 Raising attainment and achievement

3.3 Increasing creativity and employability

Strategies

- Develop leadership opportunities for children at school level
- Link with community and business partners to support world of work activities
- Develop a policy and checklist of opportunities for pupil voice in nursery and primary
- Continue to develop and embed the use of the 4 key skills questions. Introduce skills scrapbook to P5 and P6
- Digital leaders to lead digital literacy focus days.

Progress

- The progress within this priority is in its early stages of implementation. The impact of staffing shortages have impacted on the schools capacity to fulfil all of the tasks within this priority.
- A wide variety of committees are in operation which offer leadership opportunities for pupils across the school.
- P7 buddies support P1 literacy and numeracy through games working co-operatively through games.
- A clear transition programme for senior pupils which includes specific skills competencies to be developed in school in addition to links with secondary establishments.
- A variety of community and business partners have linked to our school.

Impact:

- Through the use of the new reporting format children are increasingly more able to discuss their learning and identify their next steps. They have grown in confidence and in their ability to transfer their skills to other areas e.g. within community events, at assemblies and in focus groups.
- Senior pupils transfer to their respective secondary schools positively with detailed individual planning for each pupil.
- Strong relationships have been established with community partners including River Clyde Homes, Clyde Muirshiel.

Next Steps:

- Continue to develop leadership opportunities for children at class and school level.
- Senior pupils will be given continued opportunities to take a leading role with peer support for literacy and numeracy of younger children.

- Refresh and raise awareness in new staff in 'Developing the young workforce'.

National priority: How we are ensuring Excellence and Equity?

Across P1, P4 and P7 there are 35 children entitled to free school meals (32.1%). When comparing FME with pupils not in receipt of FME at P1, P4 and P7 there are identified gaps. The gaps between FME and Non-FME are reading (7%), writing (6.4%), Listening and Talking (8.7%) and Numeracy (15.8%). At present the most significant gap is in Numeracy.

However when we use the measure of SIMD 1 + 2 compared to SIMD 3-10 children within Simb bands 1 + 2 are performing better.

How PEF funding has been used

- 0.2 backfill to allow PT to focus on project managing the targeted intervention strategies identified
- Visible learning training provided by Osiris for all teaching staff
- Catch up training for all support staff
- Establishing an outdoor classroom
- Purchase of 15 laptops to support literacy toolbox.
- Counsellor/therapist – 2 days per week to support emotional wellbeing of P4-7
- 2 x backfill for ASN staff to focus on targeting individual children to raise their attainment.

Evidence of Impact

- The PT has provided extensive support to both children and staff in the coordination of the schools interventions to close the poverty related attainment gap. A variety of assessment data has been collected and is interrogated by the staff team which has ensured progress for children.
- Both ASN auxiliaries work closely with the PT and provide 1-1 support for individual children who have been targeted as requiring additional support for literacy and numeracy to close the attainment gap. Assessment evidence shows that significant progress has been made by most children across stages in the school.
- Assessment data indicates that attainment levels in reading have increased for most children who were identified and targeted to use the literacy toolbox on laptops. This was extended from P7 to P5 and P6.
- The staff team have worked together to establish action plans to take forward professional development in visible learning. Clear steps to increase staff skills to enhance learning and teaching are in place and this has been evidence in SMT learning visits where these strategies are being used across the school.
- The impact of Catch up training is at the very early stages due to the increased demands of attainment challenge CPD on support staff. Targeted intervention in reading using Catch up has only been implemented in term 4 April – June and therefore no data is available on this intervention as yet.

- The outdoor classroom to support health and wellbeing is as yet not established. All preparatory work has been completed including environmental plans and pupil involvement in planning. Currently these plans are with property services to ensure all aspects of health and safety and risk assessments have been investigated before works are carried out.
- The school counsellor has worked with a number of targeted children in P4–7 and in addition liaised with their parents/carers. The counsellor has provided baseline and final session assessment information from both children and parents/carers which indicates that almost all children have shown an increase in confidence and wellbeing. It is intended that we will continue with this in the coming year.

Key priorities for improvement planning 2018-19

What is our capacity for continuous improvement?

We consider we have very good capacity to improve and we will :

- Continue to target and close the poverty related attainment for all pupils in SIMD 1+2.
- Work closely with families to support them in ensuring high levels of attendance of all pupils.
- Continue to develop ourselves professionally and develop our skills in delivering learning and teaching by continuing to engage in a wide range of professional development activities which will lead to improved outcomes for children.
- Continue to interrogate and make effective use of data to improve children's attainment in literacy and numeracy.
- Continue to ensure self-evaluation procedures lead to effective school improvement.

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2018/19
1.3 Leadership of change	Very Good	Continue to develop collaborative leadership at all levels to ensure improvements for our school
2.3 Learning, teaching and assessment	Good	Continue to focus on closing attainment gap through high quality teaching and targeted intervention strategies
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Continue embedding GIRFEC principles across all school functions
3.2 Raising attainment and achievement	Good	To ensure all children make very good progress from prior levels of attainment

Key Achievements of the school 2017-2018

Community Involvement

- Our parents are encouraged to take an active role in their child's education and the life of the school. Several parent workshops have taken place and also concerts to which parents are invited including our early year's nativity play, class assemblies and festival showcase.
- The school plays a significant role in the life of the Local Community by participating in a variety of events e.g. visiting our local care home, whole school litter picking event, inviting local elderly residents to a Harvest Thanksgiving tea.
- Six very successful themed weeks took place this year. Literacy, Health, Eco, Scottish, Digital Learning and Fairtrade Week gave both pupils and staff the opportunity to focus on particular curricular areas for a time period of a week and therefore ensure depth of understanding. Class teachers planned fun and innovative activities and positive links were made with other professionals and members of the local community.
- Whinhill Primary School and Nursery Class have achieved Level 2 Rights Respecting School accreditation. All classes ensure that the rights of the child are at the centre of their planning and the children's experiences. We have also been awarded Fairtrade status again. A Fairtrade tuckshop is available in school every week.
- P6 and P7 led our involvement with Compassionate Inverclyde with a visit to the local supermarket to buy the contributions for the boxes using money they had raised. Pupils then visited Inverclyde Royal hospital to pack boxes for patients.
- We have continued to foster our links with Litchenza School in Malawi and celebrated with a Malawi Market and involvement in the Partnership Showcase in May. We also support and follow the adventures of Mrs Reid who is teaching in Africa.
- We have continued to have strong links with PC K Boyd our community police officer who gives significant support to our curriculum and to individual children and families. We are also well supported in our links with the Community Wardens. Our children have supported her on her journey and success in the London marathon.
- We continue our partnership with other organisations to support the wellbeing of our pupils. These include CLD, Barnardo's, Active Schools, Childline, Childsmile, SPARK and our Community Wardens.

Expressive Arts

- At the Inverclyde Music Festival P6 and P7 and P4 and P5 were awarded first place in their action song categories and P6 and P7 and our Gaelic choir were asked to perform their performances again in the celebration concert of the festival. P1 and P2 took part in the singing game class and put in an excellent performance with P2 winning their class. Primary 3 competed in the action song class and won their trophy and were truly

brilliant and our nursery class sang beautifully and received the Gary Greene trophy. Our Gaelic choir won the choir competition and individual pupils sang beautiful Gaelic songs. Our Gaelic P1-3 children recited Gaelic poetry and our Gaelic nursery also won their class.

- Several of our children performed in the Glasgow MOD and were successful in achieving gold, silver and bronze medals.
- Our children performed as a choir showcasing Christmas songs for various residential care homes.
- Children in P3, P4 and P5 have worked with Rig Arts on projects focussing on recycling. They have been incredibly creative and produce fantastic works of art.

Sports

- P4 have participated in swimming lessons at the Waterfront Complex. All of our pupils improved their skills and received distance awards.
- P2 and P3 received football sessions from Morton coaches.
- Local Netball, Football, Athletics and Rugby tournaments took place in which our pupils have shown a great attitude to sport and showed very good sportsmanship at all times. Our teams practise every week and are supported by the school staff.
- A wide range of sport is available to our children throughout the year and include tennis, rugby, golf, basketball, hockey, cross country and cricket.
- P6 pupils participated in the Phoenix Cycle Competition which followed on from their Bikeability training. They showcased their cycling skills in competition against other schools.
- Our P5 class participated in the Morton Literacy Trail which focussed on the activities of a football club that need high quality listening and talking skills. We were even on Sky News asking the new Morton manager some questions.

Activities

- P7 completed a very successful week long trip to Ardmay, by Arrochar. The children experienced both indoor and outdoor activities and great fun and excitement was had by all.
- P6 participated in an outdoor adventure trip to Castle Semple Outdoor Centre provided by the Local Authority. The children were a credit to the school and further developed their skills and their confidence.
- We have continued with our Eco work on sustainability and have developed a wide variety of strategies to fulfil our Eco action plan.
- We have continued to develop the grounds of our school and are developing a wide variety of different garden areas. We have worked in partnership with River Clyde Homes and have developed plans for an outdoor classroom that will be constructed in the next school year. Many gardening awards have been won. We have retained level 5 Royal Horticultural Society Award.

- Significant development has gone in to our work on outdoor education. We have continued to work in partnership with Clyde Muirshiel and have continued with a programme of outdoor learning.
- Children across the school have benefitted from a variety of trips which has included Summerlea, Finlaystone, Kelburne, Stirling Castle, Edinburgh, the Science Centre. Clydeport for a cruise ship visit and Lunderston Bay.
- 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.
- P5 and our nursery successfully nurtured chicks that they hatched from eggs in an incubator in the classroom. .
- Whinhill received a visit from the Microsoft Roadshow. We hosted an event for teachers across Inverclyde to support digital literacy and ICT knowledge and our pupils received workshops on coding and software applications.
- Our school participated in the Scottish Mathematic Council's Primary Mathematical Challenge and one of our pupils received a national bronze award.

Key Achievements of the nursery 2017 - 2018

- Following advice from our fantastic Care Inspectorate inspection with two grading's of very good, we have been working hard to make our outdoor area a more natural learning environment by introducing a beach area to go with our pirate ship.
- Our nursery children are great supporters of charities which have included Children in Need, Red Nose Day and Unicef. They also took part in a sponsored 'Sing a long' for parents to raise money for our summer activities. The Gaelic nursery parents were also treated to a private Gaelic showcase of songs.
- Children and families participated in Profile decorating, Easter and Christmas Craft Days, Gardening projects that included working with school children and parents helping to prepare the garden.
- A very spooky Hallowe'en party was held and all children wore costumes to celebrate.
- At Hallowe'en and at the end of term we visited Merino Nursing Home and entertained the residents by singing some of our favourite songs.
- 'The Sleepy Shepherd' was our Christmas performance this year. The children performed fantastically well as angels, shepherds, kings and animals to share the Christmas story with their families. Songs were performed in both English and Gaelic.
- We also participated in the Inverclyde Music Festival where the Gaelic children won first in class and English gained second place and were awarded the Gary Greene Trophy.
- The children were very successful in the 'Port Glasgow Bulb Show' showcasing the gardening skills, they have been working on all year. They won lots of awards as well as the Jim Hunter Trophy for the nurseries and playgroups

category and also Best in show for the full festival. Well done to all our green fingered nursery children.

- A wonderful celebration of Burn's Day took place with children wearing tartan, listening to Scottish music and performing the Highland fling. They also tasted haggis, 'neeps' and 'tatties', learned songs, listened to stories and made flags.
- We visited Cardwell Garden Centre at Christmas time, and the Science Centre at the summer.
- The children enjoyed watching 10 chicken eggs from 'Living Eggs' hatch and grow. We studied the lifecycle and learned how to look after and care for them.
- Our Gaelic nursery staff participated in Gaelic Book bug training sessions in Glasgow and are now hosting the Gaelic book bug sessions for the Inverclyde area.
- On world book day children brought in their favourite book to share with friends and dressed as their favourite characters.
- We have developed our children profiles and planning. After piloting a few different styles, we asked for feedback from everyone concerned and the overwhelming consensus was that they like the current style.
- Sports day was a huge success with children developing new physical skills, learning about a healthy lifestyle, competing and working as a team.
- We enjoyed many visitors to the nursery including, Shona from oral health to teach us about keeping healthy, The Animal Man taught us about unusual animals and how to care for them, Kenny Wilson came in to help us celebrate St Andrews day with some Scottish songs and a story teller with a puppet named onion came to tell us some very unusual stories including one the children made up themselves.

Throughout the school year we receive fantastic support from our Parent Council, PTA, Comman nam Parant and our wider parent body. We will continue to build on and strengthen these partnership to ensure maximum engagement and involvement across the Whinhill community.