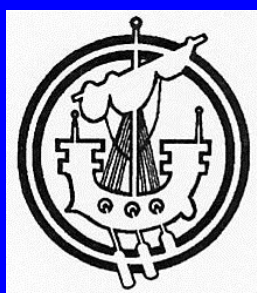


Sgoil a' Bhac Back School



Parent / Carer Consultation Report

EVALUATION OF PARENT QUESTIONNAIRE
SESSION 2017-18



Sgoil a' Bhac Parent and Carer
Consultation Report

March 2018

INTRODUCTION

As part of the school's self-evaluation process and to help us to establish improvement priorities for the 2018-2019 school session, we circulated a survey to all parents and carers of children in Sgoil a' Bhac. A separate consultation was carried out with parents and carers of children in Sgoil Àraich Loch a' Tuath.

We wanted to establish the views of parents about areas where they thought we were doing well and also areas where we could do better.

To help us with this process, we identified three areas we wanted to gather information on. These were:

- How well do children learn and achieve?
- How well does the school support children to develop and learn?
- How well does the school improve the quality of its work?

A set of questions was created around these areas that would allow us to gather the views and opinions of parents about how we currently perform in these areas. In particular, cognisance was also given to eight of the fifteen Quality Indicators from the HMIE school evaluation document 'How Good is Our School 4'.

These were:

- 1.1 - Self Evaluation for Self-Improvement
- 1.3 - Leadership of Change
- 2.1 - Safeguarding
- 2.3 - Learning, Teaching and Assessment
- 2.4 - Personalised Support
- 2.7 - Partnerships
- 3.1 –Ensuring well-being, Equality and Inclusion
- 3.2 - Raising Attainment and Achievement

INFORMATION ABOUT COMPLETION

Paper copies of the consultation were circulated to parents of children in Sgoil a' Bhac.

In total, we received 43 responses out of the 77 questionnaires which were circulated. This represents a response rate of 56%. The typical response rate for this type of survey is between 25% and 50%.

Completion Rate - 56%

Please note that all percentages are rounded to the nearest whole number so responses may not total exactly 100%

SECTION ONE - BACKGROUND INFORMATION

The first two questions in the survey gathered anonymised background information about the respondents. It informed us of the distribution of responses across the classes of the school and also the length of time parents have had a relationship with the school.

Of those who answered the questionnaire the following responses were recorded.

Q1 - I have a child or children in the following year groups.

P1	P2	P3	P4	P5	P6	P7
35%	14%	26%	7%	7%	12%	12%

The percentages above show the percentage of parents from that year group who responded to the Parent Questionnaire. Not all parents who returned the questionnaire responded to this question.

The total survey response rate was 56% of the parent body.

Q2 - I have been a parent/carer at Sgoil a Bhac for...

Less than a year	5%
1-3 years	23%
3-5 years	19%
5-7 years	9%
7-10 years	9%
More than 10 years	16%
Did not respond to this question	2%

Responses show that the majority of parents who responded have had a relationship with the school for five years or less. It should also be noted that not all parents who returned the questionnaire responded to this question.

SECTION 1 - BACKGROUND INFORMATION (CONTINUED)

This section was designed to glean general information relating to the school covering themes such as behaviour, child protection and relationships across the school community.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
My child is enjoying his/her school experience.	60%	37%	2%	0%	0%
My child is well motivated in his/her work.	49%	47%	4%	0%	0%
My child is able to identify his/her own strengths/needs.	33%	53%	9%	0%	4%
The school sets high expectations of children's attendance and behaviour	47%	49%	2%	0%	2%
The school is a safe, secure and pleasant environment for my child to learn in.	49%	42%	7%	2%	0%
I know who the Child Protection Officer in the school is.	9%	12%	35%	9%	35%
My child has positive relationships with school staff.	60%	40%	0%	0%	0%
The school and its staff play a positive role in the life of the local community.	44%	32%	21%	0%	2%
The school works to ensure smooth transitions between stages e.g. nursery to P1 and P7 to S1.	49%	42%	2%	0%	7%
My child is able to use a range of digital technologies to develop his/her own ideas and assist in their learning.	40%	40%	7%	0%	14%

Responses indicate that a high percentage of parents have positive views about their children's enjoyment of school, their motivation to work and their relationships with school staff, expected behaviour and the role of the school within the local community.

A large percentage of parents indicated that they did not know who the Child Protection Officer for the school is. This is one of the roles that the Head Teacher undertakes. However, clearly this has not been well communicated to parents either in the past or at the current time. We will endeavour, in future, to ensure parents are kept well informed about who to contact with various concerns that they may have.

There was also a lack of clarity about whether parents felt their children are able to use a range of digital technologies to develop their ideas and assist in their learning. The school is very well resourced with digital technologies and benefited from a full upgrade of computing equipment and its wi-fi networks in June 2015 with an upgrade to Superfast broadband following in January 2017. Class teachers do use a variety of equipment daily in their teaching, but also during learning activities with pupils. All pupils have access to netbooks and computers, are taught how to use the Smartboard and most classes make frequent use of school cameras and audio equipment. Any parent requiring further information about their child's abilities to use any of the digital technologies used in school, should in the first instance contact the class teacher who will be more than happy to provide more specific information.

SECTION 2 - HOW WELL DO CHILDREN LEARN AND ACHIEVE?

The questions in this section were designed to provide parents with the opportunity to say how well they feel their children are learning in school, what they feel about children's levels of attainment and how well their children are achieving both in and out of school.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Class teachers provide my child with stimulating and challenging (not too easy or too hard) opportunities for learning.	56%	44%	0%	0%	0%
My child is given lots of opportunities to express his/her views about their work.	33%	47%	0%	0%	21%
I am kept well informed about all that my child is achieving in school.	42%	56%	2%	0%	0%
The school works hard to improve the attainment of pupils	42%	56%	0%	0%	2%
My child's teacher has high expectations for their attainment.	53%	44%	0%	0%	2%
My child's learning is progressing at a good pace.	47%	51%	0%	0%	2%
I am kept well informed about how my child is progressing through regular reports and parent-teacher meetings.	40%	60%	0%	0%	0%
Our curriculum promotes wider achievement (opportunities for our children to achieve in and out of school)	40%	42%	16%	0%	2%
The class teacher shares information about my child's attainment in a variety of ways.	35%	58%	4%	0%	2%
My child has the opportunity to select from a wide range of resources to meet their individual needs.	28%	40%	2%	0%	30%

A high percentage of parents have expressed positive views about how well children are learning and achieving at Sgoil a' Bhac. Parents responses show that the vast majority feel their children are attaining and achieving well and that their child's learning is progressing at a good pace.

All respondents also indicated their satisfaction with the level of opportunities which exist for class teachers to inform parents of their children's progress through regular reporting and parent-teacher meetings. School staff are committed to ensuring parents receive regular up to date information about their children's learning and we will continue to look for ways in which this can happen.

Teaching staff will look at providing a range of parental engagement events for their classes as well as with the whole school with a view to improving the specific information parents have about their children's learning.

A number of respondents indicated that they did not know whether their children were being given opportunities to express their own views of their work. All class teachers do provide time for children to evaluate and comment on their own work. However, we will endeavour to make it clearer for parents to see in jotters and in the Learning Logs where that is happening.

Wider achievements recognise the life and work skills that come from a wide range of activities which can include sport, mentoring, voluntary work or fundraising activities — whether they take place at school, within the local community or elsewhere. Sgoil a' Bhac does actively seek to promote opportunities for wider achievement within the curriculum. However, some parents felt that the school staff did not promote activities of this type. We will endeavour to work harder to ensure parents are getting the information that they require to enable their children to participate in activities of wider achievement.

Section 2 - How Well Do Children Learn and Achieve?

We also gave you an opportunity to comment further on how well your child learns and achieves in Sgoil a' Bhac. A number of responses were made:

21% of respondents made further comments within this section. This amounted to nine responses and included the following comments from parents.

- ◆ My child is in P3. I feel that in P2 she fell behind with all her school work due to teacher absence and no structure in daily learning. She has now caught up with most subjects.
- ◆ Very happy with our experiences at the school during my child's first year. Behaviour of pupils is managed well and helps all pupils thrive.
- ◆ The learning journey jotters are very useful. It informs parents of what the children are learning and what they should be working towards achieving. This information then allows us to support at home. The teacher keeps us well informed and our daughter is making good steady progress.
- ◆ We are happy with our child's learning and current practices.
- ◆ My child is only in P1 so it is too early to give proper answers on the questions. The class teacher is approachable if I have any questions and the school seem motivated to help all pupils.
- ◆ More books in the library for the children to use.
- ◆ The resources that are available for my child's learning are to a high standard. I feel that my child is progressing well.
- ◆ I have to say I don't really agree with the children from P3 upwards bringing 'technologies' in on the last days of term. I personally think they are too young to be responsible for them, it is quite anti-social and creates peer pressure and potential exclusion for those that don't have any devices they can bring. Perhaps in P7.
- ◆ Open Morning in classroom beneficial where you can look at child's work—plenty time to do this.

SECTION 3 - HOW WELL DOES THE SCHOOL SUPPORT CHILDREN TO DEVELOP AND LEARN?

The questions in this section related to the themes around how effectively children are supported in their learning, both by teaching and non-teaching staff, other agencies and by systems and processes which are in place for pupils with additional support needs.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Teaching staff work hard to support my child's learning.	70%	30%	0%	0%	0%
Non-teaching staff work well with my child to support his/her learning.	49%	42%	0%	0%	9%
I am provided with a good number of opportunities to work with school staff to review my child's needs.	42%	37%	4%	4%	12%
School staff are approachable and helpful and listen to my concerns about my child's education.	58%	42%	0%	0%	0%
My child has access to specialist support services as and when they require it.	23%	35%	0%	0%	42%
School staff deal with my child's needs sensitively and effectively and treat my child with equality, fairness and respect.	44%	56%	0%	0%	0%
My child is involved in setting targets in his/her learning and (where applicable)Child's Plans/IEP's.	40%	40%	0%	0%	21%
The School actively supports me in engaging in my child's learning in a meaningful way.	28%	51%	4%	0%	16%

Responses indicate that a very high percentage of parents feel that staff support their children well in their learning and also in their development. The percentage of responses to this question that were either Strongly Agree or Agree indicated a strong level of satisfaction from respondents about the curriculum we offer and the ways that we meet children's needs.

A number of respondents were unable to say whether their children were involved in setting targets for their Child's Plan / IEP or Action Plan or whether their children had access to specialist services. We have a number of pupils in the school who have additional support needs and we do meet regularly with them and discuss their child's needs. We will continue to do this.

Parents of children who have no additional support needs will not necessarily be aware of the level of services that we are able to refer to and receive specialist help from. We will continue to ensure that parents of children with additional support needs are regularly involved in the decision making, target setting and review processes for their children.

Section 4 - How Well Does the School Support Children to Develop and Learn?

We also gave you an opportunity to comment further on how well your child learns and achieves in Sgoil a' Bhac. A number of responses were made:

19% of respondents made further comments within this section. This amounted to eight responses and included the following comments from parents.

- ◆ We have been very impressed with the help our child has received. We feel supported and encouraged.
- ◆ P1 diary is used in a very clear manner—full instructions, advice and guidance given. P3 diary—ownership put onto children. At 7 some will thrive and others like mine aren't so I'm receiving some and sometimes no information from my child. I feel clearer advice/deadlines needs to come from the teacher rather than a 7yr old.
- ◆ I enjoy seeing my child's learning journal and seeing the progress they are making as the term progresses.
- ◆ Had to query the confidence knocking remarks made to my child last year by a classroom support worker. Child even suggested this non-teacher did not like her. No child should ever get this feeling from an adult.
- ◆ Excellent support is provided by all staff which encourages and helps the children to learn and achieve in their own personal learning and development.
- ◆ We had a very positive experience recently when we went to the classroom and played and learnt with our children. Great to see how our children learn and see the classroom in a very fun and informative way.
- ◆ I would like to have more information about my child's progress and learning on each subject throughout the year on her strengths and weaknesses so we can work on it at home. The yearly report card does not give us a breakdown of progress or comments about each subject. This could help us with learning at home.
- ◆ The homework diary is great, however I feel that I struggle with the Gaelic homework as I don't have Gaelic. This could easily be rectified by there being an English explanation of what they are meant to do.

SECTION 4 - HOW WELL DOES THE SCHOOL IMPROVE THE QUALITY OF ITS WORK?

The questions in this section related to the themes around how effectively we engage, involve and communicate with parents. It also evaluates the awareness of parents about the Parent Council. It focuses also on how well we evaluate our service and the quality of the service we provide.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
The Head Teacher is approachable and helpful.	33%	51%	2%	0%	14%
I have a clear sense of the shared vision, values and aims of the school.	30%	53%	7%	0%	9%
I have the opportunity to work positively with the Parent Council and community groups.	28%	67%	0%	0%	4%
The Parent Council plays a positive role in supporting the school with its improvement agenda.	33%	63%	0%	0%	4%
My child's learning benefits from the school working with a range of partners (e.g Community Associations, An Lanntair, Local Museums and Places of Interest etc).	30%	35%	16%	19%	22%
I know who to contact at school if I need further information/ advice/guidance for my family relating to Literacy/Numeracy and Health and Wellbeing.	35%	49%	4%	0%	12%
I am given opportunities to express my views about the school and to suggest ideas for improvement.	37%	51%	4%	2%	4%
The Head Teacher manages the school and its resources well.	35%	42%	0%	0%	23%

A high percentage of parents have expressed positive views about how well Sgoil a' Bhac improves the quality of its work.

The majority of parents strongly agreed or agreed that they had a clear sense of the vision, values and aims of the school. The school had its vision refreshed in Session 2015-16 and following a values exercise this session now has a set of very clear shared values. We will endeavour to work on refreshing the school aims next and communicate these across the school community and to our partners.

Around two thirds of parents felt that the school worked well with community partners and that their children's learning benefited from their input. However, a significant percentage of parents disagreed with this and a number of parents were unaware of which partners the school works with to add to children's learning experiences. School staff will ensure that parents are well informed of opportunities for their children to work with community partners.

As Sgoil a' Bhac is under a shared headship, the Head Teacher is fully aware that she is not available on site every day. However she is happy to meet with any parent who wishes to discuss their child's learning or any other concerns which parents may have and parents are very welcome to make an appointment with her. Appointments are always offered as soon as possible after a request is made but it is appreciated that sometimes it may be a couple of days before the Head teacher is available to see parents.

A number of respondents answered 'Don't Know' for some of the questions in this section. The school will need to work to provide better information to parents about the statements in this question as many of them received a significant percentage of 'Don't Know' responses. In addition parents can contact the Head Teacher should they require further information about any aspect of the school's work.

Section 4 - How Well Does the School Improve the Quality of its Work?

We also gave you an opportunity to comment further on how well your child learns and achieves in Sgoil a' Bhac. A number of responses were made:

19% of respondents made further comments within this section. This amounted to eight responses and included the following comments from parents.

- ◆ I don't really have much interaction with the wider school staff. My only real contact has been with the class teacher who has been great. Maybe as we progress into older classes we will have more of an idea of the wider school.
- ◆ The Head Teacher is very approachable but it can take days to get an appointment to see her.
- ◆ Parent Council is beginning to work well and hopefully school management and Parent Council can work positively to benefit the school. Opportunities do exist to express views although I am unsure how much these are incorporated into the plans for development.
- ◆ I am aware of recent new values but not aims.
- ◆ I feel very well informed of what is happening in the school at all times. The outing for the pantomime was a great opportunity which my child enjoyed. The Head Teacher is doing a great job.
- ◆ We recently voted on the values we believe the school should have and received feedback and future plans. I plan to attend the next parent council meeting.
- ◆ I think the school provides an excellent quality of work and can't comment further on areas which need improving.
- ◆ I agree I am given opportunities to express my views about the school and to suggest ideas for improvement but nothing ever seems to improve. The outdoor space is a perfect example of this. We have been asking for years for something to be done and it is still awful.

Section 5 - Your Views Are Important To Us

We also gave you an opportunity to comment further on what you feel Sgoil a' Bhac does well. A number of responses were made:

67% of respondents made further comments within this section. This amounted to twenty nine responses and included the following comments from parents.

In the interests of space we have not included every single comment but we have included comments to cover all the themes which were raised from the questionnaires.

What does Sgoil a' Bhac do well?

- ◆ Good communication - shares information with parents via school newsletter.
- ◆ Asks for parents involvement.
- ◆ Transition phase from Nursery to P1 was handled well.
- ◆ Approachable staff who are willing to provide parents/carers with information about their child's learning progress.
- ◆ Good extra curricular activities.
- ◆ Assemblies - family one at Christmas was great.
- ◆ A varied and interesting curriculum.
- ◆ Welcoming environment for pupils and parents.
- ◆ Takes an interest in the individual and not just the group.
- ◆ My children are happy going to school.
- ◆ Brilliant Gaelic Medium education.
- ◆ Welcome the link with the church. I hope to see it continue and grow.
- ◆ Hard work from staff and pupils go into concerts which are excellent.
- ◆ Seek parental involvement.
- ◆ Make children feel important and hear their views.
- ◆ Encourages sport and music
- ◆ Good variety of learning.
- ◆ Homework diaries—to be able to communicate with the teacher without having to arrange a meeting.
- ◆ Children respectful of one another and keen to be inclusive of peers.

What does Sgoil a' Bhac do well?

- ◆ Provides appropriately challenging work to stretch my children.
- ◆ Has dedicated and hard working staff who know the children well.
- ◆ Provide a safe, secure place for my children to learn.
- ◆ Staff have nice, positive relationships with the kids.
- ◆ Deal with children's needs sensitively.
- ◆ Communicating school information.
- ◆ Positive ethos.
- ◆ Building relationships with the children.
- ◆ Activities within the school such as Masterclass and daffodil planting.
- ◆ Fosters a friendly environment.
- ◆ Children enthused about their learning.
- ◆ Class teachers know the children's needs and personalities very well.
- ◆ Teachers put a lot of work into projects/concerts etc.
- ◆ Lots of charity events and fundraising.
- ◆ Good at encouraging the use of Gaelic outside of the classroom.
- ◆ Experiences such as Masterclass, Rookie Rockstars, class assemblies and concerts.
- ◆ Class teachers supporting out of school sports.
- ◆ Provide a happy, enjoyable and safe environment for pupils to attend.
- ◆ Engages pupils to work hard.
- ◆ Has a good range of practical activities.
- ◆ Academic workload is good and varied.

Responses to the question "What does Sgoil a' Bhac do well? were broadly positive and covered a wide range of aspects of school life. Parents appear to feel positively about staff-pupil relationships, learning and teaching activities, the ethos of the school and the experiences that school staff provide their children with in terms of their wider achievement e.g. charity events and fundraising.

A number of comments related to the respect shown to one another by all in the school community and these comments were particularly pleasing in the light of the new shared values which were decided on by pupils, parents and staff.

Section 5 - Your Views Are Important To Us

We also gave you an opportunity to comment further on what you feel Sgoil a' Bhac does well. A number of responses were made:

42% of respondents made further comments within this section. This amounted to eighteen responses and included the following comments from parents.

In the interests of space we have not included every single comment but we have included comments to cover all the themes which were raised from the questionnaires.

What could Sgoil a' Bhac do better?

- ◆ After School Clubs (this may run but my child may be too young)
- ◆ More of an emphasis on spoken Gaelic - particularly to encourage English classes.
- ◆ Make the very obvious favouritism shown to Gaelic Medium less obvious please.
- ◆ Outdoor play resources are limited.
- ◆ Better playground facilities.
- ◆ Improve website—more informative.
- ◆ Perhaps trips around the island learning about historical sites—Callanish Stones, Broch, Black House etc and local museum.
- ◆ Perhaps too far away but look into trips to Scaladale Centre and maximise what is on our door step—beach learning days ???
- ◆ Support and raise profile of Mod.
- ◆ Forge links with Back Development Club (many pupils from Back go there - other facilities offered there too).
- ◆ More explanations with gaelic homework in English.
- ◆ More notice of events/ special days (especially if parent preparation is required).
- ◆ Provide better outdoor facilities for learning and play.
- ◆ Personal information on child's achievements.

What could Sgoil a' Bhac do better?

- ◆ Making reports more personal.
- ◆ Make the foyer a more welcoming area to the school.
- ◆ Further opportunities for pupil led activities and experiences.
- ◆ More opportunities for clubs i.e. lunchtime clubs, parents running after school clubs.
- ◆ To recognise those that always try their best but don't get the recognition for it.
- ◆ Serve healthy meals at lunchtime. Too much processed food and white breads.
- ◆ Maybe engage more with other partners/groups in the community e.g. An Lanntair for Arts Projects etc
- ◆ Update the format of the Prizegiving—it could maybe have more of a spread of prizes through the years and less subject specific for secondary—that seems to come from secondary.
- ◆ More sports participation. Keeping fit and healthy in a fun way should be encouraged from a young age.
- ◆ Promote wider achievement learning opportunities outside of the classroom—various clubs.
- ◆ Update sports day—more use made of house system - colours/chants to support their house.

Responses to the question "What could Sgoil a' Bhac do better?" also covered a wide range of aspects of school life. A number of comments related to using our local environment and the partners within that to a larger degree. There were also some very interesting and positive suggestions e.g. to have children leading at concerts, to have more pupil led activities and to look into the delivery of more after school clubs, either by other organisations or by parent volunteers.

Section 5 - Your Views Are Important To Us

We also gave you an opportunity to state what your top three priorities for improvement in Sgoil a' Bhac in the coming session would be.

44% of respondents (19 respondents) made further comments within this section and a total of 43 suggestions were made by them. Many suggestions were the same or similar so we have not included every single comment but we have summarised them and grouped them together and identified what percentage of people felt these suggestions to be a priority for the school.

Playground and Outdoor Facilities

19 of the 43 suggested priorities for improvement (44%) related to the playground and the outdoor facilities. These included a variety of comments such as those shown below:

- ◆ Raise funds to improve the condition of the pitch.
- ◆ Modern playground as with the new schools.
- ◆ Improve the outdoor space dramatically. It is shockingly bad.
- ◆ Improve outdoor resources and play areas
- ◆ Better use of the outdoor area—follow up on Grounds for Learning visit.
- ◆ Improvements to modernise the gardens.
- ◆ Improvement of grounds for play and learning opportunities. Have fun activities around the place.
- ◆ Provide better outdoor facilities for learning and play.
- ◆ Outdoor learning and Play—improve outdoor environment to provide stimulation—put ideas into action—get support from outdoor learning officer.

It is clear from the number of responses made in relation to making improvements in the playground that this is an area very important to parents. During Session 2017-18 school received a visit from Stephen Moizer from Grounds for Learning and made suggestions as to what could be done to make the Grounds more interesting for play and learning. School staff have worked with the Sgoil a' Bhac Parent Council to make a start on making improvements. At the moment we are limited to what interest we can add to the playground without fixing anything permanently to walls or fixtures and a working group has been set up to begin work on this. Information related to this can be found on the school website. The working group has also met with the Head Teacher and officers from the Education Department and are now clear about which types of improvements can be worked on immediately and which will have to go through due process for consent to proceed. Though progress may seem slow at times, we can assure parents that work is ongoing.

Foyer /Crush Hall Area

7 of the 43 suggested priorities for improvement (16%) related to updating the entrance / Crush Hall area within the school to give the feel of a Primary School. These included a variety of comments such as those shown below:

- ◆ Improve and revamp the school foyer. More primary school, less Golf Club look. Dark and old fashioned.
- ◆ Other building improvements to modernise areas of the school internally e.g. foyer.
- ◆ Primary friendly environment in Crush Hall.
- ◆ Foyer needs refurbishment and brightening up to reflect that this is a primary school and croileagan.

Improvements to the foyer / Crush Hall area were also important to parents. School staff have worked with the Sgoil a' Bhac Parent Council to plan works and have incorporated into this making some improvements to the school library. The working group have also met with the Head Teacher and are due to receive an advisory visit from a Council officer early in the Summer term.

Communication

4 of the 43 suggested priorities for improvement (5%) related to communication from the school to parents. These included the following comments:

- ◆ More information about my child's achievements.
- ◆ Better website—updated regularly with notices etc—maybe even children could get involved in blogs etc.
- ◆ More explanation in English for Gaelic Homework.
- ◆ Sometimes information reaches parents at the last minute. It would be useful to know in advance as much as possible.

The School website has been updated and much more information is now available on there. School staff will endeavour to take on board all the comments which were made relating to communication.

Section 5 - Your Views Are Important To Us

Prizegiving

3 of the 43 suggested priorities for improvement (7%) related to updating the format for the end of year Prizegiving . These included the following comments:

- ◆ Update the prizegiving and move with the times.
- ◆ Consider review of Prizegiving at end of session—spread out across the year groups more?
- ◆ Prizegiving—update.

Currently there are no plans to update the School Prizegiving any further as a number of changes were made following the closure of the secondary department in June 2013, with further revisions being made in June 2015. However, the senior management team will look at the spread of prizes across the school to determine whether further revisions could be made to the current arrangements.

Sports Day

2 of the 43 suggested priorities for improvement (5%) related to updating the format for Sports Day . These included the following comments:

- ◆ House colours and system for sports day.
- ◆ Sports day—can this be restructured. Less long running races. House colours/team involvement—more fun!

School staff are willing to look at the structure of the School Sports Day. All children's races and points do go towards the final position of the Houses. However, this may not be obvious to parents or other spectators. We will look at trying to implement some changes which will make the competition between the houses more obvious and we will also try to make Sports Day feel less rushed.

The remaining nine suggestions for improvement related to a variety of different things across the school. These comments are all listed below.

- ◆ Music lessons for pupils
- ◆ More pupil led experiences—leading at concerts, organising events, committees etc
- ◆ More support for clubs/sports to raise Back School profile when competing against other schools.
- ◆ Strict use of uniform—no coloured trainers or t-shirts etc.
- ◆ Making school reports more personal.
- ◆ More opportunities for clubs i.e. lunchtime art/ reading, cooking club etc or After School run by parent volunteers as the P1-3 Sports Club last year was a great success.
- ◆ Same opportunities for the English classes that are given to the Gaidhlig classes.
- ◆ Improve the lunches to make them nutritious and give pupils energy, not send them into a carb overload slumber. It is at this age that habits develop and with the increase in obesity it would be good to improve this.
- ◆ Show school values and show work of pupils.

Parents have clearly come up with ideas for improvements across the school The senior management team will raise these with staff at staff meetings and also where appropriate with the Parent Council in order to try to effect some changes across the school. Where it is felt that it would be beneficial to incorporate some of these suggestions into school life we will commit to consulting with parents, staff and/or pupils about what they would like to see in the school and we will communicate the results of any consultations back to the wider school community.

Section 5 - Your Views Are Important To Us

Finally, we gave you an opportunity to make comments about any other aspects relating to the life of the school.

21% of respondents made further comments within this section. This amounted to nine responses and included the following comments from parents.

- ◆ A lovely friendly school. Staff are always friendly and approachable.
- ◆ Not sure what's happened to Back School but it's not the school it was!
- ◆ So far in our child's school life, we have been more than happy with the way the school is run. Keep it up.
- ◆ A very practical issue, but many cars park on the pavement outside school. I see a number of children negotiating their way past and it always seems a little dangerous. Not sure of a solution.
- ◆ Why is there a Gaidhlig Football Competition? The English don't have an all English competition. Staff to recognise what children have achieved within the school and also out of school hours. All classes to get end of year trips as children all contribute to all fundraising events that go on in the school throughout the year, not just the class that's fundraising for that day.
- ◆ Just a comment about the survey—in a relatively small school putting details about children's classes means that this takes away the anonymity of the survey—if it is a 'whole school survey' these details shouldn't really be necessary. This survey also seems a lot more focused on attainment than in previous years. I think other issues such as the environment, ethos and general culture of the school are also very important.
- ◆ Leadership roles for older children—giving out sports equipment and taking in. Assisting with games in the playground. Assisting auxiliaries in Grounds for Learning. Promote a positive ethos/sense of belonging and encourage more than academic achievement.
- ◆ Less emphasis in academics being the be all and end all. Promote other qualities too please. Not every child is academic. Make sports day more of an event. It feels rushed now. Used to have a Barbeque and fun day at the same time. Make races fair too. Last year the 200m was set up wrong . Some ran 400m because they started further back—not fair.
- ◆ Positive experiences for my child and also for the parents. Thanks to all staff.

SECTION SIX - STRENGTHS & ACTION PLAN

STRENGTHS

The survey responses have indicated the following strengths:

- ◆ The vast majority of pupils enjoy school, are motivated and eager to learn and can identify their own strengths and needs.
- ◆ Relationships within the school community between pupils, parents and staff are positive in all cases.
- ◆ Almost all children within the school find the curriculum to be stimulating and challenging.
- ◆ Almost all parents believe that their children are making progress in their learning.
- ◆ All parents feel that they are kept well informed about their child's learning through reports and parent-teacher appointments.
- ◆ All parents were of the view that teaching staff worked hard to support their children's learning and almost all parents found school staff to be helpful and approachable and considered that staff dealt with pupils sensitively and effectively.
- ◆ The vast majority of parents found the Head Teacher to be approachable and helpful.
- ◆ The vast majority of parents had a clear sense of the vision, values and aims of the school.
- ◆ Almost all parents understood the work of the Parent Council and felt that it played a positive role in the life and work of the school.
- ◆ Most parents felt that the school was being well run and that resources were being well used for the benefit of the children.

PROPOSED ACTIONS

Action Points
Improve forms of communication from within the school, but particularly so that parents know which members of staff hold particular roles. E.g. Child Protection Officer within the school.
Continue to monitor the progress and attainment of all children.
Share with parents to a greater degree the skills which pupils are being taught particularly in relation to their digital literacy and provide opportunities for parents to learn more about the range of technologies which children are using.
Ensure that the Learning Logs, jotters and other means where children have been given the opportunity to express their views are shared with parents also.
Improve the range of parental engagement opportunities which exist in order to ensure that parents have specific and detailed information about their children's learning.
Improve the levels of information given to parents of children with Additional Support Needs so that they understand the Staged Intervention process, how it works for their child and also know which agencies the school can refer to for additional support, should it be required.
Look for ways to involve and work with community partners to further benefit the learning experiences of pupils in the school.
Continue to work with the Parent Council to realise improvements in the school grounds and the opportunities which exist for play and for learning.
Continue to work with the Parent Council to make improvements to and to modernise internal areas of the school enabling pupils to get better use out of them e.g. foyer, library
Look for opportunities to make provision of more Lunchtime or After School or Homework Support Clubs.
Provide more opportunities for consultation with parents to allow them to express their views about aspects of school life.