

# Sgoil a' Bhac Back School



# Parent / Carer Consultation Report

EVALUATION OF PARENT QUESTIONNAIRE  
SESSION 2019-20



Sgoil a' Bhac Parent and Carer  
Consultation Report

May 2020

## INTRODUCTION

As part of the school's self-evaluation process and to help us to establish improvement priorities for the 2020-2021 school session, we circulated a survey to all parents and carers of children in Sgoil a' Bhac and 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 and Sgoil Araich Loch a' Tuath.

In total, we received 55 responses out of the 99 questionnaires which were circulated. This represents an overall response rate of 55%. The typical response rate for this type of survey is between 25% and 50%.

Of the 99 questionnaires which were circulated 70 went to families who just had children in the school, 10 were circulated to families with children in the school and the sgoil àraich and a further 19 went to families who just had children in the sgoil àraich. In total we had responses from 50 out of 80 primary school families and responses from 13 out of 29 sgoil àraich families. This gave us a completion rate from the Primary School of 63% and a completion rate in the Sgoil Araich of 45%

**Sgoil a' Bhac Completion Rate—65%**

**Sgoil Araich Loch a' Tuath Completion Rate—45%**

**Overall Completion Rate - 55%**

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

## PARENT-CARER REPORT

A few parents provided feedback through the Questionnaire that they were not in agreement with the way in which the school has sought to be transparent about the views that parents and families have presented about the school through this report. We have always sought to be open with our parents and sharing the views of parents openly has proven to be helpful to parents who may feel they are alone in the stance they take. However, we do want our parents to share their views with us so that we get a true picture of how people feel about each aspect of the school's work. If the publication of people's views creates a barrier whereby parents and families do not wish to share their views then we will refrain from that practice. Instead we will provide overarching themes under each section and hopefully this will provide people with sufficient information.

## 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.**

Sgoil Àraich	P1	P2	P3	P4	P5	P6	P7
18%	14%	11%	21%	7%	12%	10%	8%

The percentages above show the percentage of parents from that year group who responded to the Parent Questionnaire.

The total survey response rate was 55% of the parent body.

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

Less than a year	18%
1-3 years	15%
3-5 years	16%
5-7 years	22%
7-10 years	15%
More than 10 years	7%
Did not respond to this question	6%

*This question looked at the length of time parents had had a relationship with the school. This helps us to see if there are any trends which can be observed and learnt from when gathering information from our parent body. Though it is usually the case that there are more respondents who have had a relationship with the school for five years or less as opposed to five years or more, the trend this session was in fact broadly balanced. 49% of respondents had had a relationship with the school for five years or less with 44% having a home-school relationship for five years or more.*

*It should also be noted that not all parents who returned the questionnaire responded to this question.*

## SECTION 1 - BACKGROUND INFORMATION (CONTINUED)

**Q3** - 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/ sgoil àraich experience.	56%	41%	0%	0%	2%
My child is well motivated in his/her work.	47%	47%	5%	0%	0%
My child is able to identify his/her own strengths/needs.	29%	58%	4%	0%	9%
The school/ sgoil àraich sets high expectations of children's attendance and behaviour	55%	44%	0%	0%	2%
The school / sgoil àraich is a safe, secure and pleasant environment for my child to learn in.	55%	44%	0%	0%	2%
I know who the Child Protection Officer in the school is.	24%	22%	9%	5%	40%
My child has positive relationships with school / sgoil àraich staff.	51%	47%	2%	0%	0%
The school / sgoil àraich and its staff play a positive role in the life of the local community.	45%	40%	4%	0%	11%
The school / sgoil àraich works to ensure smooth transitions between stages e.g. nursery to P1 and P7 to S1.	49%	40%	2%	0%	9%
My child is able to use a range of digital technologies to develop his/her own ideas and assist in their learning.	47%	38%	4%	0%	11%

*Responses indicate that a high percentage of parents have positive views about their children's enjoyment of school, their motivation to work, expected attendance and behaviour, the safety and security of the environment as a pleasant place to learn, and their children's relationships with school staff.*

*Two out of every five 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. 45% of those parents who stated this were parents whose relationship with the school was less than three years.*

*This session there was a decrease of 11% in the percentage of parents who 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 at all levels do use a variety of equipment daily in their teaching, but also during learning activities with pupils. Children have the experience of using the computer and smartboard in the Sgoil Araich but are taught specific digital skills from Primary 1. All pupils have access to netbooks and computers, are taught how to use the Smartboard and all 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 about the Experiences and Outcomes of Technology which they are covering with their class and the skills that are being taught.*

## SECTION 2 - ATTAINMENT AND IMPROVEMENT ACROSS OUR SERVICES

**Q4** - The questions in this section were designed to provide parents with the opportunity to say how hard they feel the school is working to improve children's levels of attainment.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
The school works hard to improve the attainment of its pupils.	40%	55%	0%	0%	5%
Our learners are successful and confident.	38%	49%	0%	0%	9%
Our curriculum promotes wider achievement and our pupils have wider achievements out-with the school.	29%	64%	0%	0%	7%
Our curriculum promotes wider achievement and our pupils participate in a range of out of school activities.	31%	60%	0%	0%	9%

*Responses indicate that over 90% of parents who returned their questionnaires agree that the school works hard to improve the attainment of its pupils and that our curriculum promotes wider achievements which our pupils participate in and experience success in outside of school.*

*There was a marked increase from last years results in parents responses in these last two questions relating to pupils wider achievements and the links that parents may be making between the skills being taught in school and the wider achievements that pupils have.*

*It was also noted that the percentage of parents who felt that our learners are successful and confident had fallen overall. Attainment for the school continues to be good with the majority of pupils achieving their educational milestones and those with additional support needs meeting targets which have been set for them in their Action Plans and IEP's.*

**Q5** - The questions in this section were designed to provide parents with the opportunity to indicate the level of knowledge they possess about the school's improvement agenda and how it is reported to parents.

	Yes	No
I know that the school produces a Standards and Quality Report in May of each year.	89%	11%
I know how to access the Standards and Quality Report for the previous session.	80%	20%
I have read the Standards and Quality Report for the previous session.	65%	35%
I know that the school produces a School Improvement Plan in May of each year.	91%	9%
I am told when a new School Improvement Plan has been published.	91%	9%
I know how to access the current School Improvement Plan.	76%	24%
I have seen the school's current Improvement Plan.	75%	25%
I have received a copy of the School Improvement Plan Summary for Sgoil a' Bhac.	82%	18%
I would like to know more about the current School Improvement Plan.	36%	64%

*Within this section, there were very obvious increases as compared with last session in terms of parents knowledge relating to the Standards and Quality Report and the School Improvement Plan for the school. Approximately 90% of parents knew that the school produced a Standards and Quality Report and a School Improvement Plan each session.*

*75% of parents indicated that they had seen the School Improvement Plan for the school, a copy of which is on the school website. This compared to 59% of parents last session. Similarly, 65% of parents indicated that they had seen the Standards and Quality Report, compared to 41% of parents last session.*

*All parents receive a letter in Aug/Sept of each session with a copy of the School Improvement Plan Summary sheet. This document is also located on the school website. 82% of parents acknowledged receipt of this document this session as compared with 59% last session.*

### SECTION 3 - HOW WELL DO CHILDREN LEARN AND ACHIEVE?

**Q6** - 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.	62%	32%	4%	0%	2%
My child is given lots of opportunities to express his/her views about their work.	40%	48%	2%	0%	10%
I am kept well informed about all that my child is achieving in school.	42%	46%	8%	0%	4%
My child's teacher has high expectations for their attainment.	50%	44%	4%	0%	2%
My child's learning is progressing at a good pace.	48%	42%	8%	0%	2%
I am kept well informed about how my child is progressing through regular reports and parent-teacher meetings.	42%	50%	8%	0%	0%
The school listens to my child's ideas and opinions and works to act on them.	36%	34%	2%	0%	28%
Our curriculum promotes wider achievement (opportunities for our children to achieve in and out of school)	26%	64%	0%	0%	10%
The class teacher shares information about my child's attainment in a variety of ways.	34%	50%	6%	2%	8%
My child has the opportunity to select from a wide range of resources to meet their individual needs.	36%	44%	0%	0%	20%
My child finds the curriculum interesting and enjoyable.	42%	54%	4%	0%	0%
Our curriculum promotes wider achievement (Achievements out with school.	24%	62%	0%	0%	12%
The school curriculum provides my child with opportunities to personalise and choose what they learn.	32%	34%	8%	0%	26%

*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 almost all parents feel their children are attaining and achieving well and that their child's learning is progressing at a good pace.*

*Almost all parents agreed that the information class teachers provided them with through regular reporting and parent-teacher meetings kept them well informed about their children's learning.*

*Over a quarter of respondents indicated that they did not know whether their children's ideas and opinions were being listened to in school or whether the school worked to act on them. Approximately the same number of respondents stated that they did not know whether the school curriculum provided their children with opportunities to personalise and choose what they learn. Approximately one fifth of parents did not know whether their children had opportunity to select from a wide range of resources to meet their individual needs.*

*These are significant statistics and we recognise that parents do not always have this every day kind of knowledge. We are working actively to progress systems within the school which will provide parents with greater clarity on the kinds of resources which are being used to promote and develop good learning experiences.*

*All class teachers do discuss projects of learning with their classes at the start of each session and also at the start of each term. Pupils have the opportunity to discuss contexts of work with their teachers which may be used to develop skills and classes have the opportunity to lead learning in the class by personalising the curriculum and choosing contexts of learning.*

### SECTION 3 - HOW WELL DO CHILDREN LEARN AND ACHIEVE? (Contd.)

**Q7** - 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:

*28% of respondents made further comments within this section. This amounted to fourteen responses and the following themes were addressed by parents.*

*Approximately half of those parents who responded in writing commented positively about the relationships that both they and their children had with class teachers. They found teaching staff to be approachable and knowledgeable and felt that their children were being challenged appropriately for their ages and stages. A few parents commented that they would like to have more time to discuss their child's learning and achievements with the class teacher. We would encourage all parents to engage in dialogue with their children's class teachers whether that be via the Home School diary, the Learning Log or by telephone or appointment.*

*There was also recognition within the comments that different methods were used successfully with different pupils and that children were individuals and did learn in different ways. There was a real sense of parents feeling that they were really helped by their children's class teachers in knowing what their learning journey looked like and that communication between parents and teachers was instrumental in progressing learning for the children.*

*Some parents commented on specific issues e.g. the ability to access instrumental tuition at an earlier age, the amount of homework which pupils were given and concerns about aspects of the curriculum. If parents have any specific concerns like this they should raise them with the Class Teacher or the Head Teacher who would be more than happy to discuss them .*

## SECTION 4 - QUALITY OF CHILDREN'S EXPERIENCES IN SGOIL ÀRAICH LOCH A' TUATH

**Q8** - 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
I am satisfied with the range of activities on offer in the Sgoil Àraich.	39%	46%	0%	0%	15%
My child is very well motivated when at Sgoil Àraich.	46%	46%	0%	0%	8%
The Sgoil Àraich staff interact very well with my child.	54%	46%	0%	0%	0%
My child is encouraged to make decisions for him/herself when at Sgoil Àraich.	46%	39%	0%	0%	15%
My child talks enthusiastically about what he/she has been doing in Sgoil Àraich.	39%	46%	8%	0%	8%
The Sgoil Àraich staff share with me information about what my child has been doing in Sgoil Àraich.	23%	54%	8%	15%	0%

*Responses indicate that most parents feel that Sgoil Àraich staff do provide a wide range of activities for the children, and that staff interact well with children in their learning. Almost all parents were positive in their agreement that children are well motivated when at Sgoil Àraich.*

*However, almost one quarter of parents felt that the Sgoil Araich staff did not share information with them about what their children had been doing in Sgoil Àraich. There have been a number of changes in staffing this session with a large number of relief staff working in the Sgoil Àraich as the service moves to expanded hours. This is an area that we will seek to improve on and try to ensure that we are offering sufficient opportunities for parents to discuss their children's learning with the Sgoil Àraich staff.*

*There were discrepancies between those parents who felt their children were motivated at Sgoil Àraich and those parents who felt that their children spoke enthusiastically about their time at Sgoil Àraich. In order to try and address this positively, Sgoil Àraich staff will look to engaging the children in more pupil led activities which generate enthusiasm, excitement, enjoyment and spontaneity and which they want to share with others.*



#### SECTION 4 - QUALITY OF CHILDREN'S EXPERIENCES IN SGOIL ÀRAICH LOCH A' TUATH (Contd.)

**Q9** - 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:

46% of respondents made further comments within this section. This amounted to six responses and there were two main themes which parents commented on.

The first of these related to the staffing changes. Parents felt strongly that there had not been so much continuity as in previous sessions. This is true. With two core members of staff resigning this session and with the consultation of parents imminent as to how the service should be shaped moving forwards, it was felt that it was better to staff the Sgoil Àraich with experienced relief staff whilst we transitioned from the current service to expanded hours.

The second theme was that of communication between staff and parents. Parents felt that the Sgoil Àraich staff could have communicated with them more effectively. There was acknowledgement that changes in core personnel may well have adversely affected how well the staff as a whole communicated with parents.

These are both areas which require to be addressed as the service moves forward into expanded hours.

**Q10** - We asked people to grade the provision within the Sgoil Àraich in relation to the quality of children's experiences there. The results were as follows.

6	Excellent	<i>excellent</i>	<b>31%</b>
5	Very Good	<i>major strengths</i>	<b>31%</b>
4	Good	<i>important strengths with some areas for improvement</i>	<b>31%</b>
3	Adequate	<i>strengths just about outweigh weaknesses</i>	<b>7%</b>
2	Weak	<i>important weaknesses</i>	
1	Unsatisfactory	<i>major weaknesses</i>	

Sgoil Àraich parents had very mixed views in terms of how they would grade the quality of children's experiences with just under a third of parents grading it either Good, Very Good or Excellent. There was no consistent picture about how people viewed the service and this would indicate that there is room for staff to improve the quality of children's experiences whilst at Sgoil Àraich in order for a more consistent view to be arrived at.

## SECTION 5 - QUALITY OF CARE AND SUPPORT IN SGOIL ÀRAICH LOCH A' TUATH

**Q11** - The questions in this section related to the views of parents on the quality of the care and support your child receives in Sgoil Àraich Loch a' Tuath

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I know who my child's designated Nursery Key Worker is.	38%	31%	23%	0%	8%
My child is well cared for. (Physical / Emotional Care)	54%	46%	0%	0%	0%
The Sgoil Àraich is warm and welcoming.	46%	46%	8%	0%	0%
The Sgoil Àraich is safe and secure.	62%	38%	0%	0%	0%
My child is happy in the Sgoil Àraich and looks forward to being there each day.	54%	31%	15%	0%	0%
My views are listened to by staff.	46%	23%	0%	0%	31%

*Responses in this section indicated that almost all parents found the Sgoil Àraich to be a warm and welcoming place to come into and felt that their children were well cared for by staff in an environment which was safe and secure.*

*Worryingly, almost one in three parents (31%) did not know whether their view were listened to by staff and almost one parent in four (23%) disagreed with the statement which said that they knew who their child's designated Nursery Key Worker was. This data links very strongly with the data presented in Section 4 which highlighted issues with changes in staffing and communication with parents.*

*Undoubtedly, as the service moves forward we will need to provide better continuity of staffing. Currently, we are in the middle of the recruitment drive for more staff for the expanded hours service and it is hoped that once there is a settled staff that the addressing of other issues such as poor communication will improve.*

*The Play Leader and Nursery Key Workers will require to set time aside in each term to meet with parents, to discuss their children's learning and for Sgoil Àraich staff to listen to and act on the views of parents where these are in accordance with the majority.*

*In addition the Sgoil Àraich staff will need to work very closely with the children and their parents to ensure that their Sgoil Àraich experience is such that they look forward to coming in every day and that they are happy whilst there.*

## SECTION 5 - QUALITY OF CARE AND SUPPORT IN SGOIL ÀRAICH LOCH A' TUATH (Contd.)

**Q12** - We also gave you an opportunity to comment further on the quality of care and support provided by the Sgoil Àraich staff in Sgoil Àraich Loch a' Tuath. A number of responses were made:

*46% of respondents made further comments within this section. This amounted to six responses.*

*Parents were keen to praise the staff for all they had done for and with their children. However the theme of changing staff was a continuous one and parents did not feel secure in the relationships that they had with the Sgoil Àraich staff. The general feeling was that though staff were helpful and kind they had not been there long enough to build relationships with the parent body.*

*There were inconsistencies in the comments relating to whether parents knew who their children's key workers were and whether their suggestions were being listened to when these were made.*

*With three intakes of children into the Sgoil Àraich each year, staff need to ensure that they are providing all the information parents need at the point of each intake and are not just relying on word of mouth to inform them about different aspects of Sgoil Àraich life.*

**Q13** - We asked people to grade the provision within the Sgoil Àraich in relation to the quality of care and support that it offered their children. The results were as follows.

6	Excellent	<i>excellent</i>	<b>38%</b>
5	Very Good	<i>major strengths</i>	<b>38%</b>
4	Good	<i>important strengths with some areas for improvement</i>	<b>16%</b>
3	Adequate	<i>strengths just about outweigh weaknesses</i>	<b>8%</b>
2	Weak	<i>important weaknesses</i>	
1	Unsatisfactory	<i>major weaknesses</i>	

*Sgoil Àraich parents were more positive than not about the quality of care and support that their children received, with most parents grading the service as being Very Good or Excellent. Important strengths were identified relating to the care and support children received but there are clear areas in which the Sgoil Àraich staff can work with the parents to ensure that they are better informed about their children's progress and health and wellbeing in the setting.*

## SECTION 6 - QUALITY OF THE ENVIRONMENT IN SGOIL ÀRAICH LOCH A' TUATH

**Q14** - The questions in this section related to the views of parents on the quality of the care and support your child receives in Sgoil Àraich Loch a' Tuath

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
The Sgoil Àraich is very well resourced.	23%	69%	8%	0%	0%
The play environment is stimulating for children.	31%	54%	15%	0%	0%
The Sgoil Àraich is well laid out with different play areas within it.	38%	62%	0%	0%	0%
There is plenty of outdoor space for the children to play in.	54%	46%	0%	0%	0%
There are plenty resources for the children to play with in the outdoor spaces.	38%	46%	15%	0%	0%
My child benefits from the Sgoil Àraich children being split by age.	46%	31%	8%	0%	15%
My child benefits from the wider resources available to them within the school.	38%	46%	0%	0%	15%
My child enjoys going for walks or trips in and around the local community.	54%	38%	0%	0%	8%

*Almost all parents agreed that the Sgoil Àraich is well resourced and that the playrooms are well laid out with distinct areas for children to play in. In addition almost all parents were of the view that there is plenty of outdoor space for children to play in at Sgoil Àraich and that their children enjoy going out for walks or trips in or around the local community.*

*15% of parents did not know if their children benefited from the wider resources available to them as part of the school. Such resources would include access to primary teaching staff, specialist teachers, Gaelic Music instruction, access to the ICT suite, the canteen, the library and the gym. Children in the Sgoil Àraich are very much part of the school community and as such the Sgoil Àraich staff have access to and use all these resources on a weekly basis.*

*It was interesting to note that the two biggest differences in results from last session were in relation to there being plenty resources for the children to play with in their outdoor spaces and also in relation to parents who felt that their children benefited from being split by age in the Sgoil Àraich.*

*With reference to there being a range of play resources in the outdoor spaces, the Grounds for Learning Working Group have worked very well on behalf of the Parent Council and in conjunction with the Sgoil Àraich staff and there is much more of interest in the outdoor spaces. In addition Primary 1 staff have worked well with the Sgoil Àraich staff through the year advising them and helping them to rotate the equipment which the children have access to.*

*Currently the Sgoil Àraich rooms are both Gaelic rooms which are split by age. The service was designed in this way following a consultation with parents in 2015. With a view to moving to an expanded hours service later in the year a consultation was carried out with parents in January 2020 and it is clear from that exercise and from the comments parents have made in relation to this questionnaire that parents would like to have the option of an English and a Gaelic nursery and not have the rooms split by age. This data would be reflective of that fact. The Director of Education has now made a decision on the service redesign and it will provide an English Nursery and a Gaelic Sgoil Àraich. Plans can then be progressed to move towards the 1140 hours on that basis.*

## SECTION 6 - QUALITY OF THE ENVIRONMENT IN SGOIL ÀRAICH LOCH A' TUATH (Contd.)

**Q15** - We also gave you an opportunity to comment further on the quality of the environment in Sgoil Àraich Loch a' Tuath. A number of responses were made:

*46% of respondents made further comments within this section. This amounted to six responses.*

*Approximately half of those parents who commented, spoke positively about how much their children enjoy outdoor play and the outdoor experiences Sgoil Àraich staff provide for the children through the year. A few parents raised concerns that there were some activities their children had never had experience of, including using the trikes and bikes. Sgoil Àraich staff should build regular time on the bikes and trikes into their weekly planners so all the children have the opportunity to play in this way.*

*A few parents also spoke positively of particular activities e.g. being able to access the gym, getting Gaelic Singing on a weekly basis.*

*Some parents also felt that they would like to see activities already set up in the rooms when the children enter the playroom to help capture their interest and engage them in activity immediately. Similarly a few parents felt that the Sgoil Àraich staff could better plan for activities which the children could undertake in their local community. As the service moves forward and new staff join the team there will be much more scope for Sgoil Àraich staff to improve the quality of the environment and how that impacts on children's learning.*

**Q16** - We asked people to grade the provision within the Sgoil Àraich in relation to the quality of the environment that it offered their children. The results were as follows.

6	Excellent	<i>excellent</i>	<b>31%</b>
5	Very Good	<i>major strengths</i>	<b>31%</b>
4	Good	<i>important strengths with some areas for improvement</i>	<b>31%</b>
3	Adequate	<i>strengths just about outweigh weaknesses</i>	<b>7%</b>
2	Weak	<i>important weaknesses</i>	
1	Unsatisfactory	<i>major weaknesses</i>	

*Sgoil Àraich parents once again had very mixed views in terms of how they would grade the quality of the environment with just under a third of parents grading it either Good, Very Good or Excellent. The comments would seem to suggest that parents would like to see more flow between the inside and outside spaces and also between the two rooms.*

## SECTION 7 - HOW WELL DOES THE SCHOOL SUPPORT CHILDREN TO DEVELOP AND LEARN?

**Q17** - 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.	62%	36%	0%	0%	2%
Non-teaching staff work well with my child to support his/her learning.	54%	40%	0%	0%	6%
I am provided with a good number of opportunities to work with school staff to review my child's needs.	38%	40%	16%	0%	6%
School staff are approachable and helpful and listen to my concerns about my child's education.	46%	52%	2%	0%	0%
School staff deal with my child's needs sensitively and effectively and treat my child with equality, fairness and respect.	50%	46%	2%	0%	2%
The School actively supports me in engaging in my child's learning in a meaningful way.	48%	38%	12%	0%	2%
The School takes account of my child's individual needs.	48%	44%	4%	0%	4%

*Responses indicate that almost all parents feel that both teaching and non-teaching staff support their children well in their learning and development. The trends in this data set were broadly similar to the data generated last session suggesting that parents have a consistent view about how their children are supported to develop and learn within the school.*

*Two areas which provide most scope for improvement are the degree to which parents feel they are given opportunities to work with school staff to review the needs of their children and the degree to which the school supports parents to engage in their children's learning in a meaningful way. Overall, the results continue to be pleasing. However, staff will ensure that they build on and develop the existing opportunities that are in place to work closely in partnership with the parents of children in their classes.*

**Q18** - This question specifically relates to those pupils who have additional support needs and the degree to which parents feel that their needs are being met by the school, its staff other agencies and by systems and processes which are in place for them.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
The School involves me in my child's Action Plan, IEP or Co-ordinated Support Plan.	62%	31%	0%	0%	7%
My child has access to specialist support services as and when they require it.	54%	39%	0%	0%	7%
I have regular opportunities to meet with the school and specialist support services to discuss my child's needs.	54%	39%	0%	0%	7%
My child is involved in setting targets in his/her learning and (where applicable) Child's Plans/IEP's.	54%	39%	0%	0%	7%

*13 of the total of 55 questionnaires received completed Question 18, which was only to be completed by parents of pupils with recognised additional support needs. This is a return rate of 24% of the total responses received. This is a fair representation of the number of children within the school who have recognised additional support needs and are on the staged intervention process. Almost all parents who responded to these statements were in agreement about how involved they are in the review processes for their children. A number of our pupils have additional support needs which vary in type and it is clear from the responses to the above statements that parents feel very well supported by school staff and participate willingly in order to set reasonable targets for their children, track and monitor their classwork and review their progress.*

*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 7 - HOW WELL DOES THE SCHOOL SUPPORT CHILDREN TO DEVELOP AND LEARN? (Contd)

**Q19** - We 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:

*24% of respondents made further comments within this section. This amounted to thirteen responses and the following themes were addressed by parents.*

*Over half of those who commented within this section commented favourably about the level of support their children receive from both teaching and non-teaching staff. Parents highlighted examples where class teachers had gone above and beyond to ensure that children's individual needs were being met, either through the provision of individual programmes or through reasonable differentiation of activities within the class to allow them to participate fully with their peers. Parents also spoke about how pupils with Additional Support Needs have their needs well met by staff in the school alongside the support which external agencies offer. One comment indicated concern as to whether staff treated pupils equally.*

*The feedback which teachers provide to parents also featured heavily in this section. Most parents felt that feedback was positive and helped them in supporting their children in their learning and some comments related to how appropriately teachers provided good levels of pace and challenge in the learning and teaching.*

*Other themes which were addressed in this section related to Homework and whether there could be a clearer indication of expectations of homework at infant, junior and senior stages. Also mentioned positively were activities which the school appears to deliver very well for its pupils such as work around Masterclass and also Developing the Young Workforce.*

## SECTION 8 - QUALITY OF PARTNERSHIPS WITH PARENTS IN SGOIL ÀRAICH LOCH A' TUATH

**Q20** - The questions in this section related to the views of parents on the quality of the partnerships which exist between them and the Sgoil Àraich staff in Sgoil Àraich Loch a' Tuath

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I am pleased with the curriculum on offer at the Sgoil Àraich.	23%	46%	0%	0%	31%
I am kept informed of the topics being covered and of the daily activities which have been planned for my child	31%	38%	15%	15%	0%
My child enjoys the activities he/she engages in.	46%	46%	0%	0%	7%
My child's needs are well catered for by Sgoil Àraich staff.	46%	38%	0%	0%	15%
I know how my child is getting on in Sgoil Àraich.	31%	46%	15%	7%	0%
Sgoil Àraich staff share my child's pupil profile and record with me.	23%	63%	7%	7%	0%

*Responses indicate that the majority of parents feel that they are able to work in partnership with the Sgoil Àraich staff very well. Over the course of this session, a number of changes within staffing have occurred. It is clear from the feedback that whilst parents feel that they can and do work in partnership with Sgoil Àraich staff, the number of changes has made it difficult for robust communication between home and school and for meaningful relationships to be built between parents and staff. It is hoped that as we move to an expanded service that the staffing picture will become more settled and that as a result communication will improve and partnerships with parents will develop. The Play Leader and the Sgoil Àraich staff will work to improve levels of communication with parents - both about the topics which are being covered with the children and also the progress the children are making in their early years setting.*

**Q21** - We gave you an opportunity to comment further on the quality of the partnerships which exist between parents and staff in Sgoil Àraich Loch a' Tuath. A number of responses were made:

*31% of respondents made further comments within this section. This amounted to four responses.*

*Almost all the responses within this section related to poor communication between the Nursery Key Workers and parents. Respondents raised concern about not really knowing how their children were progressing in Sgoil Àraich and feeling that the playroom staff could provide more regular information about progress in a more structured format e.g. as a report. Some parents did comment that they were pleased with the range of topics which had been covered and it was interesting to see how such topics were being addressed with young children.*

**Q22** - We asked people to grade the provision within the Sgoil Àraich in relation to the quality of the partnerships which exist between parents and staff. The results were as follows.

6	Excellent	<i>excellent</i>	23%
5	Very Good	<i>major strengths</i>	38%
4	Good	<i>important strengths with some areas for improvement</i>	15%
3	Adequate	<i>strengths just about outweigh weaknesses</i>	23%
2	Weak	<i>important weaknesses</i>	
1	Unsatisfactory	<i>major weaknesses</i>	

*Sgoil Àraich parents once again had very mixed views in terms of how they would grade the quality of the partnerships between Sgoil Àraich staff and the parent body. Overall, within this section, respondents are consistently less satisfied in every area than last session. This would indicate that developing meaningful partnerships with parents must be a priority as we move forward and improving communication with parents about their children's progress must be a particular area of focus.*



## SECTION 9 - QUALITY OF MANAGEMENT, LEADERSHIP AND QUALITY ASSURANCE IN SGOIL ÀRAICH LOCH A' TUATH

**Q23** - The questions in this section related to the views of parents on the quality of the management, leadership and quality assurance procedures which are undertaken in Sgoil Àraich Loch a' Tuath

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
The Head Teacher manages the Sgoil Àraich very well.	46%	31%	0%	0%	23%
The Play Leader leads activities within the Sgoil Àraich very well.	63%	23%	7%	0%	7%
I am clear about the aims of the Sgoil Àraich.	38%	31%	15%	7%	7%
I am confident that the Head Teacher is sufficiently qualified and experienced to manage the Sgoil Àraich.	46%	46%	0%	0%	7%
I am confident that the Play Leader is sufficiently qualified and experienced to lead the Sgoil Àraich.	63%	23%	7%	0%	7%

*Responses indicate that the majority of parents feel that the Sgoil Àraich is well managed by the Head Teacher and well led by the Play Leader, and also that both are sufficiently qualified to carry out their roles.*

*23% of parents indicated that they did not know how well the Head Teacher managed the Sgoil Àraich. As the Sgoil Àraich has three intakes of pupils each year, in August, January and in April it is common for there to be a number of parents who answer 'Don't Know' in this section. The Head Teacher visits the Sgoil Àraich regularly, but is conscious that it takes time for parents to build a view on how well the Sgoil Àraich is led and managed by both herself and the Play Leader.*

*There was also a very mixed view from respondents as to how clearly they felt the aims of the Sgoil Àraich had been communicated to them as parents. The aims of the Sgoil Àraich can be found in the Handbook which is issued to every parent who enrolls their child in Sgoil Àraich. However, it is evident that the aims of the service should be more clearly displayed and referred to around the entrance area so parents can see these when dropping off and picking up their children. Sgoil Àraich staff need to also be relating the learning which is going on in the playroom to the aims of the service.*

**Q24** - We gave you an opportunity to comment further on the quality of the management, leadership and quality assurance procedures which are undertaken in Sgoil Àraich Loch a' Tuath. A number of responses were made:

*31% of respondents made further comments within this section. This amounted to four responses.*

*There was a clear indication from the comments that staffing changes were something which respondents felt strongly about. That said, there was support for the Play Leader and the Head Teacher in terms of the every day and overall management of the Sgoil Àraich. It is often the case that people don't always respond positively to change. The Head Teacher and staff recognise that this session has been a year of transition within the Sgoil Àraich as a move to expanded hours is made. Those parents who made specific comments about their children stated that though there had been a lot of staffing changes, children continued to be happy in their attendance and enjoyed building friendships with their peers in the Sgoil Àraich setting. Comments were also made about how staff share learning plans on the noticeboard for parents to look at and respond to.*

**Q25** - We asked people to grade the provision in relation to the quality of the management, leadership and quality assurance procedures which are undertaken in Sgoil Àraich Loch a' Tuath. The results were as follows.

6	Excellent	<i>excellent</i>	38%
5	Very Good	<i>major strengths</i>	31%
4	Good	<i>important strengths with some areas for improvement</i>	15%
3	Adequate	<i>strengths just about outweigh weaknesses</i>	7%
2	Weak	<i>important weaknesses</i>	
1	Unsatisfactory	<i>major weaknesses</i>	

*Though, once again views were mixed, the majority of respondents felt that the quality of management, leadership and quality assurance procedures were very positive. The Head Teacher is conscious that there are areas in which the Sgoil Àraich could be improved and is actively working in partnership with the Early Years Support Officer to bring about the necessary improvements within the service.*

## SECTION 10 - HOW WELL DOES THE SCHOOL IMPROVE THE QUALITY OF ITS WORK?

**Q26** - 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.	48%	38%	5%	0%	9%
I have a clear sense of the shared vision, values and aims of the school.	40%	53%	2%	0%	5%
I have the opportunity to work positively with the Parent Council and community groups.	47%	53%	0%	0%	0%
The Parent Council plays a positive role in supporting the school with its improvement agenda.	47%	53%	0%	0%	2%
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).	40%	56%	0%	2%	2%
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.	44%	53%	2%	0%	2%
I am given opportunities to express my views about the school and to suggest ideas for improvement.	42%	53%	2%	0%	4%
The Head Teacher manages the school and its resources well.	53%	36%	0%	0%	9%

*Almost all parents have expressed positive views about how well Sgoil a' Bhac improves the quality of its work.*

*Within this section, parents views on the work of the Parent Council to support the school and also their opportunities to work with the Parent Council showed the highest percentage increases from last session's questionnaire. Parents also commented extremely positively on the extent to which they felt their children's learning benefited from working with a range of community partners. School staff have worked very hard to develop the young workforce and to provide children with opportunities which help them to develop their skills. It is pleasing to see that parents view this work in positive terms.*

*Respondents also showed an increase in knowing who to contact at school if requiring further advice about Literacy / Numeracy and Health and Wellbeing. Class Teachers have very positive relationships with parents of children in their classes and it is good to know that if parents require further information or advice in relation to these subjects that they would know to contact them in the first instance. The Head Teacher is also available to meet with parents about any issues they require to raise with her in relation to how well the school improves the quality of its work.*

*The Head Teacher also provides regular reports to the Parent Council about the work of the school and the ongoing Quality Assurance work which is being carried out. Those parents who are unaware of this and responded 'Don't Know' to statements relating to this in the questionnaire can access the Minutes of Parent Council Meetings on the Parent Council Noticeboard in the Crush Hall or on the school website. This would help in some part to provide parents with regular information about how staff in the school are actively working to improve learning and teaching.*

## SECTION 10 - HOW WELL DOES THE SCHOOL IMPROVE THE QUALITY OF ITS WORK? (Contd.)

**Q27** - We also gave you an opportunity to comment further on how well the school improves the quality of its work. 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.*

*More than half the comments which were received in response to this question commented positively about how well the school communicates with the parent body and the wider community about its work. Parents commented specifically about improved use of social media as a means to inform them of the activities and events which go on in the school.*

*Almost all parents who included comments about communication spoke positively of the channels of communication which exist between them and their children's teacher. In almost all cases this was also true of communication directed to the Head Teacher. Comments related to strong and open communication between home and school and parents also spoke very positively about being kept up to date with the work of the School and of the Parent Council.*

*There was also recognition within this section of the work the class teachers have done over the last session in engaging with a wider range of external partners and how the children have benefited from this approach. Some parents also commented on and spoke appreciatively of the variety of trips and outings which have been organised to enhance children's learning.*

*Some nursery parents acknowledged that they were not as aware of how the school works to improve, but also commented that they felt that when their children actually started in primary school they would have increased awareness about these matters.*

*Overall, almost all parents who responded felt that Sgoil a' Bhac was well run and that the Head Teacher and school staff were approachable and helpful and worked hard to ensure that the school provided a positive and enjoyable learning environment for all the children.*

## SECTION 11 - EXPECTATIONS AND ACHIEVEMENTS

**Q28** - The questions in this section related to expectations and achievements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
The school sets high expectations of children's attainment, attendance and behavior.	58%	40%	0%	0%	2%
Children receive appropriate praise and their achievements are recognised.	44%	51%	2%	0%	4%
Children have high expectations of their own learning.	33%	60%	2%	0%	5%
We share achievements in school and with the wider community in a variety of ways.	40%	55%	0%	0%	5%
Relationships across the school are positive. We have shared values and a sense of community.	40%	51%	2%	0%	7%
Across the school, pupils are well behaved and show consideration to one another.	47%	49%	2%	0%	2%

*The views of respondents in this section have traditionally been very positive with almost all parents expressing very positive views about the expectations and achievements of the school for the children.*

*The picture remains very similar to the responses gathered over the last three years and this is extremely pleasing as it tells us there has been consistency over time about how respondents view the expectations set by the school and also how achievements of our pupils are shared.*

## SECTION 12 - PARENTAL INVOLVEMENT

**Q29** - The questions in this section related to parental involvement

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
The School encourages parents to participate in their children's learning and education.	45%	51%	2%	0%	2%
We welcome parents communicating with us.	45%	51%	2%	0%	2%
I know how to make a complaint to the school.	44%	49%	0%	0%	4%
We provide parents with suitable opportunities to discuss their children's progress.	35%	62%	2%	0%	0%
The School's annual written report provides me with sufficient information about my child's progress.	33%	47%	16%	0%	4%

*Almost all parents expressed positive views about how well the school encourages parents to participate in their children's learning, how welcomed parents felt when communicating with school staff, whether they had suitable opportunities to discuss children's progress and whether they knew how to make a complaint if they needed to.*

*Most parents also agreed that the school's annual report provided sufficient information about their children's progress. This showed an increase from last session where only the majority of parents agreed with this statement. Whilst the report format has not changed, class teachers have sought to share information about children's progress in a variety of ways with their parents. It may be that parents feel that these opportunities in conjunction with the written report are indeed providing them with more meaningful information about their children's progress.*

*Any parent who is unsure about the progress their child is making and who wishes to receive more detailed information should, in the first instance contact the class teacher to discuss their concerns. The Head Teacher is also available to speak to parents who wish to discuss concerns or issues they may have around their child's learning and appointments with her can be obtained via the School Office.*

## SECTION 13 - COMMUNICATION

**Q30** - The questions in this section related to how effectively parents felt we used different methods of communication.

	Excellent	Good	Satisfactory	Poor	Don't Know
School Letters	47%	45%	4%	4%	0%
School Website ( <a href="https://bit.ly/sgoilabhac">https://bit.ly/sgoilabhac</a> )	31%	22%	22%	13%	13%
Emails	36%	40%	15%	4%	5%
Social Media (Facebook/Twitter)	53%	31%	9%	2%	5%
Groupcall Text Messaging	62%	29%	9%	0%	0%

*Respondents to this question indicated strong levels of satisfaction with the effectiveness of the school's communication methods. There were significant increases in the positive views of parents, particularly in relation to how effectively the school has used Email, Facebook and Groupcall over the course of the last session. As a school community, we continue to recognise that parents have different preferred methods of communication and do not necessarily access all of the above which is why we continue to send out information using a range of methods.*

## SECTION 14 - THE PARENT COUNCIL AND THE PARENT FORUM

	Yes	No
I know that I am a member of the Parent Forum.	60%	40%
I know that the Parent Council is elected from the Parent Forum annually.	82%	18%
I am aware of and understand the work of the Parent Council.	98%	2%
I am aware of the current membership of the Parent Council.	82%	18%
I know how to contact the Parent Council.	93%	7%

**Q31** - The questions in this section related to the Parent Council and the Parent Forum.

*Within this section, there were clear improvements, as compared to last session, in how aware parents were about the composition of and the work of the Parent Council. This was very positive. Almost all parents indicated that they were aware of and understood the work of the Parent Council and also knew how to contact the Parent Council.*

*Most parents were able to say that they knew that the Parent Council was elected from the Parent Forum annually and that they were aware of the current membership of the Parent Council.*

*The majority of parents also knew that they were members of the Parent Forum from which the Parent Council is elected.*

*The Parent Council meets at least once per term and all parents are warmly invited to attend and to hear first hand of its work. The membership of the Parent Council is published on the school website under the Parent Council tab and contact details for Office Bearers within the Parent Council can be located within the School Handbook, which is also found on the school website.*

*We will continue to work with the Parent Council to build on the ways in which we can develop the understanding of parents about the ongoing work of the Parent Council.*

## SECTION 15 - SELF-EVALUATION

**Q32** - The questions in this section related to how effectively parents felt the school took on board their views and also evaluated its work and service.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I feel happy to express my views to the school.	36%	55%	5%	2%	2%
The school consults me about my views.	35%	54%	2%	0%	9%
I am aware that the school uses self-evaluation exercises to identify areas for improvement.	31%	51%	4%	0%	14%

*Almost all parents indicated that they felt happy to express their views to the school about the service it provides. Most parents agreed that the school did consult them about their views and most were also aware that in order to identify areas for improvement, school pupils, parents and staff participated in evaluating the school.*

*There was a significant fall of 14% in the number of parents who strongly agreed with this final statement. The school is guided by the How Good Is Our School and How Good Is Our Early Learning and Childcare documents, published by Education Scotland and uses these to identify areas of strength and areas which require improvement for the school. A range of self-evaluation activities are carried out across the year and these help school staff to move forward and make improvements in their practice.*

## SECTION 16 - OUR CAMPUS AND RESOURCES

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
The school building is safe and fit for purpose.	27%	65%	2%	0%	5%
The school provides a stimulating environment through displays and organisation of public spaces.	42%	56%	0%	0%	2%
The school grounds are safe and fit for purpose.	27%	44%	20%	2%	7%
The school's access to computer technology is appropriate.	44%	40%	4%	0%	12%
School resources are fit for purpose and of good quality.	40%	53%	0%	0%	7%

**Q33** - The questions in this section related to parents views about the school campus and the resources which the school has at its disposal for use with its pupils.

*The survey indicates that almost all parents believe that the school building and the resources which the school has at its disposal are safe and fit for purpose. Similarly that the school provides a stimulating environment through its displays and the organisation of its public spaces.*

*Clearly the one area which parents continue to feel strongly about is whether the school grounds are safe and fit for purpose. The Parent Council, through their working group, has progressed this agenda and through the external funding for which they have applied have made real differences to the external grounds, within the limitations by which we are bound.*

*Until plans for the school grounds are addressed via capital funding, it is unlikely that any improvements to the school grounds can be more than minimal. However, the Head Teacher and the school staff are clear about what can be done and will continue to make small steps with a view to making the outdoor space more attractive for class teachers to use with their classes.*

## SECTION 17 - OTHER COMMENTS

**Q34a** - We gave you an opportunity to state what your top three priorities for improvement in Sgoil a' Bhac in the coming session would be.

*57% of respondents (31 respondents) made further comments within this question and a total of 44 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**

*18 of the 44 suggested priorities for improvement (41%) related to the playground and the outdoor facilities. These included a variety of themes such as those shown below:*

- Drainage of the pitch to enable it to be used all year round.
- Development of the pitch to the rear of the school for education/ sport/ play.
- Extending car parking facilities around the school.
- Improvement to the resources available for older children in the playground.
- Improvement to the resources available for Sgoil Àraich children in the playground.
- Erection of Christmas Lights on the building.
- Removal of the tyres in the playground.

*It is clear from the number of responses made in relation to making improvements in the playground that this is an area which continues to be very important to parents. During Session 2018-2019 and Session 2019-2020 the school has worked with the Parent Council to make progress in providing loose part play in the playground and to set achievable targets and a lot has been achieved. A wide variety of play equipment has been made available for children to use in the playground and the Polytunnel was repaired and classes are now able to actively use this as a learning space. The majority of comments made in relation to the outdoor facilities are specific in terms of wanting the pitch area drained and made in to a usable all weather resource for the school. The sheer size and expense associated with a project this size, mean that it would require capital funding over which the school management has no control. The Head Teacher will continue to liaise with the Parent Council and the local elected representatives to make a case for capital funding to be allocated to Sgoil a' Bhac for such a project*

### **Curricular Issues**

*10 of the 44 suggested priorities for improvement (23%) related to curricular provision. These included a range of themes, some of which related to the Sgoil Àraich and some of which related to the school. These are indicated below:*

- Progress on HMIE Action points for the Sgoil Àraich
- Play based learning for children in early years.
- More activities for children outside of school
  
- Progress on HMIE Action points for the School
- Maintaining and enhancing the existing community engagement
- The provision of homework
- Promotion of good mental health and well-being
- Smooth transition points from P7 to S1

*It is pleasing to see that curricular issues are high on parents priority list. Obviously the HMIE Inspection in May 2019, the report of which was published in September 2019 has identified areas of improvement for the school and the Sgoil Àraich to focus on. Health and Wellbeing and the provision of Gàidhlig are high on that agenda and school staff have been working hard to progress these areas over the course of this session. As we move forward we hope to further embed the opportunities that we have to create and develop meaningful community partnerships. Teaching staff will continue to review curricular areas and make improvements for the benefit of the children.*

## SECTION 17 - OTHER COMMENTS (Contd)

### Equality and Equity

5 of the 44 suggested priorities for improvement (11%) related to equality and equity. These included comments relating to the themes shown below:

- Expansion of Early Years child care to 1140 hours.
- Provision of an English Nursery.
- Improvement of gender diversity with regards to future career prospects.
- Mod participation.

*The expansion of the Early Years service will happen and we are currently recruiting to posts for an expanded service. The Director of Education has in the last month sanctioned the provision of an English Nursery to be attached to Sgoil a' Bhac and as we move into Session 2020-21 both of these themes will be addressed. The remaining themes are ones that class teachers were actively working on and we will do our best to progress these matters further in the new session.*

### Communication

4 of the 44 suggested priorities for improvement (9%) related to communication from the school to parents. These included the following themes:

- Better use of whiteboard to communicate to Nursery parents
- Better communication between staff and parents
- Provision of class calendars of events in advance for parents

*The School uses a range of communication methods and will continue to do so as outlined in Section 13—Communication. However, communication has been a big theme of the feedback to Sgoil Araich staff and will form an area of action for them.*

### School Meals

2 of the 44 suggested priorities for improvement (5%) related to the provision of school meals. Those parents commenting on this area identified the following themes:

- Lack of variety of choices on lunch menus
- Desire for healthier options on lunch menus

*The Head Teacher will discuss the specific comments relating to School Meals with the School Cook and with the Catering Manager and we will look to see what improvements we are able to make within the budgetary constraints we have to work to.*

### Various

5 of the 44 suggested priorities for improvement (11%) related to various issues across the school. Those parents commenting on this area identified the following themes:

- Improvements to social areas and redecoration of particular areas of the school.
- After School Clubs and activities
- Technology resources
- Provision of Music

*Parents have clearly come up with good 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 and the Department of Education, Skills and Children's Services in order to try to effect some changes across the school.*

*Where it is felt that it would be beneficial and possible 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 17 - OTHER COMMENTS (Contd)

**Q34b** - We gave you an opportunity to comment further on what you feel Sgoil a' Bhac does well. A number of responses were made:

*51% of respondents (28 respondents) made further comments about what Sgoil a Bhac does well.*

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

### What does Sgoil a' Bhac do well?

- ◆ School Ethos.
- ◆ Celebrating achievements.
- ◆ Creates a supportive and welcoming environment.
- ◆ Safe, friendly and happy environment.
- ◆ Focuses on improving facilities.
- ◆ Teaches good solid Christian values.
- ◆ Excellent relationships between staff and pupils.
- ◆ Friendly, caring & approachable staff.
- ◆ Dedicated staff and high standard of teaching.
- ◆ Involves parents and the wider community in a range of activities and work for the school.
- ◆ High expectations on learning and behaviour.
- ◆ Encourages my child's development.
- ◆ Good communication from teachers and from the school.
- ◆ Some teachers have an excellent understanding of each individual child's strengths, weaknesses and personalities.
- ◆ Wide variety of learning and other experiences for the pupils e.g. Masterclass / DYW
- ◆ Encouragement from teacher/s.
- ◆ Variety of learning methods.

### What does Sgoil a' Bhac do well?

- ◆ Good transition experiences
- ◆ Supports my child's learning and development well in primary school
- ◆ Works well with parents and provides good parental support for homework.
- ◆ Good opportunities for wider achievement
- ◆ Gives the opportunity for visits out with school.
- ◆ Covers interesting topics / projects and provides active learning.
- ◆ Developing the Young Workforce.
- ◆ Recognition of children's achievements.
- ◆ Events for parental engagement.
- ◆ Encourages the building of good friendships
- ◆ Children's involvement in recycling and renewables
- ◆ Development of foyer has transformed the feel of the school.
- ◆ Encourages all pupils to learn Gaelic phrases.
- ◆ Partnerships between Primary and Sgoil Àraich children
- ◆ Christmas panto/show.
- ◆ Hard working parent council which organises successful fundraising events.
- ◆ Canteen lunches are good.

*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 continue to express positive views 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 developing the young workforce and also their wider achievement e.g. charity events and fundraising.*

## SECTION 17 - OTHER COMMENTS (Contd)

**Q34b** - We also gave you an opportunity to comment further on what you feel Sgoil a' Bhac could do better. A number of responses were made:

*35% of respondents (19 respondents) made further comments about what Sgoil a' Bhac could do better.*

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

### What could Sgoil a' Bhac do better?

- ◆ Provide more play opportunities and opportunities for co-operative learning.
- ◆ Use fewer worksheets/books in early years.
- ◆ Less homework tasks—are they always relevant to learning.
- ◆ Improve its communication—emails are ideal, letters are a waste of resources. Update website.
- ◆ Value both English and Gaelic.
- ◆ Having an option of an English nursery.
- ◆ Implement a progressive spelling programme across all classes.
- ◆ Include all pupils from P5-7 (who want to) in the teams that enter sports festivals i.e. unihoc as these are now 'festivals' rather than competitions and Sports & Health encourage as many pupils as possible to attend.
- ◆ Less segregation of Gaelic/English e.g. assembly.
- ◆ Improve the variety of choices on the lunch menu.

### What could Sgoil a' Bhac do better?

- ◆ Promoting the English Medium as an option!
- ◆ Encourage English Medium to partake in the Mod.
- ◆ Develop access to outdoor equipment and resources
- ◆ Development of outdoor space.
- ◆ Improve car park/drop off facilities for parents.
- ◆ Christmas—lack of lights/decorations.
- ◆ Provide the same opportunities for all! Not the same for Gaelic and English speakers.
- ◆ Include more "soft starts" in the morning
- ◆ Perhaps think of other types of enterprise project (social enterprise, campaigning) instead of projects which require financial contributions from parents.
- ◆ Give dates/info out more in advance.
- ◆ Assembly times could be shorter including when parents are invited.
- ◆ Learning logs home less, it's a lot of extra work for the teachers.

*Responses to the question "What could Sgoil a' Bhac do better? also covered a range of aspects of school life. A number of comments related to improving external areas of the school and its grounds, including extending the provision of parking in and around the school.*

*There were a number of comments which related to a desire for Gaelic and English to be equally valued across the school. School staff absolutely do value children in both English and Gaelic streams. However, we do recognise that for some parents, the Council's 'Gaidhlig First' policy does give rise to the perception that English is not valued, when opportunities to learn in the Gaidhlig language are actively promoted. This is unfortunate, but school staff do respect the choices parents make about which language to educate their children in and do their best to support all children in both language streams. The subject of making provision of an English Nursery also featured strongly in this section and we hope that the expanded hours service will address that particular wish.*

## SECTION 17 - OTHER COMMENTS (Contd)

**Q34c** Finally, we gave you an opportunity to make comments about any other aspects relating to the life of the school.

*25% of respondents made further comments within this section. This amounted to fourteen responses and included comments related to the themes listed below:*

- Improved knowledge of the school and its staff.
- Thanks and appreciation to all staff for all their hard work.
- Access in to the school via the side gate.
- Regularity of when parents are asked to contribute financially—particularly in Term 2.
- The chaotic and sometimes unsafe pick up/traffic situation outside the school at 3pm.
- The joining of Tolsta School to Back School—seen as extremely positive addition to the school—new friends made very quickly.
- Equality and equity of experiences in all the classrooms
- The provision of outdoor play equipment
- A dislike of Gaelic Promotion Events, particularly around the time of enrolment.
- Improved use of social media.

## SECTION 18 - STRENGTHS & ACTION PLAN

### STRENGTHS

The survey responses have indicated the following strengths:

- ◆ *All parents feel that the school and the sgoil àraich provide safe and secure learning environments for their children.*
- ◆ *The vast majority of pupils continue to enjoy school, are motivated and eager to learn and can identify their own strengths and needs.*
- ◆ *Relationships across the school community between pupils, parents and staff remain positive in all cases.*
- ◆ *The school works hard to improve the attainment of all its pupils and to promote opportunities for children to experience wider achievements.*
- ◆ *Most parents are well informed when it comes to knowing about the Standards and Quality Report and the School Improvement Plan and how to access them.*
- ◆ *Almost all parents believe that their children are making progress and being challenged in their learning by teachers and sgoil àraich staff who are providing stimulating learning opportunities in appropriate learning environments.*
- ◆ *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.*
- ◆ *All parents were of the view that the Parent Council played a positive role in the life of the school and worked positively to make improvements.*
- ◆ *Most parents felt that the school and sgoil àraich was well run and that resources were being well used for the benefit of the children.*

### PROPOSED ACTIONS

Action Points
Improve signage around the school, to inform who the Child Protection Officer within the school is.
Look for innovative ways in which pupils can share their strengths and skills and learning with their parents and wider family circle in sgoil àraich and in primary.
Continue to promote opportunities for children to experience achievement in a range of ways in and out of school.
Recruit to and staff Sgoil Araich Loch a' Tuath with sufficient permanent staff to meet the expanded 1140 hours of Nursery care and develop good relationships between a new staff team and parents and children.
Improve communication about children's learning in Sgoil Araich and build on existing home-school partnerships to develop children's skills by listening to the views of parents and where possible acting on them.
Class Teachers to continue to provide parents with good opportunities to work with them to review their children's needs and to provide them with specific and detailed information about their children's learning.
Look for ways to gather the opinions of stakeholders connected to the school—pupils, parents and staff and report back with clarity and transparency.
Continue to work with the Parent Council to try to make real improvements to the outdoor space and the opportunities which exist for children to engage in outdoor learning.
Develop a Homework Policy which clearly sets out expectations at each stage of the school so that there is equity of provision across the classrooms.