

Sgoil a' Bhac Back School



Parent / Carer Consultation Report

EVALUATION OF PARENT QUESTIONNAIRE
SESSION 2020-21



Sgoil a' Bhac and Sgoil Àraich Loch a' Tuath
Parent and Carer Consultation Report

May 2021

INTRODUCTION

As part of the school's self-evaluation process and to help us to establish improvement priorities for the 2021-2022 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

The consultation was circulated to parents of children in Sgoil a' Bhac and Sgoil Àraich Loch a' Tuath electronically via Groupcall. Parents who were unable to access the questionnaire via Microsoft Forms were asked to contact the school for a paper copy. No parents made this request.

In total, we received 45 responses out of the 91 questionnaires which were circulated. This represents an overall response rate of 49% and is very slightly down on previous years. The typical response rate for this type of survey is between 25% and 50%.

Overall Completion Rate - 49%

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

PARENT-CARER REPORT

We seek 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. 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 however, the publication of people's views creates a barrier whereby parents and families do not wish to share their views this is not helpful. Instead we provide overarching themes under each section and hopefully this will provide parents and carers with sufficient information.

SECTION 1 - GENERAL 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.

Ante Pre-School	Pre-School	P1	P2	P3	P4	P5	P6	P7
4%	27%	18%	20%	20%	22%	11%	13%	9%

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

The total survey response rate was 49% of the parent body.

Q2 - I have been a parent/carers at Sgoil a' Bhac / Sgoil Àraich Loch a' Tuath for...

Less than a year	2%
1-3 years	33%
3-5 years	23%
5-7 years	16%
7-10 years	24%
More than 10 years	2%
Did not respond to this question	0%

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. 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, and this trend was evidenced this session. 58% of respondents had had a relationship with the school for five years or less with 42% having a home-school relationship for five years or more.

SECTION 1 - GENERAL 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.	53%	47%	0%	0%	0%
My child is well motivated in his/her work.	33%	60%	7%	0%	0%
My child is able to identify his/her own strengths/needs.	17%	69%	7%	0%	7%
The school/ sgoil àraich sets high expectations of children's attendance and behaviour	53%	47%	0%	0%	0%
The school / sgoil àraich is a safe, secure and pleasant environment for my child to learn in.	62%	38%	0%	0%	0%
I know who the Child Protection Officer in the school is.	13%	27%	18%	0%	42%
My child has positive relationships with school / sgoil àraich staff.	76%	24%	0%	0%	0%
The school / sgoil àraich and its staff play a positive role in the life of the local community.	38%	51%	4%	0%	6%
The school / sgoil àraich works to ensure smooth transitions between stages e.g. nursery to P1 and P7 to S1.	44%	42%	0%	0%	13%
My child is able to use a range of digital technologies to develop his/her own ideas and assist in their learning.	47%	42%	0%	0%	11%

Responses indicate that almost all 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.

Approximately 60% of parents indicated that they did not know who the Child Protection Officer for the school is or that they were in disagreement with the statement that they did know who this was. This is one of the roles that the Head Teacher undertakes. Any parent who has safeguarding concerns about any child within the school should in the first instance speak with the Head Teacher.

This session, there was a slight decrease in the number of parents who stated that they did not know whether the school worked to ensure smooth transitions for pupils between stages. Undoubtedly, the Covid-19 pandemic and the restrictions which have come about as a result of that worldwide event impacted at the end of Session 2019-2020 and the beginning of Session 2020-21 on face to face transition activities. As restrictions are eased it is our hope that more traditional face to face activities will be able to resume for more children towards the end of this session and that parents will recognise the importance of the reinstatement of these activities.

SECTION 1 - GENERAL INFORMATION (CONTINUED)

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.	33%	65%	0%	0%	2%
Our learners are successful and confident.	18%	78%	0%	0%	4%
Our curriculum promotes wider achievement and our pupils have wider achievements out-with the school.	22%	65%	0%	0%	13%
Our curriculum promotes wider achievement and our pupils participate in a range of out of school activities.	20%	56%	4%	0%	20%

Responses indicated 98% of parents who returned their questionnaires were in agreement that the school works hard to improve the attainment of its pupils. This represented a small increase on last year's figures. Compared to last year's consultation there was a 9% increase in the number of parents who also felt that learners within the school were successful and confident. This was heartening to see and raises the question of whether during two fairly long periods of lockdown since the last time this consultation was undertaken, parents were able to observe at much closer quarters the confidence and successes of their children in their learning journeys. There was a significant decrease in the number of parents who were positive in their view that our curriculum promotes wider achievements which our pupils participate in and experience success in outside of school. Obviously, in a year when the Covid-19 pandemic has had devastating consequences on many aspects of public life nationally we accept that promoting wider achievements in the ways that we would normally do has not been possible. This is an area school staff look forward to reinstating with their pupils as restrictions ease.

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.	93%	7%
I know how to access the Standards and Quality Report for the previous session.	71%	29%
I have read the Standards and Quality Report for the previous session.	58%	42%
I know that the school produces a School Improvement Plan in May of each year.	98%	2%
I am told when a new School Improvement Plan has been published.	100%	0%
I know how to access the current School Improvement Plan.	67%	33%
I have seen the school's current Improvement Plan.	60%	40%
I have received a copy of the School Improvement Plan Summary for Sgoil a' Bhac and Sgoil Àraich Loch a' Tuath	65%	35%
I would like to know more about the current School Improvement Plan.	22%	78%

There was an increase this session in the number of parents who were aware that the school produces both a Standards and Quality Report for the current session and a School Improvement Plan for the next session annually. Almost all parents were aware of this and all parents stated that they were informed when a new School Improvement Plan had been published.

The Head Teacher ensures that the Standards and Quality Report and the School Improvement Plan are updated annually on the school's website and that parents are issued with these documents via Groupcall. As a result of the Covid-19 pandemic the School Improvement period was altered as Improvement Projects were carried forward and extended from last session.

A copy of the School Improvement Plan Summary sheet will be sent to all parents at the start of the school session. This document will also be located on the school website.

SECTION 1 - GENERAL INFORMATION (CONTINUED)

Q6 - The questions in this section related to expectations and achievements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
The school/nursery sets high expectations of children's attainment, attendance and behavior.	53%	47%	0%	0%	0%
Children receive appropriate praise and their achievements are recognised.	51%	42%	2%	0%	4%
Children have high expectations of their own learning.	27%	56%	7%	0%	11%
We share achievements in school and with the wider community in a variety of ways.	24%	68%	4%	0%	4%
Relationships across the school are positive. We have shared values and a sense of community.	33%	63%	0%	0%	4%
Across the school, pupils are well behaved and show consideration to one another.	47%	49%	2%	0%	2%

Once again, this question reaped very positive views from almost all parents in all but one area. Overall, there was a decrease of 10% in parents views of their children having high expectations of their own learning. This could well be down to children's frustrations growing as a result of two extended lockdowns. School staff will continue to encourage their pupils in raising their own expectations of what they are able to achieve.

Q7 - The questions in this section related to parental involvement, how effectively parents felt the school took on board their views and also how well the school evaluated its work and service.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
The school/nursery encourages parents to participate in their children's learning and education.	47%	53%	0%	0%	0%
We welcome parents communicating with us.	47%	53%	0%	0%	0%
I know how to make a complaint to the school.	29%	67%	0%	0%	4%
We provide parents with suitable opportunities to discuss their children's progress.	27%	64%	9%	0%	0%
The school/nursery's annual written report provides me with sufficient information about my child's progress.	29%	33%	18%	4%	16%
I feel happy to express my views to the school.	38%	51%	4%	2%	4%
The school/nursery consults me about my views.	27%	53%	11%	0%	9%
I am aware that the school/nursery uses self-evaluation exercises to identify areas for improvement.	27%	62%	0%	0%	11%

All parents who responded expressed positive views about how well the school communicated with them and encouraged parents to participate in their children's learning. They also felt that the school welcomes communication with parents, which it does. In a year when parents have not been able to visit the school or come on site, it is hugely pleasing that parents continue to feel class teachers are making every effort to communicate with them about their children's learning and welcome such dialogue with them.

*The majority of parents agreed that the school/nursery's annual report provided sufficient information about their children's progress. This figure was significantly lower than last year (18% lower) Whilst the pupil report format remains a very formal document, class teachers have sought to share information about children's progress in a variety of ways with children's parents largely through Seesaw which has encouraged and nurtured close home-school relationships. In what has been a most unusual year for class teachers **and** for parents every effort has been made to try to ensure that parents understand what learning is taking place and are given sufficient information about that learning. It may be that parents do not recognise the less formal conversations as being opportunities for class teachers and nursery staff to share children's learning with families, but they are and should be seen as such. .*

SECTION 1 - GENERAL INFORMATION (CONTINUED)

Q8 - The questions in this section related to the Parent Council and the Parent Forum.

	Yes	No
I know that I am a member of the Parent Forum.	67%	33%
I know that the Parent Council is elected from the Parent Forum annually.	73%	27%
I am aware of and understand the work of the Parent Council.	91%	9%
I am aware of the current membership of the Parent Council.	60%	40%
I know how to contact the Parent Council.	76%	24%

It was pleasing to see that there was an increase in the number of parents who knew that they were part of the Parent Forum. All parents are automatically members of the Parent Forum and it is from the Parent Forum that the Parent Council are elected. In all other questions within this section there were decreases in the knowledge parents had about the Parent Council. It may be that a number of this year's respondents are new in their relationship to the school and are not aware of the work of the Parent Council. It could also be the case that in this year of the Covid-19 pandemic, the Parent Council has been less visible because of the restrictions placed on its activities.

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. 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 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.

Q9 - The questions in this section related to how effectively parents felt we used different methods of communication.

	Very Effectively	Somewhat Effectively	Somewhat Ineffectively	Very Ineffectively	Don't Know
School Letters	49%	42%	0%	0%	9%
School Newsletters	65%	33%	0%	0%	2%
Emails	82%	16%	2%	0%	0%
School Website (https://blogs.glowscotland.org.uk/es/Tong)	20%	24%	11%	9%	36%
Social Media (Facebook/Twitter)	56%	33%	4%	0%	7%
Groupcall Text Messaging	84%	13%	2%	0%	0%
Seesaw	78%	22%	0%	0%	0%
Use of Online Forms	60%	27%	0%	0%	13%

Respondents to this question indicated stronger levels of satisfaction with the effectiveness of the school's communication methods in all areas from last session. In addition, this session we asked parents for their views on how effectively we used school newsletters, Seesaw and the use of Online Forms. All of these reaped responses with parents expressing high levels of satisfaction with how effectively the school communicates with the parent body using a range of communication methods. 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 1 - GENERAL INFORMATION (CONTINUED)

Q10 - 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.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
The school building is safe and fit for purpose.	31%	67%	0%	0%	2%
The school provides a stimulating environment through displays and organisation of public spaces.	27%	65%	4%	0%	4%
The school grounds are safe and fit for purpose.	22%	47%	18%	11%	2%
The school's access to computer technology is appropriate.	27%	60%	0%	2%	11%
School resources are fit for purpose and of good quality.	22%	53%	2%	0%	23%

The survey indicates that almost all parents believe that the school building is safe and fit for purpose and 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 with 29% of respondents disagreeing with that statement.

The Parent Council, through their working group, has progressed this agenda to make some short term improvements and to make provision for our pupils in terms of the equipment the children have at their disposal. Our biggest difficult this session has been that we any equipment used in the playground must be thoroughly cleaned after use and cannot be shared across classes. These restrictions have created difficulties this session that school staff have had to work within and work around. It has not been easy and we appreciate any solutions have not been perfect, but we are bound by the school guidelines set out by the Scottish Government and also our Risk Assessments.

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 1—GENERAL INFORMATION (CONTINUED)

Q11 - We gave you an opportunity to comment further on what you feel Sgoil a' Bhac and Sgoil Àraich Loch a' Tuath does well. A number of responses were made:

100% of respondents (45 respondents) made further comments about what Sgoil a' Bhac and Sgoil Àraich Loch a' Tuath 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 and Sgoil Àraich Loch a' Tuath do well?

- ◆ Warm, welcoming environment with a great ethos
- ◆ Helpful, caring, supportive and approachable staff
- ◆ Supportive and encouraging to children in their learning and teaching environment and through the remote learning periods
- ◆ Very good communication and home-school links
- ◆ Response to the Covid-19 situation
- ◆ Use of Seesaw
- ◆ Involvement of parents in its plans for improvement

What does Sgoil a' Bhac and Sgoil Àraich Loch a' Tuath do well?

- ◆ Promotion of and celebration of children's wider and other achievements
- ◆ High expectations of behaviour
- ◆ High standard of teaching
- ◆ Positive and nurturing relationships between pupils and staff
- ◆ Marking of national days and events

Responses to the question "What does Sgoil a' Bhac and Sgoil Àraich Loch a' Tuath 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 as well as their wider achievement e.g. involvement in community events.

Q12 - We also gave you an opportunity to comment further on what you feel Sgoil a' Bhac and Sgoil Àraich Loch a' Tuath could do better. A number of responses were made:

Once again, 100% of respondents (45 respondents) made further comments about what Sgoil a' Bhac and Sgoil Àraich Loch a' Tuath 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 and Sgoil Àraich Loch a' Tuath do better?

- ◆ Intervene and communicate about potential bullying
- ◆ Make improvements to playground facilities, school grounds and drop off/pick up areas for parents.
- ◆ Improve communication methods and use of social media
- ◆ Improve the range of food being offered in the canteen
- ◆ Improve road safety around the school.
- ◆ Use video conferencing for more frequent meetings with parents

What could Sgoil a' Bhac and Sgoil Àraich Loch a' Tuath do better?

- ◆ Improve the promotion of the school in the Loch a Tuath News
- ◆ Improve daily communication with parents in the Sgoil Àraich
- ◆ Review the pupil report cards and improve the format
- ◆ Improve partnerships and links within the local and wider community.
- ◆ Have a more consistent approach to homework
- ◆ Improve school resources
- ◆ Better use of Seesaw to update parents

Responses to the question "What could Sgoil a' Bhac and Sgoil Àraich Loch a' Tuath do better?" also covered a range of aspects of school life. Most comments related to improving external areas of the school and its grounds. A number of comments also related to communication with some parents requesting communication be reduced whilst others wanted it increased. A number of parents expressed concern about the drop off/pick up areas and the bottleneck of congestion which has been caused on School Road, particularly since August 2020 when as a result of the Covid-19 pandemic more parents have been transporting their own children to school.

SECTION 1—GENERAL INFORMATION (CONTINUED)

Q13 - We gave you an opportunity to state what your top three priorities for improvement in Sgoil a' Bhac and Sgoil Àraich Loch a' Tuath in the coming session would be.

100% of respondents (45 respondents) made further comments within this question and a total of 59 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.

School Building and School Grounds

25 of the 59 suggested priorities for improvement (42%) related to the School Building and School Grounds. These included a variety of themes such as those shown below:

- Drainage to the School football pitch
- A covered all weather area on the school grounds.
- Improvements to the playgrounds spaces for education/ sport/ play.
- Improvement and extension of car parking facilities around the school.
- Erection of outdoor Christmas lights on the exterior of the building.
- Improvement to the resources available for Primary children and Sgoil Àraich children 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 Sessions 2019-2021 the use of school grounds for the purpose of outdoor education and learning about sustainability was built into the School Improvement Plan. The management of the school continues to work with class teachers to ensure that what can be done at school level continues to be done. However capital funding is required for larger improvements. Parents need to lobby local councillors and look for external avenues of funding to realise the kinds of changes they would wish to see across the school grounds.

Recovery from remote Learning/Home Schooling Periods

10 of the 59 suggested priorities for improvement (17%) related to focusing on recovering post pandemic. These included the following points:

- Children's health and wellbeing post pandemic.
- A continued focus on Literacy, Numeracy and Health and Wellbeing
- Support for parents of Gaelic Medium pupils to have good reliable resources to refer to
- Reducing any potential Attainment Gap
- Keeping everyone safe
- Maintaining good Covid-19 practices

It is clear from these suggested priorities that parents views around the impact of the pandemic are varied. School staff would wish to reassure parents that as the impact of the pandemic becomes apparent we will address these issues. Following robust assessments across the school, class teachers are satisfied and reassured that the lasting impact of the pandemic on children's academic learning will lessen and that almost all children, particularly those who engaged very well during Lockdowns 1 and 2 will not suffer adversely. Our pupils may take a bit longer to ensure curriculum content has been covered but our expectation is that children will achieve expected levels throughout their primary school lives.

Communication

9 of the 59 suggested priorities for improvement (15%) related to focusing on recovering post pandemic. These included the following points:

- More information about children's learning and progress in the Sgoil Àraich
- More use of Seesaw
- Use of video conferencing for more regular parent appointments
- Feedback on how children are socially and emotionally as well as academically
- Improved use of social media
- Fewer and shorter Head Teacher briefings

SECTION 1—GENERAL INFORMATION (CONTINUED)

The school uses a range of communication methods and since the onset of Covid-19 has increased the range of regular methods it uses to communicate with parents. Communication continues to be a central theme in the feedback we receive from parents with some parents feeling we communicate too much and others feeling it is not enough. We are continually trying to get the balance right but will consider how we can further improve in this area.

Various

9 of the 59 suggested priorities for improvement (15%) related to various issues across the school. Those parents commenting on this area identified the following themes:

- New IT provision for children across the school
- Maintaining high standards of hygiene in relation to Covid-19
- Improve the resources available for use across the school
- Cool storage for pupils with packed lunches
- Refurbishment of Social Areas across the school—akin to the work completed in the Library
- Equality between English and Gaelic Medium pupils
- Wider awareness of the environment
- More one to one support for pupils

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.

The school will in due course receive an upgrade of IT equipment. However, the current ratio of machines which is being delivered to schools that are being upgraded is 1:4. This would in effect mean a significant reduction in the number of laptops and machines that our pupils would have access to.

Our Risk Assessment for the premises in relation to Covid-19 is comprehensive and staff regularly review it to ensure that all practices are in line with current legislation and guidelines in relation to the pandemic.

The school is very well resourced but what is becoming more of a priority are dedicated spaces within the current building to store the resources that we do have. A request to convert the old Science lab into a dedicated Resources Room for the staff has gone in to the Department of Education, but we are unable to move forward with this because of budgetary constraints.

Similarly refurbishment of the Social Areas has been discussed at Parent Council meetings following completion of the work in the library. We would hope to be able to effect some changes across the school in order to improve these spaces but financial constraints continue to be a consideration.

The perception that English Medium and Gaelic Medium pupils are not treated equally is one which school staff abhor. All pupils in the school are treated equally by all members of staff regardless of which language stream they are being educated in. There are however some opportunities pupils in Gaelic Medium have, not because they are being treated differently, but to support the pupils in the learning of Gaidhlig, which for most of our pupils now is not the language of the home. This is a very necessary part of the wider curriculum and should not be seen as pupils in one language stream being given preference over the pupils in the other language stream.

SECTION 2– SGOIL A’ BHAC EVALUATIONS

Q14 - 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.	60%	37%	3%	0%	0%
My child is given lots of opportunities to express his/her views about their work.	37%	50%	3%	0%	10%
I am kept well informed about all that my child is achieving in school.	42%	50%	5%	0%	3%
My child’s teacher has high expectations for their attainment.	63%	32%	0%	2%	3%
My child’s learning is progressing at a good pace.	39%	53%	3%	0%	5%
I am kept well informed about how my child is progressing through regular reports and parent-teacher meetings.	37%	45%	18%	0%	0%
The school listens to my child’s ideas and opinions and works to act on them.	32%	32%	0%	0%	36%
Our curriculum promotes wider achievement (opportunities for our children to achieve in and out of school)	32%	55%	3%	0%	10%
The class teacher shares information about my child’s attainment in a variety of ways.	37%	58%	5%	0%	0%
My child has the opportunity to select from a wide range of resources to meet their individual needs.	29%	53%	0%	0%	18%
My child finds the curriculum interesting and enjoyable.	37%	58%	2%	0%	3%
Our curriculum promotes wider achievement (Achievements out with school.	24%	66%	2%	0%	8%
The school curriculum provides my child with opportunities to personalise and choose what they learn.	19%	47%	10%	0%	24%

Almost all parents expressed extremely 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 also agreed that they were kept well informed about how well their children were achieving and that class teachers had high expectations of what pupils could achieve.

Almost all parents indicated that their children found the curriculum to be interesting and enjoyable. Obviously this is pleasing as class teachers work with children and try to provide opportunities to follow their interests and allow them to lead aspects of learning in class and across the school.

The biggest percentage increase this session from last session was in relation to class teachers sharing information with parents about their children’s attainment in a variety of ways. There have been a number of positive comments made by parents through this report about how the introduction of Seesaw has enhanced the home-school relationship and how parents have more of an understanding of what their children are learning in school. We believe that the use of Seesaw has been one of the main factors which have seen this response rise so much.

By contrast just under a quarter of respondents indicated that they did not know whether the school curriculum provided children with opportunities to personalise and choose what they learn. Though this is less than last session, it is clear that we still have some work to do in relation to communicating to parents how the curriculum is personalised for our pupils.

Similarly, there were still a significant percentage of parents who did not know whether their children’s ideas and opinions are being listened to in school and whether the school worked to act on them. We have a number of groups within the school e.g. Pupil Council, Eco Committee, Rights Respecting School Steering Group. Whilst not every child can be on these and other committees every year, those who are represent their classes and class teachers allocate time to representatives to gather ideas from their classmates in order to bring to committees and drive change across the school.

SECTION 2– SGOIL A' BHAC EVALUATIONS (CONTINUED)

Q15) 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.

47% of respondents made further comments within this section. This amounted to twenty one responses and the following themes were addressed by parents. These were as follows:

- *The individual learning journeys, attainment and achievements of pupils in Sgoil a' Bhac*
- *The use of Seesaw to share learning and progress*
- *Reporting structures and feedback from teachers about pupil progress.*
- *Additional Support Needs of pupils*
- *Positive communications with staff and support from staff throughout, particularly during Remote Learning periods.*
- *High expectations of staff in terms of attainment and achievement*
- *Personalisation and choice within learning*

The difficulties experienced by parents during periods of remote learning were covered here. Parents commented on the support they received from school staff during the remote learning periods. They also commented extensively on how progress was communicated to them and a number of parents expressed delight in Seesaw giving them a greater insight into their children's learning. It should be recognised that in addition to the formal reports which the school sends out, Seesaw is the most up to date mechanism class teachers are using to inform parents about their children's progress in learning.

What was clear within these comments was that almost all parents who responded to this question expressed satisfaction with the learning their children were receiving and the support they were receiving from school staff. Many parents spoke of positive communication with class teachers in a range of ways. Teaching staff are here to work in partnership with you in respect of your children's learning and will be open and transparent about your child's progress, their strengths and also their next steps in learning.

Some parents also made suggestions as to what the school might do in increasing interaction with parents should the restrictions continue as they are. All school staff look forward to parents being allowed into the school again but should the restrictions continue for a prolonged period of time we will certainly look at how else we can help parents to understand and be part of their children's learning journeys.

Some parents commented on issues which were specific to their children. 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 2– SGOIL A’ BHAC EVALUATIONS (CONTINUED)

Q16 - 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.	74%	24%	2%	0%	0%
Non-teaching staff work well with my child to support his/her learning.	61%	34%	0%	0%	5%
I am provided with a good number of opportunities to work with school staff to review my child's needs.	29%	47%	16%	0%	8%
School staff are approachable and helpful and listen to my concerns about my child's education.	68%	32%	0%	0%	0%
School staff deal with my child's needs sensitively and effectively and treat my child with equality, fairness and respect.	61%	32%	5%	0%	2%
The School actively supports me in engaging in my child's learning in a meaningful way.	45%	40%	2%	0%	13%
The School takes account of my child's individual needs.	47%	42%	3%	0%	8%

Responses indicate that almost all parents feel that both teaching and non-teaching staff support their children well in their learning and development., that school staff are approachable and helpful and deal with children's needs sensitively and effectively.

The degree to which parents feel they are given opportunities to work with school staff to review the needs of their children has broadly stayed the same this session as last session. However, with all the restrictions which have been put in place to deal with Covid-19, it has been difficult to involve parents in any other way but online. This has proved to be difficult for both parents and staff. As restrictions ease and lift we will look for further ways in which we can involve parents more meaningfully in this respect. We will also endeavour to better communicate to parents how we are taking account of children's individual needs as they learn.

Q17 - 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 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.	54%	31%	0%	0%	15%
My child has access to specialist support services as and when they require it.	39%	39%	0%	0%	22%
I have regular opportunities to meet with the school and specialist support services to discuss my child's needs.	33%	42%	8%	0%	17%
My child is involved in setting targets in his/her learning and (where applicable) Child's Plans/IEP's.	50%	33%	0%	0%	17%

13 of the total of 45 questionnaires received completed Question 17, which was only to be completed by parents of pupils with recognised additional support needs. This is a return rate of 29% 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. Most parents who responded to these statements were in agreement about how involved they are in the review processes for their children and that their children are involved in the target setting process.

The majority of parents were in agreement that their child has access to specialist services with just under a quarter indicating that they did not know if this was the case. Not all pupils with additional support needs will need to access specialist support services and if they do, this would be communicated at Review Meetings held with the Sfl Teacher.

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.

SECTION 2– SGOIL A’ BHAC EVALUATIONS (CONTINUED)

Q18 - We gave you an opportunity to comment further on how well your child develops and learns in Sgoil a’ Bhac. A number of responses were made:

27% of respondents made further comments within this section. This amounted to twelve responses and the following themes were addressed by parents:

- *Support given to pupils by teaching and non-teaching staff*
- *Hard work of staff through a difficult year*
- *Action Plans/IEPS of children with additional support needs.*
- *Learning and engagement of pupils with the teaching materials*

Parents commented on the level to which the two Lockdowns in the last year had given them a real insight into their children’s learning and also the communication between home and school. It is clear that the levels of parental engagement in children’s learning and the communication with school staff was of huge benefit to parents during the periods of remote learning.

Parents also spoke favourably about the level and range of support their children are given by members of non-teaching support for learning staff within school. Class Teachers recognise that they could not achieve all they do with pupils were it not for the continued support of a very dedicated team of support staff. It is pleasing to see that parents also recognise the valuable contributions to their children’s learning which are made by support staff.

Disruption to schooling as a result of Covid-19 is clearly a concern for parents. However, as reported in an earlier section teaching staff are satisfied and reassured that children will attain their expected levels throughout their primary school lives and that once curriculum content is covered, achievement of appropriate levels for age and stage and ability will follow. Parents should be encouraged by these predictions.

SECTION 2– SGOIL A’ BHAC EVALUATIONS (CONTINUED)

Q19 - The questions in this section related to the themes around how effectively the school improves the quality of its work. It also evaluates the awareness of parents about the Parent Council’s role in pursuing an school improvement agenda and 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.	32%	60%	3%	2%	3%
I have a clear sense of the shared vision, values and aims of the school.	32%	60%	0%	0%	8%
I have the opportunity to work positively with the Parent Council and community groups.	30%	54%	5%	0%	11%
The Parent Council plays a positive role in supporting the school with its improvement agenda.	38%	41%	0%	0%	22%
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).	32%	43%	3%	0%	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.	32%	60%	2%	0%	5%
I am given opportunities to express my views about the school and to suggest ideas for improvement.	32%	52%	5%	0%	11%
The Head Teacher manages the school and its resources well.	27%	60%	0%	0%	13%

Almost all respondents expressed positive views about how well Sgoil a’ Bhac improves the quality of its work.

This was especially true in relation to the approachability and helpfulness of the Head Teacher, the formulation of the school’s vision, values and aims and also the confidence parents felt in relation to contacting staff members for advice in relation to Literacy, Numeracy or Health and Well-being.

This session there were much higher percentages of parents who responded ‘Don’t Know’ to the statements relating to the Parent Council supporting the work of the school with its improvement agenda and the extent to which parents felt their children’s learning benefited from working with a range of community partners. These are areas that the school has previously done well in. In a year in which the Covid-19 pandemic has caused many changes to our practices because of the restrictions which are in place the Parent Council has had to curtail many of its activities and ways in which it supports the school with its Improvement Agenda. In addition school staff have been unable to ask partners to come into the school, other than virtually, and children have not been able to visit partners outside of the school. It is our belief that this has caused a very real lack of knowledge within the Parent Forum about how the school continues to do its best to work with community partners and the Parent Council at this time. It is our sincere hope that as restrictions ease, class teachers will once again be able to increase opportunities for partnership working which then go on to benefit children’s learning.

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 may refer to the Minutes of Parent Council Meetings. If they are unable to access these as a result of the school being closed to parents, they are most welcome to request copies from Mrs Tina Cook, the Clerk to the Parent Council. The Minutes of the Parent Council meetings would help in some part to provide parents with regular information about how staff in the school are actively working in conjunction with the Parent Council to improve learning and teaching across the school.

SECTION 2– SGOIL A’BHAC EVALUATIONS (CONTINUED)

Q20 - 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:

20% of respondents made further comments within this section. This amounted to nine responses and included the following themes:

Some comments related to not being able to comment on the work of the Head Teacher with her staff. This is understandable in a year which has made for a very closed school community as a result of the Covid-19 pandemic. One comment also related to not really being familiar with the work of the Parent Council.

A number of comments related to the efforts the school and its staff have made to improve the service it provides families in the community with. One respondent spoke of wanting to see better links with community groups and organisations to support learning and wider achievement.

Overall, the majority of 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.

Q21 - We also gave you an opportunity to comment on any other aspect of the work of the Primary School that parents may have felt they would wish to raise.

9% of respondents made further comments within this section. This amounted to five responses.

Parents responding in this section universally used this opportunity to state how much their children feel a part of the school community and how happy they are at school and also to express how happy they are as parents with the standard of education provided and the values that the school staff uphold.

SECTION 3 - SGOIL ÀRAICH LOCH A' TUATH EVALUATIONS

Q22 - The questions in this section related to the quality of children's experiences in Sgoil Àraich Loch a' Tuath.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I am satisfied with the range of activities on offer in the Sgoil Àraich.	60%	40%	0%	0%	0%
My child is very well motivated when at Sgoil Àraich.	62%	38%	0%	0%	0%
The Sgoil Àraich staff interact very well with my child.	62%	38%	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.	62%	38%	0%	0%	0%
The Sgoil Àraich staff share with me information about what my child has been doing in Sgoil Àraich.	38%	46%	0%	0%	16%

Responses to the sections pertaining to Sgoil a Àraich Loch a' Tuath were completed by thirteen of the forty five parents (29%) who completed the survey. Overall, the Sgoil Àraich Loch a' Tuath sections of the questionnaire showed significant improvements from last session.

All those parents who responded indicated that Sgoil Àraich staff provide a wide range of activities for the children, children are well motivated when at Sgoil Àraich, staff interact well with the children and that their children talk enthusiastically about what they are doing in Sgoil Àraich.

A few of those parents who responded indicated that they did not know whether their child was encouraged to make decisions for him/herself when at Sgoil Àraich or whether staff shared information with them about what their child has been doing in Sgoil Àraich. This is an area that Nursery staff will seek to improve on by providing opportunities for children at the youngest stages of the school to be involved in participating and making decisions about those things which affect them. Nursery 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.

Sgoil Àraich staff meet parents at drop off and pick up times each day and share information with parents about their children. However, we do recognise, that in the case of some children it may be grandparents or other family members who are picking children up and daily information is perhaps not being passed on to parents as consistently as it would otherwise be. Sgoil Àraich staff will ensure that information from observations is recorded and shared with parents via the Seesaw platform.

SECTION 3 - SGOIL ÀRAICH LOCH A' TUATH EVALUATIONS (CONTINUED)

Q23 - We also gave you an opportunity to comment further on the quality of children's experiences in Sgoil Àraich Loch a' Tuath. A number of responses were made.

20% of respondents made further comments within this section. This amounted to nine responses and there were two main themes which parents commented on.

The first of these related to the care that staff give the children on a daily basis. Parents clearly trust nursery staff and have very good, open relationships with them. Five out of nine responses spoke very positively about the warmth of the staff, how supportive and friendly they are and how hard they have worked to build relationships with the children.

The second theme spoken of by four out of nine respondents related to the introduction of Seesaw which parents clearly are very happy about. Parents spoke of seeing what their children are doing each day via Seesaw and how valuable this had been for them at a time when they are not physically able to enter the Sgoil Àraich playrooms.

School staff are absolutely delighted with the overwhelmingly positive responses from our families to the introduction of Seesaw this session. We have invested a lot of money into this initiative and have to acknowledge that this would not have been so easily done had it not been for the support of our Parent Council investing in this with the school and making it possible for every child to share their work with their families through the subscription for Seesaw and the i-Pads to help the teachers and the nursery key workers in classes and in the playrooms in sharing so much of their work with families.

Q24 - We asked people to grade the provision within Sgoil Àraich Loch a' Tuath in relation to the quality of children's experiences there. The results were as follows.

6	Excellent	<i>excellent</i>	64%
5	Very Good	<i>major strengths</i>	29%
4	Good	<i>important strengths with some areas for improvement</i>	7%
3	Adequate	<i>strengths just about outweigh weaknesses</i>	
2	Weak	<i>important weaknesses</i>	
1	Unsatisfactory	<i>major weaknesses</i>	

Nursery parents had consistent views about the quality of their children's experiences within Sgoil Àraich Loch a' Tuath. Just under two thirds of respondents graded the provision as being excellent whilst just under one third of respondents graded it as being very good and having major strengths. Nursery staff, led by the Childcare manager and the Play Leaders have worked hard to ensure that children in nursery are happy and motivated and progressing as they learn within a play environment. This is an aspect of work which staff will continue to develop for all children within the Nursery provision.

Q25 - 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.	72%	21%	0%	0%	7%
My child is well cared for. (Physical / Emotional Care)	69%	23%	0%	0%	8%
The Sgoil Àraich is warm and welcoming.	69%	23%	0%	0%	8%
The Sgoil Àraich is safe and secure.	62%	31%	0%	0%	7%
My child is happy in the Sgoil Àraich and looks forward to being there each day.	62%	31%	0%	0%	7%
My views are listened to by staff.	54%	31%	0%	0%	15%

SECTION 3 - SGOIL ARAICH LOCH A' TUATH EVALUATIONS (CONTINUED)

Responses in this section indicated that all respondents (100%) found the Nursery to be a safe and secure environment which was warm and welcoming and felt that their children were well cared for by staff. This data reinforced the positive relationships highlighted by parents in previous sections.

In addition there was a significant increase of 24% from last session of parents who knew who their child's designated key worker was. This represents much better communication between home and school than was evidenced in the past. A few parents were still not aware of this information and so the Play Leaders will ensure that all parents are reminded of who their child's Nursery Key Worker is.

Q26 - 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.	0%	100%	0%	0%	100%
My child has access to specialist support services as and when they require it.	100%	0%	0%	0%	100%
I have regular opportunities to meet with the school and specialist support services to discuss my child's needs.	0%	100%	0%	0%	100%
My child is involved in setting targets in his/her learning and (where applicable) Child's Plans/IEP's.	0%	100%	0%	0%	100%

1 of the total of 13 respondents to the Sgoil Àraich section of the questionnaires received completed Question 26, which was only to be completed by parents of children in nursery with recognised additional support needs. This is a return rate of 8% of the total responses received. This is a fair representation of the number of children within the nursery who have recognised additional support needs and are on the staged intervention process.

The only respondent to these statements was in full agreement with the statements presented. The Head Teacher and Support for Learning Teacher will continue to work with Sgoil Àraich Staff to ensure that they are familiar with Staged Intervention processes for early years children and will ensure that parents of children with additional support needs understand the supports being given to their children and how these are delivered by a variety of agencies for the benefit of the children.

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.

Q27 - We also gave you an opportunity to comment further on the quality of care and support provided by the Nursery staff in Sgoil Àraich Loch a Tuath.

No responses were made by any parents in this section.

SECTION 3 - SGOIL ÀRAICH LOCH A' TUATH EVALUATIONS (CONTINUED)

Q28 - We asked people to grade the provision within Sgoil Àraich Loch a' Tuath in relation to the quality of care and support that it offered their children. The results were as follows.

6	Excellent	<i>excellent</i>	60%
5	Very Good	<i>major strengths</i>	30%
4	Good	<i>important strengths with some areas for improvement</i>	10%
3	Adequate	<i>strengths just about outweigh weaknesses</i>	
2	Weak	<i>important weaknesses</i>	
1	Unsatisfactory	<i>major weaknesses</i>	

Sgoil Àraich parents expressed increased positivity about the quality of care and support that their children received, compared to last session. It is hugely encouraging to see this improvement. Important strengths were identified relating to the care and support children received. Sgoil Àraich staff will continue to build on this good practice and continue to work with parents to ensure that they continue to be well informed about their children's progress and health and wellbeing in the setting and are actively engaged in all aspects of their children's learning.

Q29 - 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.	25%	50%	0%	0%	25%
The play environment is stimulating for children.	42%	58%	0%	0%	0%
The Sgoil Àraich is well laid out with different play areas within it.	33%	50%	0%	0%	17%
There is plenty of outdoor space for the children to play in.	67%	33%	0%	0%	0%
There are plenty resources for the children to play with in the outdoor spaces.	42%	50%	8%	0%	0%
My child benefits from the Sgoil Àraich children being split by language.	50%	8%	17%	0%	25%
My child benefits from the wider resources available to them within the school.	33%	26%	8%	0%	33%
My child enjoys going for walks or trips in and around the local community.	58%	33%	0%	0%	9%

All respondents agreed that the Sgoil Àraich provided a stimulating environment for children to play and learn in and that there is plenty outdoor space for their children to play in. In addition, almost all parents indicated that their children enjoy going out for walks or trips in or around the local community and that there are plenty of resources for their children to play with in the outdoor spaces.

There were high percentages of 'Don't Know' responses from parents in this section. This is unsurprising to us, since many of our current Sgoil Àraich parents have never been inside the building as a result of Covid-19 restrictions and do not know how well the play rooms are resources, how they are set out or to what extent the Sgoil Àraich use the resources in and around the school. In time, as restrictions lift we will look forward to welcoming our parents back into the Sgoil Àraich setting once again.

In addition, this session, under the nursery expansion plans, our Sgoil Àraich began to offer an 1140 hours service. At the same time, following parent consultation, parents opted to have the choice of an English and a Gaelic playroom and children are now split by language stream. Clearly, it is too early for all parents to have formed an opinion yet on whether their child benefits from having being split by language as opposed to age, as it was in previous years.

SECTION 3 - SGOIL ÀRAICH LOCH A' TUATH EVALUATIONS (CONTINUED)

Q30 - We also gave you an opportunity to comment further on the quality of the environment in Sgoil Àraich Loch a' Tuath.

14% of respondents made further comments within this section. This amounted to six responses.

The Head Teacher recognises that as a result of the restrictions on schools and nurseries to allow parents into the setting through the Covid-19 pandemic, it has been difficult for parents whose children have joined Sgoil Àraich Loch a' Tuath this session to comment more fully on the quality of the play environment in the playrooms. Once restrictions ease and parents are able to enter the Sgoil Àraich more freely, it is hoped that parents will have an even better understanding of the work of the staff in the Sgoil Àraich. Nursery Staff look forward to this happening in the near future.

Q31 - 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>	58%
5	Very Good	<i>major strengths</i>	33%
4	Good	<i>important strengths with some areas for improvement</i>	9%
3	Adequate	<i>strengths just about outweigh weaknesses</i>	
2	Weak	<i>important weaknesses</i>	
1	Unsatisfactory	<i>major weaknesses</i>	

Sgoil Àraich parents once again responded much more positively than last session in terms of how they would grade the quality of the environment with the majority of parents grading it Excellent and one third of parents who responded grading it Very Good.

Q32 - Finally, we gave parents the opportunity to make comments about any other aspects of the life or work of the nursery.

Two respondents commented here. One comment was to state that although they were not allowed into the building they had every confidence that the Sgoil Araich was well resourced. The other was to thank staff for all they are doing for the children during this Covid-19 pandemic.

SECTION 4 - STRENGTHS & ACTION PLAN

STRENGTHS

The survey responses have indicated the following strengths:

- ◆ *All parents feel that their children are enjoying their school/sgoil àraich experiences, that their children are well motivated in their learning and that their children are provided with high quality learning experiences.*
- ◆ *Relationships across the school community between pupils, parents and staff continue to be very positive and children feel nurtured in their relationships with all staff.*
- ◆ *School staff have worked hard to improve the attainment of all its pupils and almost all parents are of the view that Sgoil a' Bhac pupils are successful and confident learners.*
- ◆ *Almost all 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 and it is clear from the information provided that they do.*
- ◆ *Almost all parents commented very warmly about the levels of support they had received from all school staff in respect of their children's learning, with particular reference to the remote learning periods. They also commented very positively about the introduction and continued use of Seesaw in helping to keep them in touch with their children's learning, particularly in a session where they have been unable to enter the premises.*
- ◆ *Parents expressed increased levels of satisfaction from previous sessions about the levels of communication from the school and the range of different ways which the school used to communicate with them.*
- ◆ *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
Continue to focus on the core subjects of Literacy and Gàidhlig, Literacy and English, Maths and Numeracy and Health and Wellbeing to ensure that there is a solid recovery for our pupils post pandemic.
Teaching staff will develop their use of Seesaw to ensure that parents are getting lots of valuable information about their children's learning on a weekly basis.
Include useful information about a variety of roles and responsibilities across the school within School Newsletters including who the Child Protection Officer is.
Continue to work with the Education Department and 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.
Continue to work with the Education Department and within the regulations for building works in and around the school in order to make improvements which will benefit the children.
When restrictions allow, look for further opportunities to work in partnership with local organisations to support the curriculum and improve children's learning experiences.
Review how children's progress is communicated to parents and ensure that parents are aware of both formal and informal procedures which class teachers use to share the learning journeys of their pupils.
School staff will share with parents the range of ways in which they listen to the ideas of pupils and work to act on them.