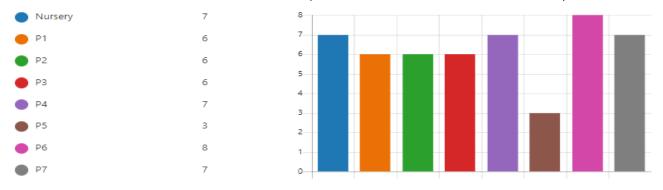
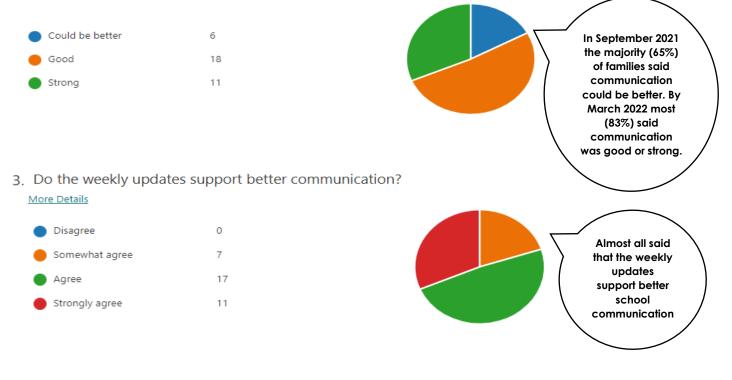
"almost all" – more than 90%; "most" – 75-90%; "majority" – 50-74%; "less than half" – 15-49%; "few" – up to 15%.

Thank you to those who completed the recent online survey. Feedback was received from less than half of our families (35), representing 50 young people from nursery to primary 7. The following gives an overview of responses. I have read and noted any themes identified from the feedback and this will be used to further improve our work in school and nursery.



 Clear communication between school and home is vital. This was identified as an immediate area of improvement in September 2021. How would you rate communication at present? <u>More Details</u>



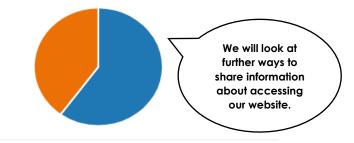
4. Do you use the new school/nursery website? https://blogs.glowscotland.org.uk/fi/tayportps/

Yes	21
🛑 No	14

(

🖞 Insights 🕽

More Details



Evaluative language used throughout:

"almost all" – more than 90%; "most" – 75-90%; "majority" – 50-74%; "less than half" – 15-49%; "few" – up to 15%.

With reference to the new school website - how could it be improved?

- Parent council agenda and minutes could be added.
- The website is very informative
- Great website with lots of Information.
- Happy so far
- Having just looked at website and watch video it seems very good so far.

website with lots Great website **COMMUNICATION** sea saw regular communication Happy so far Great website face website

6. How do you currently communicate with your child/children's teacher/EYO? Click all that apply. More Details



7. Based on staff, parent, carer and pupil feedback the school/nursery's vision for all learners was updated to "On TRACK to a bright future". Does this vision meet your ambitions for your child? <u>More Details</u>



What is the school/nursery's **current** reputation in the community? <u>The following shows the key</u> words that featured in responses. The larger the word the more it appeared.



Evaluative language used throughout:

"almost all" – more than 90%; "most" – 75-90%; "majority" – 50-74%; "less than half" – 15-49%; "few" – up to 15%.

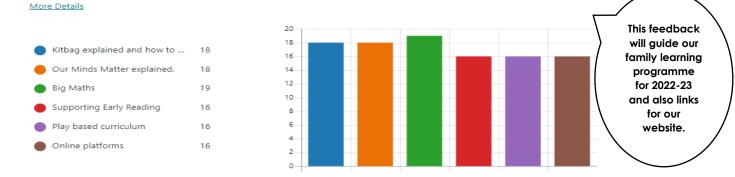
11. Do Tayport learners have the digital skills, knowledge and competence, <u>for their stage of</u> <u>school</u>, to embrace the digital world of today?



12. We plan to set up an informal, termly, parent/carer meeting in school hopefully in person, and with a cuppa, during the school day. <u>This is not a parent council meeting</u>. The purpose of this get together is to listen to families about what is going on for our children, share ideas and get to know you better. The meeting will probably be on a morning just after 9, for half an hour or so. Do you feel this would be useful?
More Details



15. Sharing learning with parents/carers is crucial to getting it right for all learners. We are keen to begin to plan a series of virtual information sessions. Please select themes that would be of interest to you:



Finally, the survey asked about the preferred format for parent meetings going forward. The majority of respondents (51%) expressed no preference to the type of parent meeting offered. Less than half (40%) said their preference would be a face-to-face meeting and few (6%) said they would prefer a phone call. Based on this feedback we will explore the costing around offering virtual face to face meetings in September 2022(using the parent night booking system). This has been used successfully in a number of Fife schools this session with positive feedback. This will also future proof our parent meeting offer should Covid-19 mitigations be in place. We will feedback to you before the summer if we are going to try this approach next session.

I have read and noted all general feedback on our school and nursery. I also appreciate the support of those parents/carers who are keen to get involved in our virtual job fair in May.

Thank you for taking the time to read and get involved in this feedback. I would encourage any parents with questions or unaddressed concerns to contact me directly: <u>tayportps.headteacher@fife.gov.uk</u>