SCHOOL STANDARDS AND QUALITY REPORT 2021/22

Standards and Quality Report

> **School/ELC Setting:** Ferintosh and Mulbuie Primary School and ELC
>
> **Head Teacher:** Mr A. McCallum-McKay
>
> **Date submitted:** September 2022

Context of the school:

Our school cluster comprises of two rural schools approximately 3 miles apart, one with a role of 9 pupils and one with a role of 42 in the school and 15 in the ELC. We have an enthusiastic teaching staff and a committed support staff, all of whom bring a range of skills and strengths to the school.

There have been some changes to the staffing at Mulbuie this year. The Principal Teacher has moved on having been at the school for 8 years. A class teacher was appointed but has since moved on, thus leaving a vacant teacher post. The head Teacher of the cluster has now been in post for 16 months.

We focus relentlessly on ensuring that the quality of our learning and teaching is of the highest standard possible. Our attainment in numeracy and in reading is very good indeed and attainment in writing is improving.

In improvements in 2021-22, we have:

Continued to improve and adapt teaching in writing and in spelling.

Embedded Zones of Regulation across all stages from ELC-P7 as part of our Health and Wellbeing curriculum with visuals. Pupils can identify people they can talk to when needed and confidently express a variety of emotions.

Reviewed our planning and tracking for Literacy and implemented new planning and trackers in line with Highland Literacy Progression.

Consulted parents/carers and refreshed the Positive Relationships Policy across both schools.

Introduced a variety of pupil leadership roles including School Captain, Vice Captains and Digital Leaders.

Implemented a new school website, school app and individual email account for the ELC for increased communication.

Employed a Pupil Support Assistant for 4.5 hours to teach targeted groups with a key focus on writing and spelling.

Refreshed the school and ELC handbooks.

School Vision, Values and Aims:

FERINTOSH AND MULBUIE PRIMARY SCHOOLS

Our Mission Statement

Ferintosh and Mulbuie Primary Schools promote a strong sense of community and belonging, giving children opportunity to learn in a caring and supportive environment. The schools play a key part in their communities. School staff know the children very well and are approachable, friendly and dedicated.

The schools offer experiences that are ambitious and challenging, including a wide range of activities in the expressive arts. The curriculum offered is very good both in terms of content and balance, and children leave well prepared for secondary school.

Our Aims

We want to create and maintain the supportive learning environment in which children are active in their learning and enjoy it. We want all those who are part of the school community to act supportively and enthusiastically to support learning in our schools.

It is very important to us that our children are proud of what they do and that we have outstanding teachers. Our children doing their very best and reaching beyond their potential in schoolwork is very important to us.

We want to develop children's understanding of their role in the wider community, including accepting accountability, the ability to make sound choices and to contribute successfully in a range of relationships.

Our Purpose

As a school community, we think that the most important things for pupils to have experienced or learned are:

- Competence in reading, writing and maths
- Preparation for secondary school and into lifelong learning
- A wide range of experiences across the curriculum, including opportunity to take part in expressive arts, sports and citizenship
- Personal skills and attributes
    - Confidence
    - Resilience
    - Consideration for others
    - Independence
    - Respect

Our Social code

We are:
'Resilient, Respectful and Reaching our potential'

Helpful and kind
Achieving with confidence
Proud and independent
Prepared for life
YOURSELF

February 2018

Summary of Standards and Quality Report/School Improvement Plan engagement process:

The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people. Usually, we would discuss these documents with, for example:

- Teachers, Early Learning and Childcare (ELC) staff and other school staff
- Parents of children in the school and Early Learning and Childcare setting
- Pupils
- Partners that work with and support the school
- Other schools with which we link.

Our overall evaluation of the school's capacity for continuous improvement (including ELC setting:

Review of School Improvement Work against the National Improvement Framework Priorities

What we have done to close the attainment gap, to raise attainment, to improve health and wellbeing and to improve employability skills:

In the past year we have worked on improvement projects to help with literacy, numeracy and H&Wb as we recover from the pandemic.   Our School Improvement Plan for session 2021/22 contains details of what we planned to do. We used various resources such as the Pupil Equity Fund to support attainment, health and wellbeing and to try to ensure the highest quality of learning and teaching. We introduced Zones of Regulation to help with emotional wellbeing. As we move on from Covid 19, we have identified key priority areas.

 In session 22/23, our main focus will be on three key areas:

     1)   Raising Attainment in Literacy Using Digital Tools
     2)   Rights Respecting Schools
     3)   Ferintosh and Mulbuie Vision, Values and Aims

QI 1.3
Leadership of change

Themes (*HGIOS?4*)
- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Themes (*HGIOELC?*)
- Developing a shared vision, values and aims relevant to the ELC setting and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Question 1
How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Parental engagement – ongoing parental engagement – continues to work well and increased parental engagement and communication in the ELC with individual point of contact. Increased communication through use of new school website, school app, newsletters, and open-door policy.
- Weekly assembly and achievements with achievement letter being shared for individual pupils. Pupil engagement and increase in self-confidence and self-awareness.
- Learning conversations where pupils are able to confidently discuss their achievements and identify next steps.
- Pupil Leadership opportunities offered across all ages (both schools) - School/House Captains and Vice Captains (P6-7), Digital Leaders (p6-7), Eco (4-5), JRSO (P1-7), Reading Champions (P6-7), Sports Leaders (P5-7)
- Nurturing ethos of the school communities- positive relationships with all involved. Pupils have identified adults to approach when feeling worried or upset. Worry boxes in all classrooms. Pupils are increasingly more confident in talking to adults about their feelings which has been highlighted in pupil self-reflection against the wellbeing wheel.
- Pupil engagement –Pupil engagement with homework has increased and nearly all pupils are fully engaged.
- Pupils' confidence and competence in using digital technologies is increasing for many pupils but further work is required to embed this across both schools.
- Creation and implementation of new literacy progression planners and trackers in line with Highland Literacy progression and Benchmarks. Quality of planning and tracking in literacy has improved across all teaching staff. This has been highlighted during termly tracking and attainment meetings and during moderation of planning folders.
- Staff leadership roles- Digital leader and a variety of leadership roles for staff at all levels. All staff feel more confident working with pupils and have developed more positive relationships.

Question 2
How do we know? What evidence do we have of positive impact on our learners?

- Pupil Voice
- Parent/carer voice – homework questionnaire
- Pupil/staff engagement and verbal feedback.
- Attainment/tracking meetings and forward plan moderation across both schools.
- Feedback- Health And well-being, questionnaires
- Daily emotional wellbeing check-in with pupils in class- Zones of Regulation.
- Whole school ethos.

Question 3
What could we do now? What actions would move us forward?

- Continue to embed Zones of Regulation – Health and Well-being
- Using creating confident kids and Bounce Back resource for H & Wb on rolling cycle across both schools.
- Re-fresh of the schools VVAs with creation of school motto and mascot.
- Identify ways for pupils not involved in pupil leadership activities to play an active part in the schools.

Ferintosh

Our current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale –SCHOOL	**very good**

Mulbuie

Our current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale –SCHOOL	**very good**
Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale –ELC setting	**very good**

QI 2.3
Learning, teaching and assessment

Themes (*HGIOS?4*)
- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Themes (*HGIOELC?*)
- Learning and engagement
- Quality of interactions
- Effective use of assessment
- Planning, tracking and monitoring

Question 1
How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Quality interactions and positive relationships with all learners. Nearly all pupils feel safe and confident to learn and be supported as an individual.
- Responsive planning, tracking and assessment – use of holistic assessments in key curricular areas. Targeted and differentiated interventions are implemented to support all pupils.
- Learning through play- staff identifying increased curiosity and independence across all early year's pupils. Play based learning is now beginning to permeate across core curriculum.
- Formative and Summative assessments have led to improvement and confidence in staff judgements in terms of pupil progress. This has been highlighted during termly tracking and attainment meetings and professional dialogue.
- Pupil engagement – home/school learning - Pupil engagement with homework has increased and nearly all pupils are fully engaged.
- Targeted support/interventions from attainment data/SNSA results regularly adapted.
- Parental engagement opportunities. Parental engagement opportunities are offered in a variety of informal and formal ways, for example, Parent Council now established at Ferintosh and beginning partnership across the cluster and open afternoons.
- Moderation with a key focus on literacy - planning and trackers in line with Highland Literacy Progression.

Question 2
How do we know? What evidence do we have of positive impact on our learners?

- Pupil folios of assessment
- PSA targeted literacy support groups utilising PEF Funding- Data
- Promotion of outdoor learning.
- Adapted learning environments.
- Pupil Voice.
- Snapshots and Learner Statements.
- Observations
- Learning conversations
- Attendance
- Attainment data and SNSA results
- Increased confidence in individuals
- Attainment/tracking meetings and forward plan moderation across both schools.

Question 3
What could we do now? What actions would move us forward?

- Digital Schools Award - Digital Leaders
- Continuing with development of Wraparound Spelling and Talk for Writing.
- Use of digital tools, for example, Read and Write to support literacy skills.
- Increased Pupil Leadership Opportunities for all pupils.
- Health and Wellbeing Assessments.
- Numeracy baseline assessments
- Develop planning and tracking in numeracy and mathematics in line with Highland Numeracy Progression.
- New planning format in ELC to ensure coverage of Es and Os and Pupil Voice and pupil voice is included.
- Include UNCRC in planning from ELC-P7
- PSA – Identified PEF focus groups for P1-6 Literacy and P7 Numeracy.

Ferintosh

Our current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale –SCHOOL	satisfactory

Mulbuie

Our current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale –SCHOOL	satisfactory
Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale –ELC setting	good

QI 3.1
Ensuring wellbeing, equality and inclusion

Themes (*HGIOS?4*)
- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Themes (*HGIOELC*)
- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Question 1
How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Afternoon clubs to support individuals and groups of children. All pupils have the opportunity to partake in a variety of afternoon clubs (6 per session).
- Identified support for individual needs - differentiated support identified through attainment and tracking meetings and where pupils require life skills. Most pupils identified have increased engagement and social skills.
- Parental communications – end of day feedback, emails, open-door policy.
- Both schools have an inclusive approach to learning and teaching for all pupils.
- Pupil Voice including pupil leadership team and pupil questionnaires- increased confidence and willingness to contribute to school improvement and key decisions which involve them.
- Daily emotional check-ins as part of Zones of Regulation from ELC- P7 and worry boxes positioned in each classroom- Nurturing ethos of the school communities- positive relationships with all involved. Pupils have identified adults to approach when feeling worried or upset. Worry boxes in all classrooms. Pupils are increasingly more confident in talking to adults about their feelings which has been highlighted in pupil self-reflection against the wellbeing wheel.
- PSA- PEF allocation/support for identified support with a key focus on writing/spelling. For nearly all pupils, an increase in attainment in spelling age and rate of writing.
- Whole class lessons and school assemblies on equality and equity. All pupils are tolerant and understanding of individual needs and behaviours.
- Whole school assemblies- wellbeing indicators, inclusion and differences, schools' visions, values and aims. Nearly all pupils are aware of and understand the meaning of the well-being indicators.
- It's good to talk wall, pupils aware of identified adults they can talk to regarding worries.
- Positive nurturing relationships with all members of staff and pupils.
- Buddy system for older and younger pupils- positive relationships between older and younger pupils have improved.
- Enhanced transition for all ELC pupils entering the P1- P1 pupils are able to settle into the classroom quickly and confidently. Parental feedback is extremely positive around the transition process.
- Cluster events to develop positive relationships with peers across both schools is being developed.
- Local minister introduced to schools and ELC as part of school assemblies and wider celebrations including leavers assembly.
- Parents/carer– involved in open afternoons for pupils to showcase their learning. Nearly all parents attend.
- Parent/carer councils highly involved in life of schools and ELC and working towards developing cluster relationship. Ferintosh Parent Council are fully established after some years.

Question 2
How do we know? What evidence do we have of positive impact on our learners?

- Children comfortable talking to adults in the school. Pupils have identified adults they can talk to and know that they are safe.
- Daily check in first thing in the morning – pupils are happy to discuss their emotions and complete wellbeing wheels confidently.
- Pupils happily engage in the supported timetable and are happy to feedback when they are struggling or need support via dialogue.
- Pupils are aware and respect other's needs and can identify what makes us different and unique. Empathy levels are high within the schools.
- Incidents of extreme behaviour are minimal and logged on pastoral notes. Parent/carer support is very positive with restorative approach used effectively by staff.
- All children are included, and views are sought to express how they feel.

Question 3
What could we do now? What actions would move us forward?

- Continue with one trusted adult- pupils to identify an adult they can talk to
- Wellbeing wheel – identify areas requiring further support.
- Daily emotional check-ins and Zones of Regulation.
- Use of worry boxes.
- It's good to talk wall
- Creating confident kids.
- Circle time.
- Assemblies- differences/similarities
- Children from all stages have the opportunity to take part in pupil leadership.
- Extend the pupil voice across all ages.
- Awareness of the UNCRC and the Rights of the Child.

Ferintosh

Our current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). SCHOOL	very good

Mulbuie

Our current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). SCHOOL	very good
Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). ELC setting	very good

QI 3.2
Raising attainment and achievement/
Ensuring children's progress

Themes (*HGIOS?4*)
- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Themes (*HGIOELC?*)
- Progress in communication, early language, mathematics, health and wellbeing
- Children's progress over time
- Overall quality of children's achievement
- Ensuring equity for all children

Question 1
How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

Ferintosh
- Literacy in Ferintosh (P1,4,7)   67%.
- Numeracy in Ferintosh (P1,4,7)   67%.

Mulbuie
- Literacy in Mulbuie (P1.4.7)   56%
- Numeracy in Mulbuie (P1,4,7)   65%

Scottish National Standardised Assessments(SNSA) Ferintosh

P1 Literacy 100%   Numeracy 100%
(No data to report for P4 and P7)

Scottish National Standardised Assessments(SNSA) Mulbuie

P1 Literacy 100%,   Numeracy 66.7%
P4 Reading 85.72%   Writing 85.72%   Numeracy 85.72%
P7 Reading 60%   Writing 80%   Numeracy 80%

The data above is made up of attainment data for P1, P4 and P7 children from June'22. This includes the Scottish National Standardised Assessments which all P1, 4 and 7 pupils complete. As the numbers of pupils across both schools is small, the percentages can be misleading in highlighting pupil progress. On the year in question, only P1 pupils in Ferintosh presented for the SNSAs.
In some cases, an individual pupil NOT achieving their expected target for their age, can reduce the overall attainment data by half. Staff are fully aware of individual pupil progress and what support or interventions are required in order to allow all pupils to move towards reaching their potential.

- Introduction of PM Benchmarks has helped to identify baseline reading for target children. Class teachers are now more confident at identifying strengths areas for development in reading.
- Creation and implementation of new literacy progression planners and trackers in line with Highland Literacy progression and Benchmarks. Quality of planning and tracking in literacy has improved across all teaching staff. This has been highlighted during termly tracking and attainment meetings and during moderation of planning folders.
- Toe by Toe reading age assessment (decoding) – target children are more aware of spelling patterns and can decode more effectively. They have increased confidence in attempting new and unfamiliar words.
- Reading and spelling of common words- increased confidence and 90% of target pupils are now on track.
- Numeracy assessments- Class teachers are able to confidently identify individual pupil needs and areas requiring support.

- Blackwell Spelling assessments - identifying positive progression in spelling and target pupils requiring additional support.
- Learning conversations where pupils can confidently discuss their achievements and identify next steps. Ongoing including target setting as part of profiling process

Question 2
How do we know? What evidence do we have of positive impact on our learners?

- Observation and verbal feedback.
- Daily formative assessments – (ASL).
- ELC- Observations- Learning Journals/new planning structure and pupil voice which is included on display.
- Developmental overviews – identification of progress and areas for support.
- Parent/carer feedback- positive changes to pupils, for example increased confidence in listening and talking.
- Robust tracking in literacy and numeracy.
- Broad coverage of Es and Os with planning overviews to show progression and coverage. Tracking and attainment meetings termly.
- All P1 and P2 children had Phonological screening completed in August and again March.
- SNSA completed for all P1 P4 and P7.
- Baseline Twinkl- Extremely detailed in numeracy- identifies pupils needing extension or support.
- Writing Rubrix assessment

Question 3
What could we do now? What actions would move us forward?

- Snapshot jotters and learner statements move to digital profiling with targets, achievements and reflective statements linked to the school's new values.
- PEF interventions 4.5 hours – Identified PSA to support PEF children and others identified in writing, spelling, and reading.
- Implement literacy trackers and create numeracy planning and trackers in line with Highland numeracy progression.
- Tracking and monitoring – attainment meetings
- Baseline assessment in numeracy
- Ongoing assessments.
- Celebration of wider achievements – WOW walls, achievement letters etc. to showcase pupil achievements. Digital profiles to include individualised and self-chosen achievements in and out of school.
- Close the attainment gap in literacy for lowest 20%
- In ELC- using Es and O's and developmental overviews to focus on target areas/pupils requiring additional support. And using the new planning format to ensure broad coverage of curriculum.

Ferintosh

Our current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale –SCHOOL	good

Mulbuie

Our current evaluation of this QI using the *How good is our school? (4th edition)* six-point scale –SCHOOL	good
Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale –ELC setting	good

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KEY THEME

from QI 2.2 Curriculum

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Theme 3 (*HGIOS?4*)
- Learning pathways

Theme 3 (*HGIOELC?*)
- Learning and development pathways

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Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Differentiation- differentiated literacy, numeracy and health and wellbeing lessons to include all learners and cater for a variety of learning needs and additional support needs. Assessment and moderation is used to determine relevant levels of support when needed.
- PEF – PSA targeted support 4.5 hours per week for literacy with a key focus on spelling and writing. Pupils have shown increased spelling ages and speed/accuracy of writing. Toe by Toe has helped pupils to decode and learn spelling patterns.
- Wraparound Spelling- increased spelling age and confidence with spelling common words and unseen words.
- Adapted curriculum with an emphasis on Literacy, Numeracy, Health & Wellbeing. - Attainment in curricular areas is on track with majority of pupils achieving expected level. Where an additional support need is identified, pupils receive additional support.
- Social and emotional recovery time for pupils- Zones of Regulation allows for daily check ins and all pupils are becoming increasingly more confident at expressing their feelings and identifying which zone they are in on arriving at school/ELC. Pupils have identified adults and assemblies are held to highlight the wellbeing indicators. Pupils can confidently express SHANARRI and use this to inform their wellbeing wheels.
- Curriculum rationale -our curriculum rationale takes account of our settings and provides us the opportunity to take maximise successes of our learners. With Covid, we have had a key focus on literacy, numeracy and H & Wb but pupils have still had the opportunity to gain experiences in other curricular areas to help support positive outcomes for all. We have created opportunities for all pupils to engage with the school and wider community and worked alongside partners to provide positive and exciting learning opportunities for all.
- Technology is used from ELC right through to P7 to enhance and support the learning and teaching. It ensures that all pupils are able to access the curriculum equally.
- Covid19 has limited personalization and choice but staff have ensured that all pupils have the opportunity to high quality learning in a variety of areas including outdoor learning. Progression has been ensured by robust planning, tracking and monitoring. Lessons are planned appropriately and allow for challenge and support where needed.
- Expectations- All staff have high expectations for learners and provide a variety of learning opportunities to cater for the needs of all.
- Classroom observations by SLT and Peers

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Assessments- identify areas for improvement and where targeted support is required.
- Tracking and monitoring – progress
- SPP data -data used to provide support to identified pupils. Teachers confidently make judgements about levels of pupils.
- Attainment data and SNSA results
- Pupil Engagement- Pupils happily engage in lessons and are happy to feedback when they are what they like and dislike. Through dialogue, they have voiced changes they would like and how to improve their learning experiences.
- Readiness and willingness to learn- Attendance rates are very high, and pupils express that they enjoy school. Parent/carer feedback has highlighted this.
- Pupil Voice including pupil leadership team - increased confidence and willingness to contribute to school improvement, discussions around learning and individual target setting regarding their learning.

- High Attendance rate– **Ferintosh 93.44% and Mulbuie 96.52%.** Pupils feel safe, comfortable and enjoy coming to school to learn. They have expressed this in pupil leadership meetings and using the HGIOS themes.

Question 3
What could we do now? What actions would move us forward?

- Use digital technology to support learners and enhance their learning experiences including the use of Read and Write.
- Specialist teachers for Physical education
- Introduction of Spanish for pupils.
- Baseline assessments in numeracy
- Closing the attainment gap in literacy for target pupils with the use of digital tools and identified targeted support.
- Consistent planning in tracking literacy in line with Highland Literacy pathways and introduction of new trackers and planners for Numeracy.
- Ensure skills for learning, life and work are part of weekly planning and identify ways to incorporate these while ensuring that pupils can identify skills linked to relevant career choices.
- Pupils have more opportunity for personalization and choice, for example, opportunities to include a Science week.

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KEY THEME
from QI 2.7
Partnerships

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Theme 3 (*HGIOS?4*)
- Impact on learners (focus on parental engagement)

Theme 3 (*HGIOELC?*)
- Impact on children and families (focus on parental engagement)

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Question 1
How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Technology engagement- Nearly all pupils and staff are engaged in the use of digital technologies and are beginning to use these to enhance their learning
- Open door policy at drop-off and collection
- Online learning – Google meets/teams etc.- Pupils actively engaged in online learning.
- Open communication- telephone, emails etc. Positive feedback received in the form of emails, verbal feedback and written correspondence. New parents/carers advising that the levels of communication have helped them to choose the schools ELC as a learning establishment for their child.
- Positive relationships policy- Parents/carers invited to have input and positive feedback received. Pupils and parents aware of disciplinary procedures, consequences and rewards.
- Newsletters- monthly, termly curricular.
- New school website and school app to increase communication. Parents/carers have expressed positive comments about the ease of use and the information provided on the website.
- Weekly class and ELC blog- pupils share their learning for the week and parents/carers respond positively by discussion this with class teachers/EYPs.
- Online homework/engagement.
- Parent/carer consultations. A high level of participation.
- Active parent councils- working in partnership with one another with joint activities. Views of parents/carers are shared freely and acted up, including any concerns raised in a timely manner. Parent Council beginning to develop cluster events and
- Parent Volunteers for in school activities such as school trips.
- School minister- welcomed to assemblies, school events etc. Pupils enjoy the interactions and voice that they enjoy the meetings with the minister. They are engaged in interactions and look through discussion have expressed that they look forward to the assemblies.
- Cluster school events- pupils experience cross cluster events and enjoy a variety of experience both settings have to offer, including outdoor learning.

Question 2
How do we know? What evidence do we have of positive impact on our learners?

- Parent/carer feedback- verbal, email and in person. Positive relationships formed with all staff and parents/carers.
- Questionnaires- high response from parents/carers/pupils to highlight own views, opinions etc., for example, homework questionnaire and Positive Relationships Policy.
- Online engagement and support from school community.
- Families feel supported- Families discuss support needs with the school and are happy to ask for help and advice.
- Pupil engagement- pupils are motivated and happy to volunteer to help their parents/carers with school activities, for example, children helping the Parent Council with the gardening and decorating the school grounds.

Question 3
What could we do now? What actions would move us forward?

- Online learning- increased engagement
- Questionnaires.
- Parent/Carer evenings- in person/telephone/Google Meet.
- Continuing to build positive relationships with parents/carers and ensure opportunities for parent carer/events as least once per term.
- Continue to develop links within the school community including more events with the minister.
- Open mornings/afternoons. Coffee mornings.
- Intergenerational- links with school community
- Parent engagement- DYW- Skills for life- parents invited to share their experience of work and share their skills.
- Parent/carer volunteers- reading helpers etc.