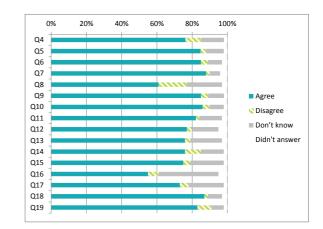
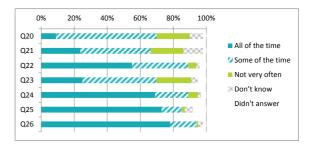
Children (Primary) Questionnaire Summary

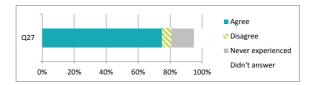
| Number of responses : 128 | | Pe | rcen | tage | э% |
|---------------------------|--|-------|----------|------------|---------------|
| Perce | ntages are rounded and may not add up to 100% | Agree | Disagree | Don't know | Didn't answer |
| Q4 | I feel safe when I am at school | 77 | 9 | 13 | 2 |
| Q5 | My school helps me to feel safe | 84 | 3 | 10 | 2 |
| Q6 | I have someone in my school I can speak to if I am upset or worried about something | 85 | 4 | 8 | 3 |
| Q7 | Staff treat me fairly and with respect | 88 | 2 | 6 | 4 |
| Q8 | Other children treat me fairly and with respect | 61 | 16 | 20 | 3 |
| Q9 | My school helps me to understand and respect other people | 86 | 4 | 9 | 2 |
| Q10 | My school is helping me to become confident | 86 | 4 | 8 | 2 |
| Q11 | My school teaches me to lead a healthy lifestyle | 83 | 2 | 13 | 3 |
| Q12 | There are lots of chances at my school for me to get regular exercise | 77 | 3 | 15 | 5 |
| Q13 | My school offers me the opportunity to take part in activities in school beyond the classroom and timetabled day | 76 | 3 | 18 | 3 |
| Q14 | I have the opportunity to discuss my achievements out with school with an adult in school who knows me well | 76 | 9 | 13 | 2 |
| Q15 | My school listens to my views | 75 | 4 | 19 | 2 |
| Q16 | My school takes my views into account | 55 | 6 | 34 | 5 |
| Q17 | I feel comfortable approaching staff with questions or suggestions | 73 | 5 | 20 | 2 |
| Q18 | Staff help me to understand how I am progressing in my school work | 87 | 2 | 8 | 3 |
| Q19 | My homework helps me to understand and improve my work in school | 83 | 8 | 7 | 2 |

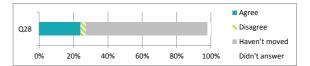
| | | F | Perce | enta | ge % | , a |
|-----|--|-----------------|------------------|----------------|------------|---------------|
| | | All of the time | Some of the time | Not very often | Don't know | Didn't answer |
| Q20 | Other children behave well | 9 | 61 | 20 | | 2 |
| Q21 | My teachers ask me about what things I want to learn in school | 24 | 43 | 20 | 12 | 2 |
| Q22 | I enjoy learning at school | 55 | 34 | 5 | 2 | 4 |
| Q23 | I feel that my work in school is hard enough | 25 | 45 | 21 | 4 | 5 |
| Q24 | I know who to ask to get help if I find my work too hard | 69 | 20 | 6 | 2 | 3 |
| Q25 | I am encouraged by staff to do the best I can | 73 | 12 | 2 | 5 | 8 |
| Q26 | I am happy with the quality of teaching in my school | 79 | 16 | 1 | 3 | 2 |

| | Percentage % |
|--|---|
| | Agree Disagree Never experience |
| Q27 My school deals well with any bullying | 75 6 14 5 |
| | Agree Disagree Haven't moved bidn't answer |
| Q28 I was well supported if I moved to a new school within the last year | 24 3 70 2 |



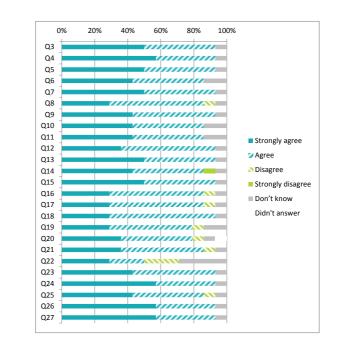






Parents / Carers (ELC) Questionnaire Summary Centre Name:Gallowhill Primary School SEED Number: 8625026

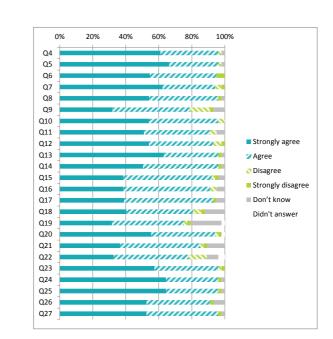
| Numb | er of responses : 14 | | Pe | rcen | tage | % | |
|---------|---|----------------|-------|----------|-------------------|---------|-----------|
| identif | sure control has been applied to the data, this means a small number of responses have been changed to prevent individuals being ied. | Strongly agree | Ð | Disagree | Strongly disagree | t know | 't answer |
| Feice | nages are rounded and may not add up to rou // | Stroi | Agree | Disa | Stroi | Don't I | Didn't |
| Q3 | My child likes being at this setting | 50 | 43 | 0 | 0 | 7 | 0 |
| Q4 | Staff treat my child fairly and with respect | 57 | 36 | 0 | 0 | 7 | 0 |
| Q5 | I feel that my child is safe at the setting | 50 | 43 | 0 | 0 | 7 | 0 |
| Q6 | My child's behaviour is managed effectively | 43 | 43 | 0 | 0 | 14 | 0 |
| Q7 | The setting helps my child to feel confident | 50 | 43 | 0 | 0 | 7 | 0 |
| Q8 | I feel staff really know my child as an individual | 29 | 57 | 7 | 0 | 7 | 0 |
| Q9 | The learning experiences my child has at the setting are at the right level for them | 43 | 50 | 0 | 0 | 7 | 0 |
| Q10 | My child's learning and development is well supported by the staff in the setting | 43 | | 0 | | 14 | 0 |
| Q11 | My child is encouraged to be healthy and to be physically active | 43 | | 0 | 0 | 14 | 0 |
| Q12 | The setting supports my child's emotional wellbeing | 36 | | 0 | 0 | 7 | 0 |
| Q13 | My child is making good progress at the setting | 50 | 43 | 0 | 0 | 7 | 0 |
| Q14 | I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles | 43 | | 0 | 7 | 7 | 0 |
| Q15 | The information I receive about how my child is learning and developing is shared with me when I request it | | 43 | 0 | 0 | 7 | 0 |
| Q16 | I understand how the setting monitors my child's progress in learning | 29 | 57 | 7 | 0 | 7 | 0 |
| Q17 | The setting gives me ideas on how to support my child's learning at home | 29 | 57 | 7 | 0 | 7 | 0 |
| Q18 | The setting organises activities where my child and I can learn together | 29 | 64 | 0 | 0 | 7 | 0 |
| Q19 | The setting takes my views into account when making changes | 29 | 50 | 7 | 0 | 14 | 0 |
| Q20 | I feel comfortable approaching the setting with questions, suggestions and/or a problem | 36 | 43 | 7 | 0 | 7 | 7 |
| Q21 | I feel encouraged to be involved in the work of parent groups | 36 | | 7 | 0 | 7 | 0 |
| Q22 | I am kept informed about the work of parent groups | | | | | 29 | 0 |
| Q23 | The setting is well led and managed | - | | 0 | 0 | 7 | 0 |
| Q24 | The setting encourages children to treat others kindly and with respect | 57 | | 0 | 0 | 7 | 0 |
| Q25 | I would recommend the setting to other parents | 43 | 43 | 7 | 0 | 7 | 0 |
| Q26 | My child was well supported as they started at the setting or moved to a new room or group | 57 | 36 | 0 | 0 | 7 | 0 |
| Q27 | Overall, I am satisfied with the setting | 57 | 36 | 0 | 0 | 7 | 0 |

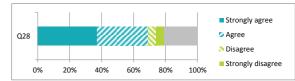


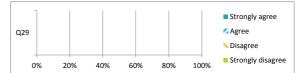
Parents / Carers (Primary) Questionnaire Summary

Centre Name:Gallowhill Primary School SEED Number: 8625026

| Numb | er of responses : 57 | | Per | rcent | age | % | |
|-------------------|---|----------|-------|----------|----------|-------|--------|
| Disclo identif | sure control has been applied to the data, this means a small number of responses have been changed to prevent individuals being ied. | ee | | | disagree | | J. |
| Where | e there were fewer than ten responses to a question (excluding those who didn't answer),the data has been suppressed ("x") | agree | | | dis | ≩ | answer |
| in orde | er to avoid identification of individuals. | .≧ | | ee | È | know | an: |
| | | Suc | ee | agi | ů | 5 | n't |
| Perce | ntages are rounded and may not add up to 100% | Strongly | Agree | Disagree | Strongly | Don't | Didn't |
| Q4 | My child likes being at this school | 61 | 35 | 2 | 0 | 2 | 0 |
| Q5 | Staff treat my child fairly and with respect | 67 | 30 | 2 | 0 | 2 | 0 |
| Q6 | I feel that my child is safe at the school | 54 | 40 | 0 | 5 | 0 | 0 |
| Q7 | The school helps my child to feel confident | 63 | 32 | 4 | 2 | 0 | 0 |
| Q8 | I feel staff really know my child as an individual | 54 | 42 | 0 | 2 | 2 | 0 |
| Q9 | My child finds their learning activities hard enough | | | 12 | 2 | 7 | 0 |
| Q10 | My child receives the help he/she needs to do well | 54 | 42 | 4 | 0 | 0 | 0 |
| Q11 | My child is encouraged by the school to be healthy and take regular exercise | 51 | 40 | 4 | 0 | 5 | 0 |
| Q12 | The school supports my child's emotional wellbeing | 54 | 39 | 5 | 2 | 0 | 0 |
| Q13 | My child is making good progress at the school | 63 | 33 | 0 | 2 | 2 | 0 |
| Q14 | I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles | 51 | 46 | 0 | 2 | 2 | 0 |
| Q15 | The information I receive about how my child is doing reaches me at the right time | 39 | 54 | 2 | 2 | 4 | 0 |
| Q16 | I understand how my child's progress is assessed | | 53 | 4 | 0 | 5 | 0 |
| Q17 | The school gives me advice on how to support my child's learning at home | 39 | 54 | 0 | 2 | 5 | 0 |
| Q18 | The school organises activities where my child and I can learn together | 40 | 40 | 5 | | 12 | 0 |
| Q19 | The school takes my views into account when making changes | 32 | 44 | 2 | 2 | 19 | 2 |
| Q20 | I feel comfortable approaching the school with questions, suggestions and/or a problem | 56 | 39 | 2 | 2 | 0 | 2 |
| Q21 | I feel encouraged to be involved in the work of the Parent Council and/or parent association | 37 | 49 | 2 | 2 | 11 | 0 |
| Q22 | I am kept informed about the work of the Parent Council and/or parent association | 33 | 46 | 11 | 0 | 7 | 4 |
| Q23 | I am satisfied with the quality of teaching in the school | | 39 | 2 | 2 | 0 | 0 |
| Q24 | The school is well led and managed | | 32 | 0 | 2 | 2 | 0 |
| Q25 | The school encourages children to treat others with respect | | 32 | 0 | 2 | 2 | 0 |
| Q26 | I would recommend the school to other parents | | 39 | 0 | 2 | 7 | 0 |
| Q27 | Overall, I am satisfied with the school | 53 | 44 | 0 | 2 | 2 | 0 |







Q28 The school deals well with any bullying

| | Percentage % |
|--|---|
| | Strongly agree Agree Disagree Strongly disagree Hasn't moved Didn't answer |
| Q29 My child was well supported if they moved to a new school within the last year | x x x x x x |

Percentage %

Agree Disagree Strongly disagree

37 32 5 5 21 0

Strongly agree

Never experienced Didn't answer

Partners (ELC) Questionnaire Summary Centre Name:Gallowhill Primary School SEED Number: 8625026

| Number of responses : 9 | Percentage % | |
|---|--|-------------------|
| Where there were fewer than ten responses to a question (excluding those who didn't answer),the data has been suppressed ("x") in order to avoid identification of individuals. Percentages are rounded and may not add up to 100% | Agree Agree Strongly disagree Don't know NVA 03 | 100% |
| Q3 My service/organisation works in partnership with the setting on a regular basis | | |
| Q4 We are aware of the setting's procedures for reporting child protection and safeguarding concerns | | 🐔 Agree |
| Q5 There are effective arrangements in place for jointly planning provision with the setting | x x x x x x Q8 | Disagree |
| Q6 There are effective arrangements for jointly delivering provision with the setting | X X X X X X Q9 | |
| Q7 My service/organisation is involved in the setting's self-evaluation of our joint work | | Strongly disagree |
| Q8 Roles and responsibilities are clearly defined within the partnership | | Don't know |
| Q9 Effective arrangements are in place to evaluate the impact of our partnership working | | - 21/2 |
| Q10 My service/organisation is kept up to date with changes in the setting which may affect the services we deliver | X X X X X X X Q12 | .≓ N/A |
| Q11 The setting provides my service/organisation with relevant information about the needs of children | x x x x x x x Q13 | Didn't answer |
| Q12 Arrangements are in place to support my service/organisation to share relevant information about the progress of children with the setting | x x x x x x x Q14 | |
| Q13 The setting values the contribution made by my service/organisation | | |
| Q14 The setting actively promotes my service/organisation to potential users, as appropriate | | |
| Q15 There are opportunities to network, share practice and participate in joint training and development with the setting | x x x x x x x Q16 | |
| Q16 My service/organisation has a clear understanding of the social, cultural and economic context of the setting | x x x x x x x Q17 | |
| Q17 Overall, partnership working with the setting works well | | |

Partners (Primary / Secondary) Questionnaire Summary Centre Name:Gallowhill Primary School SEED Number: 8625026

| Number of responses : 12 | Percentage % |
|--|---|
| Disclosure control has been applied to the data, this means a small number of responses have been changed to prevent individuals being identified. Where there were fewer than ten responses to a question (excluding those who didn't answer),the data has been suppressed ("x") in order to avoid identification of individuals. Percentages are rounded and may not add up to 100% | eee aagree aagree da da da da da da da da da da da da da |
| Q3 My service/organisation works in partnership with the school on a regular basis | \$\vec{k}\$ < |
| Q4 We are aware of the school's procedures for reporting child protection and safeguarding concerns | 50 33 0 8 8 0 0 Q7 |
| Q5 My service/organisation has a clear understanding of the school's strategies for raising attainment for all Q6 There are effective arrangements in place for jointly planning provision with the school | 42 33 0 17 8 0 Q8 |
| Contract and effective arrangements in practice for jointy planning provision with the school Contract and the school Contract and the school Contract and the school | 42 42 0 0 8 0 8 010 43 |
| Q8 My service/organisation is involved in the school's self-evaluation of our joint work Q9 Roles and responsibilities are clearly defined within the partnership | x |
| Q10 Effective arrangements are in place to evaluate the impact of our partnership working | 33 42 0 0 17 8 0 Q12 |
| Q11 My service/organisation is kept up to date with changes in the school which may affect the services we deliver | 42 50 0 0 8 0 0 013 Didn't answer |
| Q12 The school provides my service/organisation with relevant information about the needs of children and young people Q13 Arrangements are in place to support my service/organisation to share relevant information about the progress of children and young people with the school | 50 42 0 0 0 0 0 1 <th1< th=""> 1 1 <th1< th=""></th1<></th1<> |
| Q14 The school values the contribution made by my service/organisation | 67 25 0 0 8 0 0 016 |
| Q15 The school actively promotes my service/organisation to potential users, as appropriate Q16 There are opportunities to network, share practice and participate in joint training and development with the school | |
| Q17 My service/organisation has a clear understanding of the social, cultural and economic context of the school | |
| Q18 Overall, partnership working with the school works well | 83 8 0 0 8 0 0 |

Page 2 of 2

Staff (ELC) Questionnaire Summary Centre Name:Gallowhill Primary School SEED Number: 8625026

| Numb | or of responses : 8 | | Р | erce | entage | % | | | | | | | | |
|--------|--|----------|-----|------|-----------------------|----------------|-----|----|------|------|----|------|-------|-------------------|
| | | | | | ee | | | 0% | 20% | 40% | 60 | % 80 | % 10 | 0% |
| Where | there were fewer than ten responses to a question (excluding those who didn't answer), the data has been suppressed ("x") | agree | | | disagree | 1 | | | 20/0 | +070 | | | /0 10 | |
| | r to avoid identification of individuals. | agr | | | dis: | wony answer | (| 22 | | | | | | |
| | | ≥ | | ee | gly dis | | (| 23 | | | | | | |
| Percer | tages are rounded and may not add up to 100% | bug | 8 | agr | dug t, | | | 24 | | | | | | |
| | | Strongly | Agr | Dis | Strongly Don't kno | N/A Didn't | | 25 | | | | | | |
| Q2 | I find it rewarding to be a member of staff at this setting | | | x | x > | | | 26 | | | | | | |
| Q3 | I feel a valued part of the setting's community | | | х | X X | _ | | 77 | | | | | | |
| Q4 | I am encouraged to learn and share practice with colleagues from other settings | x | х | х | x x | (X X | | 28 | | | | | | |
| Q5 | I am given the opportunity to learn and share practice with colleagues from other settings | | х | х | x x | | | 29 | | | | | | |
| Q6 | I have a clear understanding of the social, cultural and economic context of the setting | | | х | | | - ' | _ | | | | | | |
| Q7 | I feel appropriately supported by the setting to undertake my role | x | х | х | X X | (X X | | | | | | | | |
| Q8 | I am supported to engage in professional learning | х | х | х | X X | (X X | Q | | | | | | | |
| Q9 | My professional learning enables me to reflect on and improve my practice | х | х | х | X X | (X X | Q | - | | | | | | |
| Q10 | I have regular opportunities to undertake leadership roles | х | х | х | X X | (X X | | - | | | | | | Strongly agree |
| Q11 | I have opportunities to be involved in agreeing priorities for the setting | х | х | х | XX | (XX | Q | _ | | | | | | |
| Q12 | I am actively involved in the setting's on-going self-evaluation | х | х | х | X X | (XX | Q | 15 | | | | | | 🖾 Agree |
| Q13 | My professional standards are used to support professional reflection and learning | х | х | х | X X | (XX | Q | 16 | | | | | | Disagree |
| Q14 | I use information including data effectively to identify and reduce inequalities in children's outcomes | х | х | х | X X | (XX | Q | 17 | | | | | | Ū Ū |
| Q15 | I understand how to apply the setting's procedures relating to child protection and safeguarding | х | х | х | х х | (XX | ιο | 18 | | | | | | Strongly disagree |
| Q16 | The setting's vision and values underpins my work | х | х | х | X X | (X X | 0 | 19 | | | | | | Don't know |
| Q17 | Staff treat all children fairly and with respect | х | х | х | X X | (X X | | - | | | | | | |
| | Colleagues treat each other with respect | х | х | х | X X | (X X | | - | | | | | | ⊂ N/A |
| Q19 | Children are encouraged and supported to treat others with respect | х | х | х | X X | (X X | | - | | | | | | Didn't answer |
| Q20 | Staff and parents treat each other with respect | х | х | х | X X | (X X | | - | | | | | | |
| | Staff work well to understand and support children's behaviour | х | х | х | X X | (X X | Q | - | | | | | | |
| | Staff at all levels within the setting communicate effectively with each other | х | х | х | X X | (XX | | - | | | | | | |
| | The setting's arrangements for engaging parents in their child's learning are effective | х | х | х | X X | (X X | | - | | | | | | |
| | The setting is well led and managed | х | х | х | x | (x x | Q | 26 | | | | | | |
| | Collaborative working across the setting is effective in taking forward improvement | х | х | х | x | (x x | Q | 27 | | | | | | |
| Q26 | Children are engaged in their learning | х | х | х | X X | (X X | Q | 28 | | | | | | |
| Q27 | Children are provided with experiences which meet their learning and development needs | х | х | х | X X | (X X | 0 | 29 | | | | | | |
| | Children are involved in talking about and planning their learning | | | | X X | (X X | | - | | | | | | |
| Q29 | Children have the opportunity to lead their learning | х | х | х | X X | (XX | | - | | | | | | |
| Q30 | I receive appropriate support for the planning and assessment of children's learning and development | х | х | х | X X | (X X | | - | | | | | | |
| Q31 | The setting has effective strategies to support children with their learning and development, including those requiring additional support | х | х | х | X X | (X X | | _ | | | | | | |
| | Staff have a shared understanding of how young children develop early language and mathematical skills | х | х | Х | X X | (X X | | 33 | | | | | | |
| | Staff have a shared understanding of their 'responsibility of all' in relation to health and wellbeing | | | Х | X X | | Q | 34 | | | | | | |
| Q34 | I have regular opportunities to help shape the curriculum through discussions with colleagues, parents and partners | х | х | х | X X | (XX | | | | | | | | |

Staff Pupil Support (Primary / Secondary) Questionnaire Summary Centre Name:Gallowhill Primary School SEED Number: 8625026

| Number of responses : 10 | Percentage % |
|--|--|
| Disclosure control has been applied to the data, this means a small number of responses have been changed to prevent individuals being | |
| identified. | 0 5 |
| Where there were fewer than ten responses to a question (excluding those who didn't answer), the data has been suppressed ("x") | |
| in order to avoid identification of individuals. | |
| | |
| Percentages are rounded and may not add up to 100% | Strongly agree Agree Disagree Diant know N/N N/N N/N N/N N/N N/N N/N N/N N/N N/ |
| Q2 If not it rewarding to be a member of staff at this school | |
| Q3 I find it rewarding to be a member of start at this school | |
| Q4 I am encouraged to learn and share practice with colleagues from other schools | |
| Q4 Fam encouraged to ream and share practice with colleagues from other schools Q5 I am given the opportunity to learn and share practice with colleagues from other schools | |
| | X X X X X X X Q9 |
| Q6 have a clear understanding of the social, cultural and economic context of the school | 60 30 0 0 10 0 0 Q10 Q10 |
| Q7 feel appropriately supported by the school to undertake my role | 80 10 0 0 10 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |
| Q8 am supported to engage in professional learning | |
| Q9 My professional learning enables me to reflect on and improve my practice | |
| Q10 have regular opportunities to undertake leadership roles | |
| Q11 I have opportunities to be involved in agreeing priorities for the school | Strongly agree |
| Q12 I am actively involved in the school's on-going self-evaluation | |
| Q13 I use information including data effectively to identify and reduce inequalities in children and young people's outcomes | x x x x x x x Q16 |
| Q14 I understand how to apply the school's procedures relating to child protection and safeguarding | 80 10 0 0 10 0 0 017 |
| Q15 The school's vision and values underpins my work | |
| Q16 Staff treat all children and young people fairly and with respect | 80 10 0 0 10 0 0 Q19 Strongly disagree |
| Q17 Colleagues treat each other with respect | 80 10 0 0 10 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |
| Q18 Children and young people are encouraged and supported to treat others with respect | |
| Q19 Children and young people are well behaved | 0 70 30 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |
| Q20 The school deals effectively with bullying | 80 10 0 0 10 0 0 0 Didn't answer |
| Q21 I am provided with feedback when I report an incident | |
| Q22 Staff at all levels within the school communicate effectively with each other | |
| Q23 The school's arrangements for engaging parents in their child's learning are effective | 50 40 0 0 10 0 0 Q25 |
| Q24 The school is well led and managed | 80 10 0 0 10 0 0 026 |
| Q25 Collaborative working across the school is effective in taking forward improvement | 70 20 0 0 10 0 0 027 |
| Q26 Children and young people are engaged in their learning | 60 30 0 0 10 0 0 0 028 |
| Q27 I give children and young people regular feedback which helps them to progress | 80 10 0 0 10 0 0 029 |
| Q28 Children and young people are provided with experiences which meet their learning needs | 80 10 0 0 10 0 0 030 |
| Q29 Children and young people are involved in talking about and planning their learning | |
| Q30 Children and young people are involved in setting their learning targets | |
| Q31 Children and young people have the opportunity to lead their learning | |
| Q32 I receive appropriate support for planning, preparation and assessment | V V V V V V V V V V |
| Q33 The school has effective strategies to support children and young people with their learning, including those requiring additional support | |
| Q34 Staff have a shared understanding of their 'responsibility of all' in literacy and numeracy and health and wellbeing | |
| Q35 I have regular opportunities to help shape the curriculum as part of the team | |
| Q36 I are ware of the school's strategies for raising attainment for all | |
| | |

Staff School Support (Primary / Secondary) Questionnaire Summary Centre Name:Gallowhill Primary School SEED Number: 8625026

| Number of responses : 5 | Percentage % | |
|---|---|-------------------|
| Where there were fewer than ten responses to a question (excluding those who didn't answer has been suppressed ("x") in order to avoid identification of individuals. | | 6 |
| Percentages are rounded and may not add up to 100% | Strongly ac Agree Strongly ac Strongly di Don't know bldn't answ 2 D 2 D 2 D 2 D 2 D 2 D 2 D 2 D 2 D 2 D | |
| Q2 I find it rewarding to be a member of staff at this school | x x x x x x x ₀₆ | |
| Q3 I feel a valued part of the school's community | x x x x x x x x 07 | |
| Q4 I am encouraged to learn and share practice with colleagues from other schools | | |
| Q5 I am given the opportunity to learn and share practice with colleagues from other scho | | Strongly agree |
| Q6 I have a clear understanding of the social, cultural and economic context of the school | | У Agree |
| Q7 I feel appropriately supported by the school to undertake my role | x x x x x x x Q10 | 5 |
| Q8 I am supported to take part in development opportunities | X X X X X X X Q11 | N Disagree |
| Q9 My professional learning enables me to reflect on and improve my practice | X X X X X X X Q12 | Strongly disagree |
| Q10 I have regular opportunities to undertake leadership roles | X X X X X X X Q13 | Don't know |
| Q11 I have opportunities to be involved in agreeing priorities for the school | x x x x x x x x Q14 | DOILT KHOW |
| Q12 I am actively involved in the school's on-going self-evaluation | | ⊼ N/A |
| Q13 I understand how to apply the school's procedures relating to child protection and safe | | Didn't answer |
| Q14 The school's vision and values underpins my work | x x x x x x x Q16 | Diuli t aliswei |
| Q15 Staff treat all children and young people fairly and with respect | X X X X X X X Q17 | |
| Q16 Colleagues treat each other with respect | X X X X X X X Q18 | |
| Q17 Children and young people are encouraged and supported to treat others with respect | t x x x x x x x _{Q19} | |
| Q18 Children and young people are well behaved | x x x x x x x x x Q20 | |
| Q19 The school deals effectively with bullying | | |
| Q20 I am provided with feedback when I report an incident | | |
| Q21 Collaborative working across the school is effective in taking forward improvement | x x x x x x x Q22 | |
| Q22 Staff at all levels within the school communicate effectively with each other | x x x x x x x Q23 | |
| Q23 The school is well led and managed | x x x x x x x x | |

Staff Teachers (Primary / Secondary) Questionnaire Summary Centre Name: Gallowhill Primary School SEED Number: 8625026

| Number of responses : 16 | Percentage % |
|---|---|
| | |
| Disclosure control has been applied to the data, this means a small number of responses have been changed to prevent individuals being | |
| identified. | |
| | |
| Percentages are rounded and may not add up to 100% | |
| | Strongly agree Agree Strongly disagree Strongly disagree Agree Strongly disagree Agrea Agree Agre Agr |
| Q2 I find it rewarding to be a member of staff at this school | |
| A2 I must reveal and part of the school's community | |
| Add I not a value part of the output of | |
| G4 Fain structuraged to real main strate practice with conseques monotone schools G5 I am given the opportunity to learn and share practice with colleagues from other schools | |
| Construction of the opportunity to real ratio practice with consideration and ratio school Construction of the opportunity of real ratio practice with consideration and ratio school | |
| QC Interest a clear understanding of the Section, calification and economic context of the Section Q7 I feel appropriately supported by the school to undertake my role | |
| Ar new appropriate to engage in professional learning As I am supported to engage in professional learning | |
| Go Train supported to engage in professional learning Qo My professional learning enables me to reflect on and improve my practice | |
| as my processional rearining enables the to relect on and importently practice Alog They require coportunities to undertake leadership roles | |
| Cito Trave regular opportanties to under ave readers in protes | |
| Q11 I matched in vision of the school's on-going self-evaluation | |
| Q12 Fain adverty involve in the section of source of section of source of the section of the sec | 56 38 0 0 6 0 Q16 |
| C1 = 0 + 0 = standards are used appoint processional analogue C14 Luse information including data effectively to identify and reduce inegualities in children and young people's outcomes | 63 31 0 0 6 0 0 Q17 |
| Q1+ Fase monitorial moduling data encourses to form y and requestion in minutaning sources of the second seco | |
| A to Functional new oppy the concerns proceeded to the proceeded and concerns and concerns and and a set of the school's vision and values underprise my work | 69 25 0 0 6 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |
| C17 Staff treat all children and young people fairly and with respect | 94 0 0 6 0 0 920 920 920 920 920 920 920 920 920 |
| Colleagues treat each other with respect Call Colleagues treat each other with respect | |
| Q19 Children and young people are encouraged and supported to treat others with respect | |
| Children and young people are enclosed and opported to next others with respect Children and young people are well behaved | |
| 220 Omercian and you people are were rearried as a second se | |
| Q22 I am provided with feedback when I report an incident | |
| C23 Staff at all levels within the school communicate effectively with each other | 75 19 0 0 6 0 0 Q25 |
| 423 The school's arrangements for engaging parents in their child's learning are effective | 10 10 |
| Q25 The school is well led and managed | 94 0 0 0 6 0 0 Q27 |
| Q26 Collaborative working across the school is effective in taking forward improvement | |
| Q27 Children and young people are engaged in their learning | |
| Q28 I give children and young people regular feedback which helps them to progress | |
| Q29 Children and young people register rooted with experiences which meet their learning needs | |
| Q30 Children and young people are involved in talking about and planning their learning | |
| Condition and young people are involved in setting their learning transfer commission of the setting transfer to the sett | |
| Case Children and young people have the opportunity to lead their learning | |
| Construction and young people nate the opportunity to read inter interaction and assessment | |
| 400 receive appropriate support or planting, propriation and accounting Q34. The school has effective strategies to support children and young people with their learning, including those requiring additional support | |
| 3. Staff have a shared understanding of their responsibility of all in literacy and health and wellbeing | |
| Case Moderation activities are helping or the to make sound professional judgements | 50 25 6 0 19 0 0 Q37 |
| Q37 I have regular opportunities to help shape the curriculum through discussions with colleagues, parents and partners | 31 50 0 0 19 0 0 Q38 |
| Age in the regular population of the school's strategies for raising attainment for all | |
| | |