Children (Primary) Questionnaire Summary

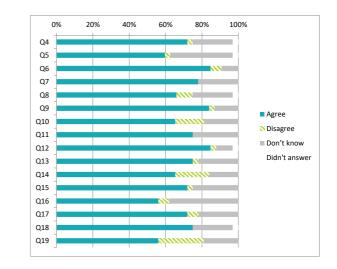
Centre Name: Innerwick Primary School

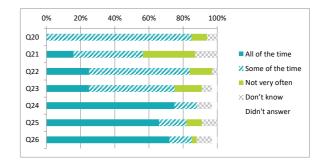
| Numb | er of responses : 32 | Pe | ercen | tage | % |
|--------|---|-------|----------|--------|-----------|
| | e there were fewer than ten responses to a question (excluding those who didn't answer), the data has been suppressed ("x") er to avoid identification of individuals. | e | gree | t know | 't answer |
| Percer | ntages are rounded and may not add up to 100% | Agree | Disagree | Don't | Didn |
| Q4 | I feel safe when I am at school | 72 | 3 | 22 | 3 |
| Q5 | My school helps me to feel safe | 59 | 3 | 34 | 3 |
| Q6 | I have someone in my school I can speak to if I am upset or worried about something | 84 | 6 | 9 | 0 |
| Q7 | Staff treat me fairly and with respect | 78 | 0 | 22 | 0 |
| Q8 | Other children treat me fairly and with respect | 66 | 9 | 22 | 3 |
| Q9 | My school helps me to understand and respect other people | 84 | 3 | 13 | 0 |
| Q10 | My school is helping me to become confident | 66 | 16 | 19 | 0 |
| Q11 | My school teaches me to lead a healthy lifestyle | 75 | 0 | 25 | 0 |
| Q12 | There are lots of chances at my school for me to get regular exercise | 84 | 3 | 9 | 3 |
| Q13 | My school offers me the opportunity to take part in activities in school beyond the classroom and timetabled day | 75 | 3 | 22 | 0 |
| Q14 | I have the opportunity to discuss my achievements out with school with an adult in school who knows me well | 66 | 19 | 16 | 0 |
| Q15 | My school listens to my views | 72 | 3 | 25 | 0 |
| Q16 | My school takes my views into account | 56 | 6 | 38 | 0 |
| Q17 | I feel comfortable approaching staff with questions or suggestions | 72 | 6 | 22 | 0 |
| Q18 | Staff help me to understand how I am progressing in my school work | 75 | 0 | 22 | 3 |
| Q19 | My homework helps me to understand and improve my work in school | 56 | 25 | 19 | 0 |

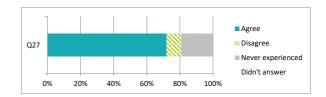
| | | | Perc | entag | ge % | |
|-----|--|-----------------|------------------|----------------|------------|---------------|
| | | All of the time | Some of the time | Not very often | Don't know | Didn't answer |
| Q20 | Other children behave well | 0 | 84 | 9 | 6 | 0 |
| Q21 | My teachers ask me about what things I want to learn in school | 16 | 41 | 31 | 13 | 0 |
| Q22 | I enjoy learning at school | 25 | 59 | 13 | 3 | 0 |
| Q23 | I feel that my work in school is hard enough | 25 | 50 | 16 | 6 | 3 |
| Q24 | I know who to ask to get help if I find my work too hard | 75 | 13 | 0 | 9 | 3 |
| Q25 | I am encouraged by staff to do the best I can | 66 | 16 | 9 | 9 | 0 |
| Q26 | I am happy with the quality of teaching in my school | 72 | 13 | 3 | 9 | 3 |

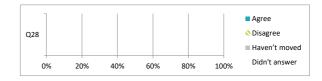








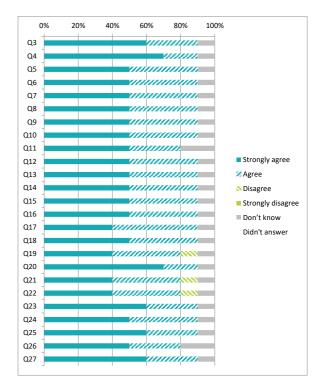




Parents / Carers (ELC) Questionnaire Summary

Centre Name: Innerwick Primary School

| Numb | er of responses : 10 | | Pe | rcent | tage | % | |
|------|--|----------------|-------|----------|-------------------|------------|---------------|
| | sure control has been applied to the data, this means a small number of responses have been changed to prevent individuals being identified. | Strongly agree | Agree | Disagree | Strongly disagree | Don't know | Didn't answer |
| Q3 | My child likes being at this setting | 60 | 30 | 0 | 0 | 10 | 0 |
| Q4 | Staff treat my child fairly and with respect | 70 | 20 | 0 | 0 | 10 | 0 |
| Q5 | I feel that my child is safe at the setting | 50 | 40 | 0 | 0 | 10 | 0 |
| Q6 | My child's behaviour is managed effectively | 50 | 40 | 0 | 0 | 10 | 0 |
| Q7 | The setting helps my child to feel confident | 50 | 40 | 0 | 0 | 10 | 0 |
| Q8 | I feel staff really know my child as an individual | 50 | 40 | 0 | 0 | 10 | 0 |
| Q9 | The learning experiences my child has at the setting are at the right level for them | 50 | 40 | 0 | 0 | 10 | 0 |
| Q10 | My child's learning and development is well supported by the staff in the setting | 50 | 40 | 0 | 0 | 10 | 0 |
| Q11 | My child is encouraged to be healthy and to be physically active | 50 | 30 | 0 | 0 | 20 | 0 |
| Q12 | The setting supports my child's emotional wellbeing | 50 | 40 | 0 | 0 | 10 | 0 |
| Q13 | My child is making good progress at the setting | 50 | 40 | 0 | 0 | 10 | 0 |
| Q14 | I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles | 50 | 40 | 0 | 0 | 10 | 0 |
| Q15 | The information I receive about how my child is learning and developing is shared with me when I request it | 50 | 40 | 0 | 0 | 10 | 0 |
| Q16 | I understand how the setting monitors my child's progress in learning | 50 | 40 | 0 | 0 | 10 | 0 |
| Q17 | The setting gives me ideas on how to support my child's learning at home | 40 | 50 | 0 | 0 | 10 | 0 |
| Q18 | The setting organises activities where my child and I can learn together | 50 | 40 | 0 | 0 | 10 | 0 |
| Q19 | The setting takes my views into account when making changes | 40 | 40 | 10 | 0 | 10 | 0 |
| Q20 | I feel comfortable approaching the setting with questions, suggestions and/or a problem | 70 | 20 | 0 | 0 | 10 | 0 |
| Q21 | I feel encouraged to be involved in the work of parent groups | 40 | 40 | 10 | 0 | 10 | 0 |
| Q22 | I am kept informed about the work of parent groups | 40 | 40 | 10 | 0 | 10 | 0 |
| Q23 | The setting is well led and managed | 60 | 30 | 0 | 0 | 10 | 0 |
| Q24 | The setting encourages children to treat others kindly and with respect | 50 | 40 | 0 | 0 | 10 | 0 |
| Q25 | I would recommend the setting to other parents | 60 | 30 | 0 | 0 | 10 | 0 |
| Q26 | My child was well supported as they started at the setting or moved to a new room or group | 50 | 30 | 0 | 0 | 20 | 0 |
| Q27 | Overall, I am satisfied with the setting | 60 | 30 | 0 | 0 | 10 | 0 |



Parents / Carers (Primary) Questionnaire Summary

Centre Name: Innerwick Primary School SEED Number: 5553725

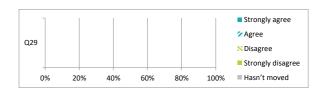
| Number of responses : 30 | Percentage % |
|--|---|
| Disclosure control has been applied to the data, this means a small number of responses have been changed to prevent individuals being identified. Where there were fewer than ten responses to a question (excluding those who didn't answer),the data has been suppressed ("x") in order to avoid identification of individuals. Percentages are rounded and may not add up to 100% | Strongly agree Agree Disagree Strongly disagree Don't know Didn't answer |
| Q4 My child likes being at this school | 50 40 0 0 7 3 |
| Q5 Staff treat my child fairly and with respect | 63 27 0 0 3 7 |
| Q6 I feel that my child is safe at the school | 63 23 3 0 3 7 |
| Q7 The school helps my child to feel confident | 60 27 3 0 3 7 |
| Q8 I feel staff really know my child as an individual | 43 47 0 0 3 7 |
| Q9 My child finds their learning activities hard enough | 13 63 17 0 0 7 |
| Q10 My child receives the help he/she needs to do well | 37 50 3 0 3 7 |
| Q11 My child is encouraged by the school to be healthy and take regular exercise | 47 43 0 0 3 7 |
| Q12 The school supports my child's emotional wellbeing | 37 53 0 0 3 7 |
| Q13 My child is making good progress at the school | 37 50 3 0 3 7 |
| Q14 I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles | 43 30 7 3 10 7 |
| Q15 The information I receive about how my child is doing reaches me at the right time | 17 47 10 3 17 7 |
| Q16 I understand how my child's progress is assessed | 13 63 3 3 10 7 |
| Q17 The school gives me advice on how to support my child's learning at home | 27 50 10 0 7 7 |
| Q18 The school organises activities where my child and I can learn together | 23 43 13 3 10 7 |
| Q19 The school takes my views into account when making changes | 23 40 7 3 20 7 |
| Q20 I feel comfortable approaching the school with questions, suggestions and/or a problem | 60 30 3 0 3 3 |
| Q21 feel encouraged to be involved in the work of the Parent Council and/or parent association | 43 30 3 3 13 7 |
| Q22 I am kept informed about the work of the Parent Council and/or parent association | 37 43 0 0 13 7 |
| Q23 I am satisfied with the quality of teaching in the school | 57 30 7 0 3 3 |
| Q24 The school is well led and managed | 50 33 0 3 10 3 |
| Q25 The school encourages children to treat others with respect | 47 43 0 0 3 7 |
| Q26 I would recommend the school to other parents | 53 33 0 0 7 7 |
| Q27 Overall, I am satisfied with the school | 57 30 3 0 3 7 |

| 0% | 20% | 40% | 60% | 80% | 100% | |
|-----|-----|-------|-------|-------|------|------------------|
| Q4 | | | man | mm | | |
| Q5 | | | | man | | |
| Q6 | | | | | | |
| Q7 | | | | | | |
| Q8 | | | | | | |
| Q9 | | | | | 8 | |
| Q10 | | | | | | |
| Q11 | | | | | | |
| Q12 | | | | | | |
| Q13 | | | man | | | Strongly agree |
| Q14 | | | man | | | 🗇 Agree |
| Q15 | | unn | | | | 😒 Disagree |
| Q16 | | udada | undun | | | Strongly disagre |
| Q17 | | | unn | 11000 | | Don't know |
| Q18 | | anan | | | | Didn't answer |
| Q19 | | mm | | | | |
| Q20 | | | | | 8 | |
| Q21 | | | man | | | |
| Q22 | | | unun | | | |
| Q23 | | | | | 8 | |
| Q24 | | | unn n | | - 1 | |
| Q25 | | | | uuuu | | |
| Q26 | | | - | unn. | | |
| Q27 | | | | | | |

| | | Pe | rcen | tage | % | | |
|---|----------------|-------|----------|-------------------|-------------------|---------------|--|
| | Strongly agree | Agree | Disagree | Strongly disagree | Never experienced | Didn't answer | |
| Q28 The school deals well with any bullying | 10 | 40 | 7 | 0 | 37 | 7 | |

| | | Pe | rcent | itage 🤋 | % | |
|--|----------------|-------|----------|-------------------|--------------|---------------|
| | 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 | х | х | x | х | x | x |

| | Strong | | | | | |
|--------------|-----------|------|---|------|-------|-----|
| ree | 🛿 Agree | | 8 | uùun | - /// | |
| sagree | 🔀 Disagre | | | | | Q28 |
| rongly disag | Strong | | | | | |
| | Stron | 100% | | | | - |



Partners (Primary / Secondary) Questionnaire Summary

Centre Name:Innerwick Primary School SEED Number: 5553725

| Numb | er of responses : 5 | | Pero | entag | ge % | | | | | | | |
|----------------|---|----------------|----------|-------------------|------------|---------------|----------------------|-----|-----|-----|-----|------|
| Wher in ord | e there were fewer than ten responses to a question (excluding those who didn't answer),the data has been suppressed ("x") er to avoid identification of individuals. ntages are rounded and may not add up to 100% | Strongly agree | Disagree | Strongly disagree | Don't know | Didn't answer | 0% Q3 Q4 Q5 | 20% | 40% | 60% | 80% | 100% |
| Q3 | My service/organisation works in partnership with the school on a regular basis | x x | х | х | x > | х | Q6 | | | | | |
| Q4 | We are aware of the school's procedures for reporting child protection and safeguarding concerns | x x | х | х | x > | x | Q7 | | | | | |
| Q5 | My service/organisation has a clear understanding of the school's strategies for raising attainment for all | x x | х | х | x > | x | Q8 | | | | | |
| Q6 | There are effective arrangements in place for jointly planning provision with the school | x x | х | х | x > | x | Q9 | | | | | |
| Q7 | There are effective arrangements for jointly delivering provision with the school | x x | х | х | x > | x | 010 | | | | | |
| Q8 | My service/organisation is involved in the school's self-evaluation of our joint work | x x | х | х | x > | x | | | | | | |
| Q9 | Roles and responsibilities are clearly defined within the partnership | x x | х | х | x > | x | Q11 | | | | | |
| Q10 | Effective arrangements are in place to evaluate the impact of our partnership working | x x | х | х | x > | x | Q12 | | | | | |
| Q11 | My service/organisation is kept up to date with changes in the school which may affect the services we deliver | x x | x | x | x > | x | Q13 | | | | | |
| Q12 | The school provides my service/organisation with relevant information about the needs of children and young people | x x | х | x | x | x | Q14 | | | | | |
| 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 | x x | x | x | x > | x | 015 | | | | | |
| Q14 | The school values the contribution made by my service/organisation | x x | х | x | x | x | - | | | | | |
| Q15 | The school actively promotes my service/organisation to potential users, as appropriate | x x | х | х | x > | x | Q16 | | | | | |
| Q16 | There are opportunities to network, share practice and participate in joint training and development with the school | x x | х | x | x > | x | Q17 | | | | | |
| Q17 | My service/organisation has a clear understanding of the social, cultural and economic context of the school | x x | х | x | x > | x | Q18 | | | | | |
| Q18 | Overall, partnership working with the school works well | x x | х | х | x | x | | | | | | |

Strongly agree

🛿 Agree

📀 Disagree

Strongly disagree

Don't know

≅ N/A

Didn't answer

Staff (ELC) Questionnaire Summary

Centre Name: Innerwick Primary School

| Num | per of responses : 5 | | | Perce | entag | ge % | | | | | | | | | |
|-------|--|----------|------|----------|----------|------------|--------|-----|-----|----|----|-----|-----|------|-------------------|
| | | | | | ee | | | 0% | 20% | 40 |)% | 60% | 80% | 100% | |
| | e there were fewer than ten responses to a question (excluding those who didn't answer), the data has been suppressed ("x") | ee | | | disagn | | e | + | | | | | | | |
| in or | ler to avoid identification of individuals. | agr | | | dis | Ň | answer | Q2 | | | | | | | |
| | | gly | | ree | ongly | Don't know | t ar | Q3 | | | | | | | |
| Perce | ntages are rounded and may not add up to 100% | Strongly | sree | Disagre | | Don't | | Q4 | | | | | | | |
| | | | Agr | | Str | | | Q5 | | | | | | | |
| Q2 | I find it rewarding to be a member of staff at this setting | x | х | | х | x x | х | Q6 | | | | | | | |
| Q3 | I feel a valued part of the setting's community | x | х | | х | x x | | Q7 | | | | | | | |
| Q4 | I am encouraged to learn and share practice with colleagues from other settings | x | х | | х | x x | | Q8 | | | | | | | |
| Q5 | I am given the opportunity to learn and share practice with colleagues from other settings | x | Х | x | х | x x | | Q9 | | | | | | | |
| Q6 | I have a clear understanding of the social, cultural and economic context of the setting | x | Х | x | х | x x | х | 010 | | | | | | | |
| Q7 | I feel appropriately supported by the setting to undertake my role | х | х | х | х | x x | х | | | | | | | | |
| Q8 | I am supported to engage in professional learning | х | х | х | х | x x | х | Q11 | | | | | | | |
| Q9 | My professional learning enables me to reflect on and improve my practice | x | х | x | х | x x | х | Q12 | | | | | | | |
| Q10 | I have regular opportunities to undertake leadership roles | x | х | x | х | x x | х | Q13 | | | | | | | |
| Q11 | I have opportunities to be involved in agreeing priorities for the setting | x | х | x | х | x x | х | Q14 | | | | | | | Strongly agree |
| Q12 | I am actively involved in the setting's on-going self-evaluation | x | х | х | х | x x | х | Q15 | | | | | | | 0, 0 |
| Q13 | My professional standards are used to support professional reflection and learning | x | х | x | х | x x | х | 016 | | | | | | | 🔀 Agree |
| Q14 | I use information including data effectively to identify and reduce inequalities in children's outcomes | x | х | x | х | x x | х | Q17 | | | | | | | 🔀 Disagree |
| Q15 | I understand how to apply the setting's procedures relating to child protection and safeguarding | x | х | x | х | x x | х | 018 | | | | | | | Strongly disagree |
| Q16 | The setting's vision and values underpins my work | x | х | x | х | x x | х | | | | | | | | Don't know |
| Q17 | Staff treat all children fairly and with respect | x | х | x | х | x x | х | Q19 | | | | | | | |
| Q18 | Colleagues treat each other with respect | x | х | x | х | x x | х | Q20 | | | | | | | ି N/A |
| Q19 | Children are encouraged and supported to treat others with respect | x | х | x | х | x x | х | Q21 | | | | | | | Didn't answer |
| Q20 | Staff and parents treat each other with respect | x | х | x | х | x x | х | Q22 | | | | | | | |
| Q21 | Staff work well to understand and support children's behaviour | x | х | | х | x x | х | Q23 | | | | | | | |
| Q22 | Staff at all levels within the setting communicate effectively with each other | x | х | x | х | x x | х | 024 | | | | | | | |
| Q23 | The setting's arrangements for engaging parents in their child's learning are effective | x | х | x | x | x x | x | 025 | | | | | | | |
| Q24 | The setting is well led and managed | x | x | | x | x x | x | 026 | | | | | | | |
| Q25 | Collaborative working across the setting is effective in taking forward improvement | x | x | | x | x x | _ | 027 | | | | | | | |
| Q26 | Children are engaged in their learning | x | x | | x | x x | | | | | | | | | |
| Q27 | Children are provided with experiences which meet their learning and development needs | x | x | | x | x x | x | Q28 | | | | | | | |
| Q28 | Children are involved in talking about and planning their learning | x | x | | x | x x | | Q29 | | | | | | | |
| Q29 | Children have the opportunity to lead their learning | | x | | x | x x | | Q30 | | | | | | | |
| Q30 | I receive appropriate support for the planning and assessment of children's learning and development | x | x | | x | x x | | Q31 | | | | | | | |
| Q31 | The setting has effective strategies to support children with their learning and development, including those requiring additional support | x | x | x | Ŷ | x x | | Q32 | | | | | | | |
| 032 | Staff have a shared understanding of how young children develop early language and mathematical skills | x | x | | x | x x | | Q33 | | | | | | | |
| Q32 | Staff have a shared understanding of their 'responsibility of all' in relation to health and wellbeing | x | x | | x | x x | | Q34 | | | | | | | |
| Q34 | I have regular opportunities to help shape the curriculum through discussions with colleagues, parents and partners | x | x | <u> </u> | <u>^</u> | ^ X | ^ | | | | | 1 | 1 | 1 | |
| Q34 | I mave regular opportunities to help shape the curriculum through discussions with coneagues, parents and partners | X | х | X | х | XX | Х | | | | | | | | |

Staff Pupil Support (Primary / Secondary) Questionnaire Summary

Centre Name:Innerwick Primary School

| Where there were fiver than the neponese to a question (actuding those who dial't answer), the data has been suppresed ("*) P | Numb | er of responses : 3 | | | Р | erce | ntage | % | | | | | | | | | |
|--|--------|--|---|----------------|------|------|------------|--------|-----|-------|-----|----|-----|-----|-----|------|-------------------|
| Percentages are rounded and may not add up to 100%. | | | | | | | ee | | | 0% | 6 2 | 0% | 40% | 60% | 80% | 100% | 6 |
| Percentages are rounded and may not add up to 100%. | | | | ee | | | agr | | er | + | | - | | | | | |
| percentages are rounded and may not add up to 100% | in ord | er to avoid identification of individuals. | | agr | | | dis | § 0 | NS(| | | | | | | | |
| 102 Ifind it rewarding to be a member of staff at this school x< | | | - | ^g ∕ | a) | lee | <u>~</u> | L KU | + | | | | | | | | |
| 102 Ifind it rewarding to be a member of staff at this school x< | Perce | ttages are rounded and may not add up to 100% | | Lon | gree | sag | ron | A DU'I | -up | - | | | | | | | |
| 13 If els availed part of the school's community x <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td>- /</td><td></td><td>õ</td><td>Q5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<> | | | | | | | - / | | õ | Q5 | | | | | | | |
| 14 an encouraged to learn and share practice with colleques from other schools x | | | | _ | | _ | _ | - | x | Q6 | | | | | | | |
| 1 and given the opportunity to learn and share practice with colleagues from the school x | | | | _ | | | | | x | Q7 | | | | | | | |
| 66 have a clear understanding of the social, cultural and economic context of the school x | | | | _ | | | - | | x | Q8 | | | | | | | |
| 1 feel appropriately by supportand by the school to undertake my role x | | | | | | _ | | | x | Q9 | | | | | | | |
| 1/2 Irele appropriate by supported by the school to undertake my role x | - | | | _ | | - | - | | x | 010 | | | | | | | |
| LabLabLabLabXXX< | | | | | | | | | x | · - | | | | | | | |
| 123 mit procession lead relation including control in the control in control including control including control including data effectively to identify and reduce inequalities in children and young people's outcomes x | | | | | | _ | | | х | - | | | | | | | |
| active ConstructionCaling and Caling and | | | | | | _ | | - | x | | | | | | | | |
| 11 am actively involved in the school's on-going self-evaluation x <td< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>х</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></td<> | | | | | | | | | х | | | | | | | | |
| 131use information including data effectively to identify and reduce inequalities in child ren and young people's outcomesxxx | - | | | _ | | _ | | | х | l · - | | | | | | | |
| Q14Iunderstand how to apply the school's procedures relating to child protection and safeguardingxx <td></td> <td></td> <td></td> <td>_</td> <td></td> <td></td> <td></td> <td></td> <td>х</td> <td>Q15</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Strongly agree</td> | | | | _ | | | | | х | Q15 | | | | | | | Strongly agree |
| 111 I understand now to apply the school's procedures relating to child protection and sateguarding x <t< td=""><td></td><td></td><td></td><td>_</td><td></td><td></td><td></td><td></td><td>х</td><td>Q16</td><td></td><td></td><td></td><td></td><td></td><td></td><td>🐼 Agree</td></t<> | | | | _ | | | | | х | Q16 | | | | | | | 🐼 Agree |
| LineInterstandXX <t< td=""><td>Q14</td><td></td><td>1</td><td>х</td><td>х</td><td>х</td><td></td><td></td><td>х</td><td>Q17</td><td></td><td></td><td></td><td></td><td></td><td></td><td>0</td></t<> | Q14 | | 1 | х | х | х | | | х | Q17 | | | | | | | 0 |
| Q17Colleagues treat each other with respectXXX <th< td=""><td></td><td></td><td>1</td><td>х</td><td></td><td></td><td></td><td></td><td>х</td><td>Q18</td><td></td><td></td><td></td><td></td><td></td><td></td><td>N Disagree</td></th<> | | | 1 | х | | | | | х | Q18 | | | | | | | N Disagree |
| 117Colleagues treat each other with respectxxx <th< td=""><td></td><td></td><td>1</td><td>_</td><td></td><td></td><td></td><td></td><td>х</td><td>019</td><td></td><td></td><td></td><td></td><td></td><td></td><td>Strongly disagree</td></th<> | | | 1 | _ | | | | | х | 019 | | | | | | | Strongly disagree |
| Q18Children and young people are encouraged and supported to treat others with respectxxx <td>-</td> <td></td> <td></td> <td>_</td> <td></td> <td>_</td> <td></td> <td></td> <td>х</td> <td>020</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Don't know</td> | - | | | _ | | _ | | | х | 020 | | | | | | | Don't know |
| Q19Children and young people are well behavedxxx< | Q18 | | : | х | х | х | x : | x x | х | | | | | | | | |
| LocInterschool deals effectively with feedback when I report an incidentXX | Q19 | Children and young people are well behaved | : | х | х | х | x : | x x | х | · - | | | | | | | |
| C121Tain produce with report an inductionXX | Q20 | The school deals effectively with bullying | : | х | х | х | x : | x x | х | l · - | | | | | | | Didn't answer |
| Q23The school's arrangements for engaging parents in their child's learning are effectivexxx </td <td></td> <td></td> <td>:</td> <td>х</td> <td>х</td> <td>х</td> <td>x :</td> <td>x x</td> <td>х</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> | | | : | х | х | х | x : | x x | х | | | | | | | | |
| CallIn a bit of a managedxxx< | Q22 | Staff at all levels within the school communicate effectively with each other | : | х | х | х | x : | x x | х | Q24 | | | | | | | |
| Q25Collaborative working across the school is effective in taking forward improvementxxx< | Q23 | The school's arrangements for engaging parents in their child's learning are effective | : | х | х | х | x | x x | х | Q25 | | | | | | | |
| Q26Children and young people are engaged in their learningxx <td>Q24</td> <td></td> <td></td> <td>х</td> <td>х</td> <td>х</td> <td>x</td> <td>x x</td> <td>х</td> <td>Q26</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> | Q24 | | | х | х | х | x | x x | х | Q26 | | | | | | | |
| Q27I give children and young people regular feedback which helps them to progressxx | Q25 | Collaborative working across the school is effective in taking forward improvement | | х | х | х | x | x x | х | Q27 | | | | | | | |
| Q28Children and young people are provided with experiences which meet their learning needsxxx< | Q26 | Children and young people are engaged in their learning | : | х | х | х | x : | x x | x | Q28 | | | | | | | |
| Q28Children and young people are provided with experiences which meet their learning needsxxxxxxxxxQ29Children and young people are involved in talking about and planning their learningxxxxxxxxQ30Children and young people are involved in setting their learning targetsxxxxxxxxxQ31Children and young people have the opportunity to lead their learningxxx <t< td=""><td>Q27</td><td>I give children and young people regular feedback which helps them to progress</td><td>:</td><td>х</td><td>х</td><td>х</td><td>x :</td><td>x x</td><td>x</td><td>029</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<> | Q27 | I give children and young people regular feedback which helps them to progress | : | х | х | х | x : | x x | x | 029 | | | | | | | |
| Q29Children and young people are involved in talking about and planning their learningxxxxxxxxxQ30Children and young people are involved in setting their learning targetsxxxxxxxxxQ31Children and young people have the opportunity to lead their learningxxx <td>Q28</td> <td>Children and young people are provided with experiences which meet their learning needs</td> <td>1</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x x</td> <td>x</td> <td>l · -</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> | Q28 | Children and young people are provided with experiences which meet their learning needs | 1 | x | x | x | x | x x | x | l · - | | | | | | | |
| Q30Children and young people are involved in setting their learning targetsxxxxxxxxQ31Children and young people have the opportunity to lead their learningxxxxxxxxQ32I receive appropriate support for planning, preparation and assessmentxxxxxxxxx | Q29 | Children and young people are involved in talking about and planning their learning | | х | х | х | x | x x | x | - | | | | | | | |
| Q31Children and young people have the opportunity to lead their learningxxxxxxxQ32I receive appropriate support for planning, preparation and assessmentxxxxxxxx | Q30 | Children and young people are involved in setting their learning targets | 1 | x | x | х | x | x x | х | l · - | | | | | | | |
| Q32 I receive appropriate support for planning, preparation and assessment x x x x x x x x x x x x x x x x x x x | Q31 | Children and young people have the opportunity to lead their learning | | x | х | х | x | x x | x | | | | | | | | |
| Q33 The school has effective strategies to support children and young people with their learning, including those requiring additional support x x x x x x x x x x x x x 034 | Q32 | I receive appropriate support for planning, preparation and assessment | : | x | х | x | x | x x | x | - | | | | | | | |
| | Q33 | The school has effective strategies to support children and young people with their learning, including those requiring additional support | 1 | x | x | х | x | x x | х | | | | | | | | |
| Q34 Staff have a shared understanding of their 'responsibility of all' in literacy and numeracy and health and wellbeing x x x x x x x x x x x x x x x x x x x | Q34 | Staff have a shared understanding of their 'responsibility of all' in literacy and numeracy and health and wellbeing | : | x | х | x | x | x x | x | Q35 | | | | | | | |
| Q35 I have regular opportunities to help shape the curriculum as part of the team x x x x x x x x x x x x x x x x x x x | Q35 | I have regular opportunities to help shape the curriculum as part of the team | : | x | х | х | x | x x | x | Q36 | | | | | | | |
| Q36 I am aware of the school's strategies for raising attainment for all x x x x x x x x x x x x x x | Q36 | I am aware of the school's strategies for raising attainment for all | | x | х | х | x : | x x | x | | | · | | | | | |

Staff School Support (Primary / Secondary) Questionnaire Summary

Centre Name:Innerwick Primary School

| Numb | er of responses : 1 | | | Perc | enta | ge % | | | | | | | | | | | |
|--------|--|------------|-------|----------|------------|------------|-----|-----------|----------------|----|-----|---|----|-----|-----|------|-------------------|
| suppre | there were fewer than ten responses to a question (excluding those who didn't answer),the data has been sseed ("x") r to avoid identification of individuals. | agree | | | disagree | M | | answer | Q2 | 0% | 20% | 4 | 0% | 60% | 80% | 100% | |
| | tages are rounded and may not add up to 100% | Strongly a | Agree | Disagree | Strongly (| Don't know | N/A | Didn't an | Q3 Q4 Q5 | - | | | | | | | |
| Q2 | I find it rewarding to be a member of staff at this school | х | х | х | х | х | х | х | | - | | | | | | | |
| Q3 | I feel a valued part of the school's community | х | x | х | х | х | x | х | Q6 | - | | | | | | | |
| Q4 | I am encouraged to learn and share practice with colleagues from other schools | х | х | х | х | х | x | х | Q7 | _ | | | | | | | |
| Q5 | I am given the opportunity to learn and share practice with colleagues from other schools | х | х | х | х | х | х | х | Q8 | | | | | | | | |
| Q6 | I have a clear understanding of the social, cultural and economic context of the school | х | х | х | х | х | х | х | Q9 | | | | | | | | Strongly agree |
| Q7 | I feel appropriately supported by the school to undertake my role | х | x | х | х | х | x | х | Q10 | 1 | | | | | | | 🗹 Agree |
| Q8 | I am supported to take part in development opportunities | х | х | х | х | х | х | х | 011 | - | | | | | | | N Disagree |
| Q9 | My professional learning enables me to reflect on and improve my practice | х | х | х | х | х | х | х | 012 | - | | | | | | | 0 |
| Q10 | I have regular opportunities to undertake leadership roles | х | х | х | х | х | х | х | | - | | | | | | | Strongly disagree |
| Q11 | I have opportunities to be involved in agreeing priorities for the school | х | х | х | х | х | х | х | Q13 | - | | | | | | | Don't know |
| Q12 | I am actively involved in the school's on-going self-evaluation | х | x | х | х | х | x | х | Q14 | _ | | | | | | | ⊡ N/A |
| Q13 | I understand how to apply the school's procedures relating to child protection and safeguarding | х | х | х | х | х | х | х | Q15 | | | | | | | | Didn't answer |
| Q14 | The school's vision and values underpins my work | х | x | х | х | х | x | х | Q16 | | | | | | | | |
| Q15 | Staff treat all children and young people fairly and with respect | х | x | х | х | х | x | х | Q17 | 1 | | | | | | | |
| Q16 | Colleagues treat each other with respect | х | x | х | х | х | x | х | 018 | - | | | | | | | |
| Q17 | Children and young people are encouraged and supported to treat others with respect | х | x | х | х | х | x | х | 019 | - | | | | | | | |
| Q18 | Children and young people are well behaved | x | х | х | х | х | х | х | | - | | | | | | | |
| Q19 | The school deals effectively with bullying | х | х | х | х | х | х | х | Q20 | - | | | | | | | |
| Q20 | I am provided with feedback when I report an incident | х | х | х | х | х | х | х | Q21 | _ | | | | | | | |
| Q21 | Collaborative working across the school is effective in taking forward improvement | х | х | х | х | х | х | х | Q22 | | | | | | | | |
| Q22 | Staff at all levels within the school communicate effectively with each other | х | х | х | х | х | х | х | Q23 | | | | | | | | |
| Q23 | The school is well led and managed | х | x | х | х | х | х | х | | - | | | 1 | | | I | |

Staff Teachers (Primary / Secondary) Questionnaire Summary

Centre Name:Innerwick Primary School SEED Number: 5553725

| Number of responses : 6 | Percentage % |
|--|--|
| | ୍ଷ 0% 20% 40% 60% 80% 100% |
| 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. | |
| | Strongly agr Agree Disagree Don't know Pidn't answ |
| Percentages are rounded and may not add up to 100% | Agree Disagree P0 n't k h't n't |
| | |
| Q2 I find it rewarding to be a member of staff at this school | x x x x x x x x Q6 |
| Q3 I feel a valued part of the school's community | x x x x x x x Q7 |
| Q4 I am encouraged to learn and share practice with colleagues from other schools | x x x x x x x x Q8 |
| 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 I have a clear understanding of the social, cultural and economic context of the school | x x x x x x x x 010 |
| Q7 feel appropriately supported by the school to undertake my role | |
| 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 | x x x x x x x x Q13 |
| Q11 have opportunities to be involved in agreeing priorities for the school | x x x x x x x Q14 |
| Q12 am actively involved in the school's on-going self-evaluation | x x x x x x x Q15 |
| Q13 GTCS standards are used to support professional dialogue | X X X X X X X Q16 |
| Q14 use information including data effectively to identify and reduce inequalities in children and young people's outcomes | x x x x x x x Q17 |
| Q15 I understand how to apply the school's procedures relating to child protection and safeguarding | x x x x x x x x 018 |
| Q16 The school's vision and values underpins my work | x x x x x x x Q19 |
| Q17 Staff treat all children and young people fairly and with respect | X X X X X X X Q20 Strongly disagr |
| Q18 Colleagues treat each other with respect | x x x x x x x x Q21 Don't know |
| Q19 Children and young people are encouraged and supported to treat others with respect | x x x x x x x Q22 |
| Q20 Children and young people are well behaved | |
| Q21 The school deals effectively with bullying | x x x x x Q23 Didn't answer |
| Q22 I am provided with feedback when I report an incident | x x x x x x x x Q24 |
| Q23 Staff at all levels within the school communicate effectively with each other | x x x x x x x x Q25 |
| Q24 The school's arrangements for engaging parents in their child's learning are effective | x x x x x x x Q26 |
| Q25 The school is well led and managed | x x x x x x x Q27 |
| Q26 Collaborative working across the school is effective in taking forward improvement | x x x x x x x Q28 |
| Q27 Children and young people are engaged in their learning | x x x x x x x Q29 |
| Q28 I give children and young people regular feedback which helps them to progress | x x x x x x x _{Q30} |
| Q29 Children and young people are provided with experiences which meet their learning needs | x x x x x x x x 031 |
| Q30 Children and young people are involved in talking about and planning their learning | |
| Q31 Children and young people are involved in setting their learning targets | x x x x x x x x x 033 |
| Q32 Children and young people have the opportunity to lead their learning | |
| Q33 receive appropriate support for planning, preparation and assessment | x x x x x x x x Q34 |
| Q34 The school has effective strategies to support children and young people with their learning, including those requiring additional support | x x x x x x x Q35 |
| Q35 Staff have a shared understanding of their 'responsibility of all' in literacy and numeracy and health and wellbeing | x x x x x x x Q36 |
| Q36 Moderation activities are helping me to make sound professional judgements | x x x x x x x Q37 |
| Q37 I have regular opportunities to help shape the curriculum through discussions with colleagues, parents and partners | x x x x x x x Q38 |
| Q38 am aware of and involved in the school's strategies for raising attainment for all | |
| | |