

Dear parents and carers

I hope that you and your child enjoyed the long weekend. Although the school team did not have the long weekend I am delighted to report that the in-service was very productive and it was a fantastic opportunity to look at our evaluations to date, including the outcomes of our recent parent and learner surveys and decide on our priorities for next session.

A fuller evaluation of our successes, achievements and next steps will be shared in our Standard and Quality report. However I hope that today's update provides an insight into the correlation between what you said and what we will do.



### Focus for 2021/2022

Our improvement plan will have four main priorities.

1. Raising attainment and achievement
2. Learning, teaching and assessment
3. Ensuring wellbeing, equality and inclusion.
4. Nursery Focus

These overarching themes are the headings we use most years, however the detail and the focus adjusts in light of our evaluations and your feedback.

1

Within this priority our focus will be to raise attainment in writing. We will be exploring any barriers to progress and achievement and further enhance our existing approach to writing with a view to improve outcomes for all. As part of this focus we have identified the importance of secure talking and listening skills which underpin the development of skills, knowledge and understanding within writing.

2

We will be collaborating to look at how we can enhance our professional knowledge, skills and expertise in delivering a highly effective writing programme. We will implement what we have learned.

3

Although we received lots of positive feedback, there were a number of respondents who noted concern regarding some aspects of how we encourage and support positive behaviour, how to seek support and clarification on our approaches to anti bullying. This, together with the focus on UNCRC will be our focus for this priority.

4

Although the nursery will also be focussing on the improvements identified in priorities 1-3, they will also have nursery specific improvements. We hope that in the new session you will be able to contribute to the improvement floor book too which is another way of ensuring that everyone is contributing to improving our school.

Our Parent Council will also add details of their identified priorities.

## Some data

Some of the questions we asked were similar in themes, although worded differently. I have tried to match the main theme of each question for comparison.

A snapshot of the outcomes:

| Statement   | Parent/Carer |            | Learners |            | Comment and links to SIP 2021/22   |
|---|--------------|------------|----------|------------|--|
|   | % agree      | % disagree | % agree  | % disagree |  |
| My child/I like being at Campie   | 90           | 10         | 91       | 9          | Priority 3. We will continue to promote a positive ethos and ensure strong systems of support.   |
| Staff treat my child fairly and with respect  | 94           | 6          |          |            |  |
| The school helps me/my child to feel confident  | 85           | 15         | 93       | 7          |  |
| Staff know my child as an individual  | 92           | 8          |          |            |  |
| My child feels safe at school   | 85           | 15         |          |            | Our aim is that ALL children feel safe at school. We hope that our focus on ethos, respectful behaviour and the article of the UNCRC positively impact on this.  |
| My child finds their learning activities hard enough  | 69           | 21         | 88       | 12         | As part of Priority focus 2, we will be exploring levels of challenge.   |
| My child receives the help needed to do well  | 70           | 25         |          |            | Some individual comments referenced that we currently do not have Sfl Teacher. This is something as a school we are looking at. Teachers will continue to differentiate within class and our PEF funded Support Intervention teacher may also provide targeted support.  |
| The school supports my child's emotional wellbeing<br><i>In my school there are things to support me mentally and emotionally</i> | 91           | 9          | 75       | 23         | We made this a focus of our assembly last week. We looked at existing supports and what else we could do. The children's responses will be taken into consideration when developing priority 3   |
| My child is making good progress  | 79           |            |          |            | Our focus on raising attainments will be based on setting high expectations, ensuing both challenge and support to ensure learners make good or very good progress.  |
| I am satisfied with the quality of the teaching   | 79           | 17         |          |            | Teachers reflect on their professional knowledge and are continuously developing new skills. Priority 2 will support this professional development for all.  |
| The school is well led and managed  | 78           | 15         |          |            |  |
| The school encourages children to treat others with respect   | 92           | 5          | 95       | 2          | Although the children's responses were high, in another response they noted that not everyone behaves respectfully all of the time. This will therefore be a focus in priority 3   |
| Overall I am satisfied with the school  | 86           | 14         |          |            |  |
| The school deals well with any bullying   | 47           | 22         |          |            | Some of the respondents indicated that as a school we do not clearly communicate our anti-bullying policy. This will be a Priority 3 focus. We will develop a Campie specific guide which complies with the Respect for All principles but provides clarity and guidance on how as a school we respond to any concerns regarding bullying. |
| I feel comfortable approaching the school with questions, suggestions and/or a problem  | 82           | 19         |          |            |  |

Where the two percentages do not total 100% – a neutral/unsure/individual comment has been recorded.

## How is my child doing?

In a most unusual year we have tried to keep you up to date on how your child is progressing. We know that it has not been the same as having families being able to join us in school. It must be particularly odd if you have never been in the building and have no sense of the context in which your child learns! I am hopeful that next session that there may be less restrictions and we will be able to have you back in school, sharing the learning again.

This has also had an impact on how we report to you. This session we have had two telephone consultations instead of in person opportunities. Before this session ends you will also receive a written progress update (P1-P7) and for our preschool children, a telephone update (see yesterday's survey) and your child's Learning Story will be sent home for you to share together.

Written report: **Thursday 17<sup>th</sup> June 2021**

As this is an especially busy time of the year, communications may be sent on days other than Wednesdays. Please keep a look out for specific updates such as transition and end of term arrangements.

Kindest regards



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 @whatsonatcampie

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