



# Agenda

- **Welcome/Introductions**
  - What is a Parent Council? (GW)
- **Chairpersons Annual Report**
  - (Inc. Annual Financial Report) (GW/JB)
- **Office Bearing Roles Voting** (All)
- **Head Teachers Report** (TD)
- **AOB** (All)
  - Date of Next Meeting(s) – November
    - Fundraising Group
    - Parent Council

*The Q&A function will remain open throughout the meeting – as there is no slot for Questions to any of the speakers tonight, all questions will be taken away and responded – with responses shared with the wider parent forum within the minutes of this AGM.*

# Hilltop Parent Council

## What is a Parent Council?

The Parent Council is a group of parents that represent all parents/carers with children at Hilltop. Parent Councils have an important role to play in ensuring that children's education is enriched by parents' valuable life experience, individual personal skills and unique knowledge of their own child.

They provide:

- a voice for parents/carers , in schools and in their local authority, on issues that are important to them and their children.
- help the school to understand how to most effectively involve parents in their children's learning and in the life of the school.
- support the school and head teacher in developing strong home/school partnerships
- support the school in its development and improvement, and in understanding and making links with the wider community
- unique and varied skills, interests, knowledge and experiences that parents can offer and share





# Hilltop Fundraising Group

## **What is a Fundraising Group?**

The Fundraising Group is a sub group of the wider Parent Council, with the main aim of Fundraising to support the school, usually for a set goal.

We are a group of parents who lend a helping hand at many school events whilst also taking the lead in fundraising events and activities throughout the school year.

Previously, this has been Chaired by the Vice Chair of the Parent Council and supported by the Lead of the Fundraising Group, they also attended the Parent Council meetings to share an update with the wider group. More recently it has developed via Social Media, arranging in person meetings where necessary ahead of events.

We need all the help we can get to deliver the wide range of events that take place throughout the year.



# Hilltop Parent Council and Fundraising Group

## When do we meet?

Still Virtually (at the moment), usually on a Thursday at the start of each month

## How do I join?

Come along to our next meeting, everyone is welcome! Or contact us, and we can keep you informed

## How can I get in touch?

### Email

**[Hilltop.parentcouncil@gmail.com](mailto:Hilltop.parentcouncil@gmail.com)**

### In writing

via Class Teacher marked FAO Parent Council

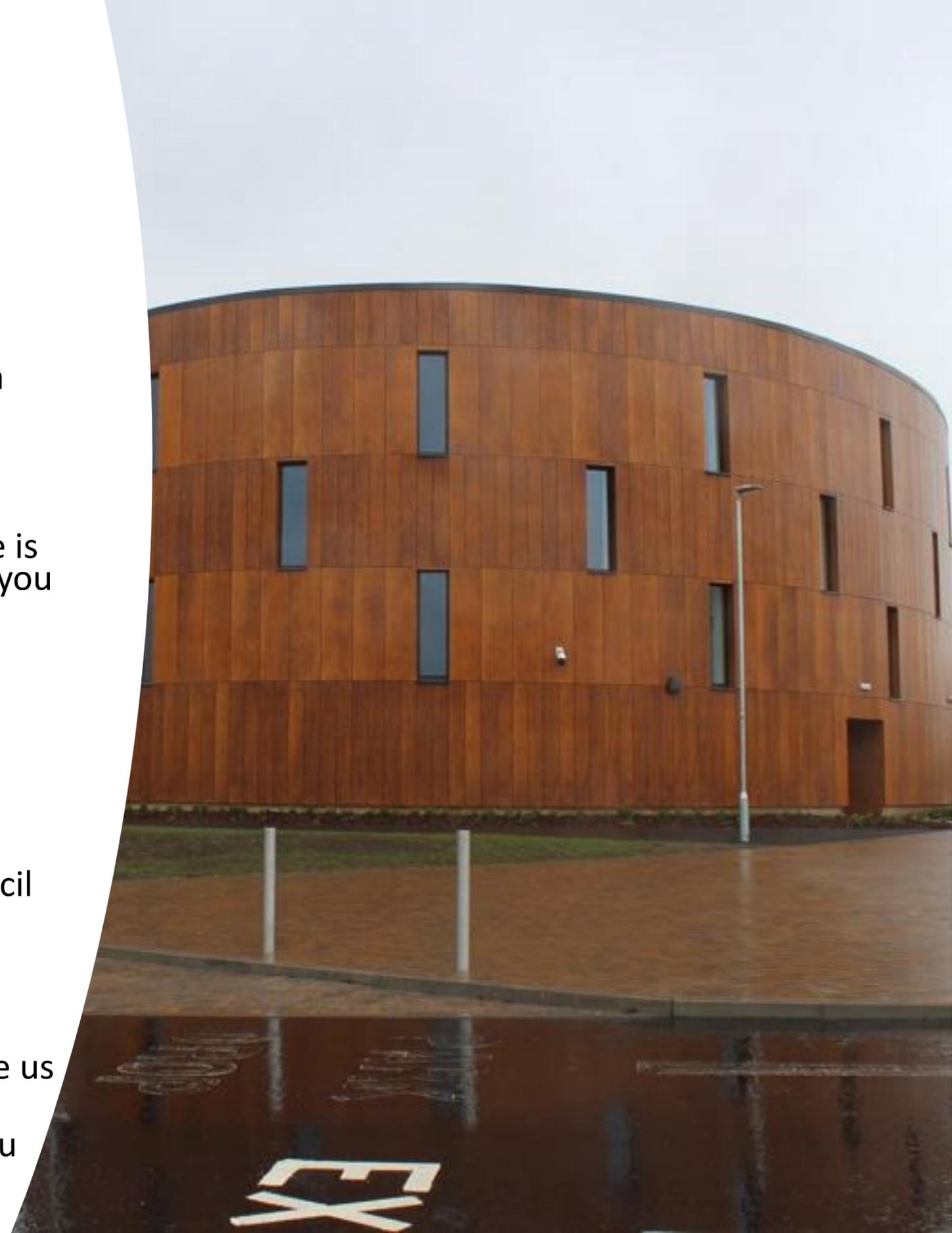
### Twitter

@ Hilltop\_PC – Direct Messages are Open

### Facebook

@ Hilltop Parent Council – Private Message us on the page

We also have a WhatsApp Group which you would be welcome to join



**Hilltop Parent Council**  
**Chairpersons Annual Report 2022/23**

**September 2022– Hilltop Parent Councils AGM**

- Office Bearing Roles voted in
- Annual Report from Chairperson & Head Teacher

**October 2022**

- Defibrillator donated to the community Inverhouse Distillors
- Halloween Disco

**November / December 2022**

- Little Fix Concert
- Christmas Fayre
- Christmas Disco

**January – February 2023**

- Inverhouse donated £250
- Bingo at Hilltop

**April / May 2023**

- Easter Eggs for Every pupil
- Local Easter Egg hunt over Social Media
- Spring Disco
- PC purchase outdoor play equipment
- PC supports school will playground garden maintenance

**June 2023**

- PC Funding School Trips
- Agreement to fund P7's leavers Ties, New P1's Ties & % of P7's leavers hoodies from Parent Council funds once again
- Supporting the Outdoor Learning Group
- Gifts for P7 Leavers & Nursery Leavers
- Arranging 2020/21 AGM

**Top Achievements:**

- Continued support from local community for all events
- Over **£11,000** raised from various sources over the challenging year
- Spent £8,357 on good causes
- Great presence on Social Media with positive feedback
- Good engagement with Councillors on local area and concerns
- Easter Egg Hunt throughout the local area
- Successful Xmas and Summer Fayres
- Continued dialogue between Chair and HT throughout the year

## Hilltop Parent Council - Fundraising Headlines

<b>Little Fix Concert</b>	<b>+</b>	<b>£1200.00</b>
---------------------------	----------	-----------------

<b>Christmas Fayre</b>	<b>+</b>	<b>£2753.50</b>
------------------------	----------	-----------------

<b>Bingo Night</b>	<b>+</b>	<b>£3031.00</b>
<i>Sales</i>	<i>+</i>	<i>2192.00</i>
<i>Tombola</i>	<i>+</i>	<i>359.00</i>
<i>Prime Raffle</i>	<i>+</i>	<i>480.00</i>

<b>Summer Fayre</b>	<b>+</b>	<b>£2395.35</b>
---------------------	----------	-----------------

<b>Grants/Donations</b>	<b>+</b>	<b>£1950.00</b>
<i>Tesco Blue Tokens</i>	<i>+</i>	<i>500.00</i>
<i>Inverhouse</i>	<i>+</i>	<i>250.00</i>
<i>NLC Recovery Grant</i>	<i>+</i>	<i>1200.00</i>

# Hilltop Parent Council - Financial Annual Report 2022/23

**Balance Brought Forward from 2021/22**

**+ £1680.80**

## **Credit Highlights:**

Christmas Fayre (Profit)	+ £ 2753.50
Bingo Night	+ £ 3031.00
Easy Fundraising	+ £ 16.06
Summer Fayre (Profit)	+ £ 2395.35
Little Fix (Profit)	+ £ 1200.00
NLC Recovery Grant	+ £ 1200.00
Tesco Blue Tokens	+ £ 500.00

## **Debit/Expense Highlights:**

School Trip Contribution	-£3500.00	Nursery/LCSC/Mainstream
Easter Eggs, Hunt & Stickers	- £410.40	Nursery/LCSC/Mainstream
Disco DJs	-£450.00	LCSC/Mainstream
Gary Dunn Magician Christmas	-£650.00	Nursery/LCSC/Mainstream
22/23 End of Term Ties/Hoodies	-£432.50	Nursery/LCSC/Mainstream
Sports Day Fruit	-£ 60.32	Nursery/LCSC/Mainstream
Strimmer & Extension	-£109.98	Nursery/LCSC
Garden Spend	-£ 495.09	Nursery/LCSC/Mainstream
Rugs	-£ 81.99	Nursery
Workman's Let	- £100.00	N/A
Toys	-£1177.19	LCSC/Mainstream
Playground Boxes	-£ 100.80	LCSC/Mainstream
Seeds	-£ 99.33	Nursery/LCSC/Mainstream

**Closing/Current Balance + £2735.41**

Full accounts are available to all members of the parent forum and will be shared within the App.

# Office Bearing Roles Voting

*The following roles require to be appointed/reappointed at the AGM each year as per our constitution.*

- **Chairperson**
- **Vice Chairperson**
- **Secretary**
- **Treasurer**
- **Fundraising Group Lead**



Hilltop Primary, LCSC & Nursery

# August Update



2023-2024



Hilltop Primary, LCSC & Nursery

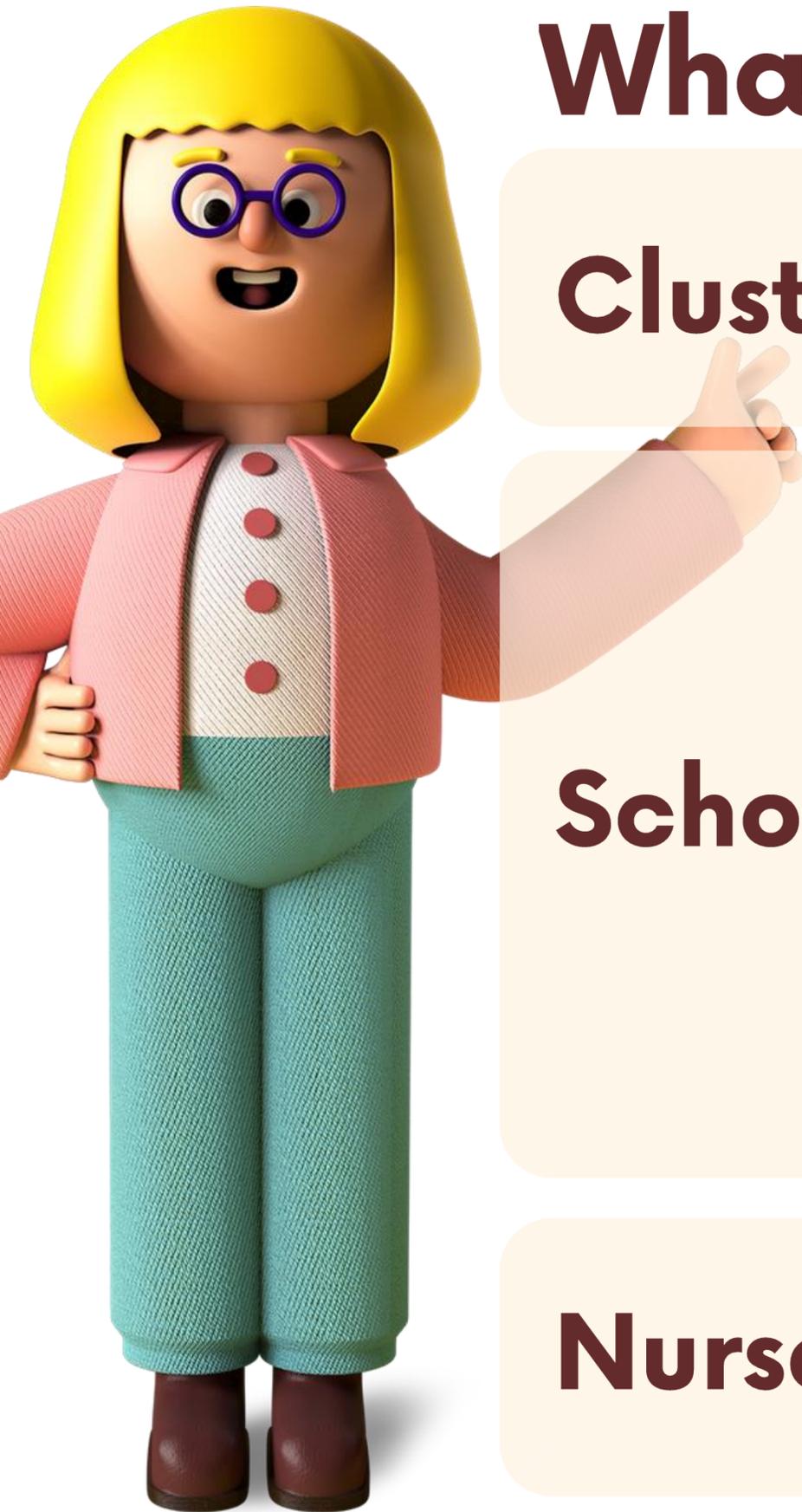
# Annual Improvement Report



2022-2023



# What were the Priorities for 2022-23?



## Cluster

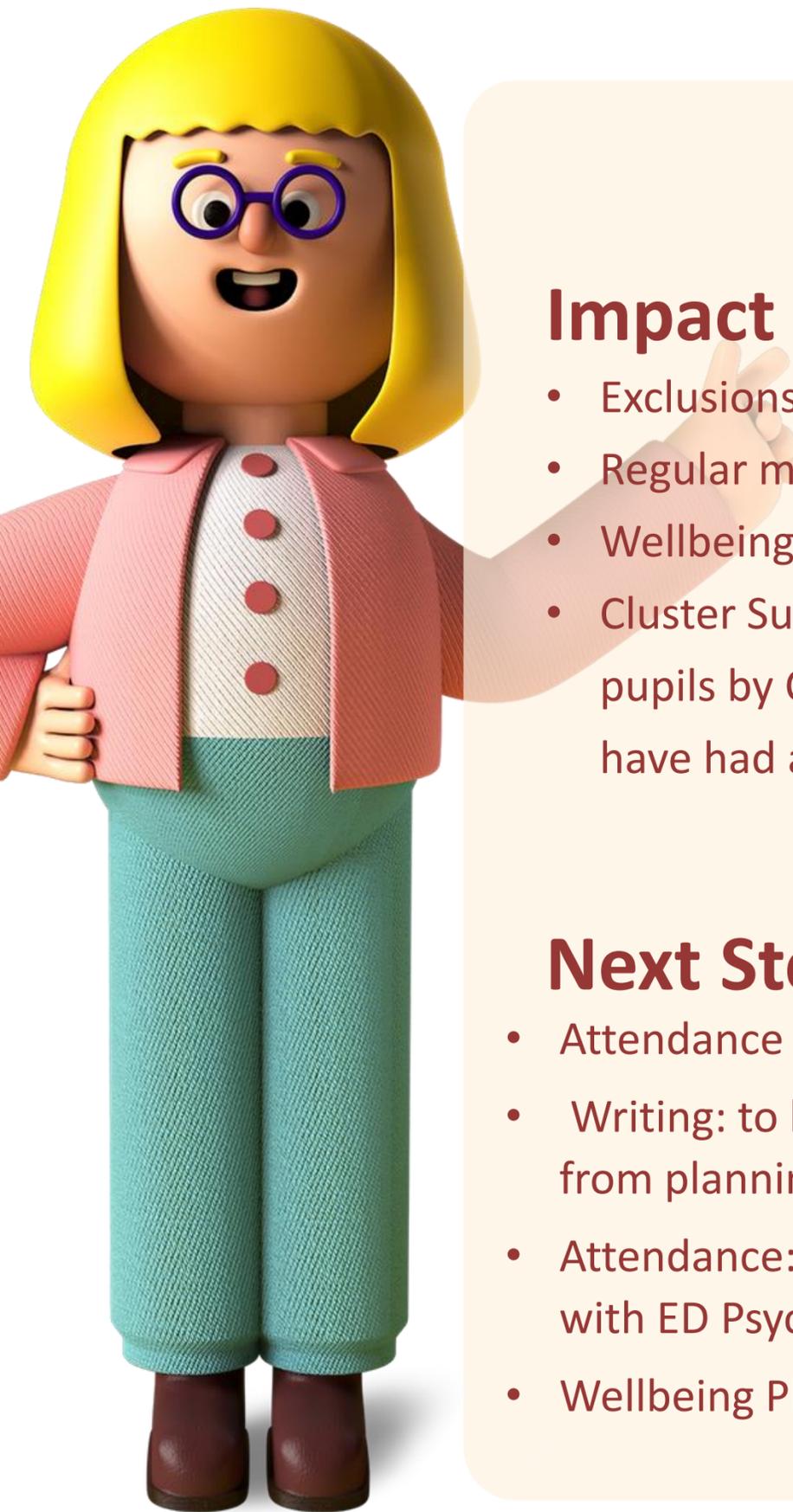
To embed the empowering cluster models to support children, young people and their families to realise their potential.

## School

Improve children's emotional literacy, resilience and mental wellbeing, providing opportunities to improve parental engagement and support children who require interventions.

## Nursery

To develop a deeper understanding of Play Pedagogy within the nursery environment to improve outcomes for all learners.



# Cluster Priority

## Impact

- Exclusions across the cluster are very low. Hilltop had no exclusions.
- Regular monitoring of attendance across the cluster. Hilltop attendance rate 90.7%
- Wellbeing App being used effectively with training having been provided to Primary HTs
- Cluster Support Teacher used to help support Health and Well-being, the majority of individual supports to pupils by CST has been in this area. Pre and post assessments show that the majority of these interventions have had a positive impact

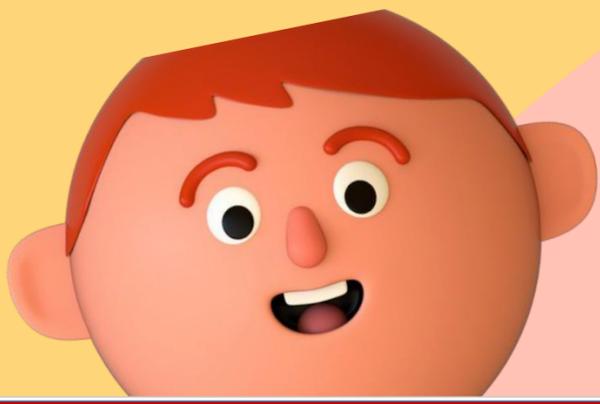
## Next Steps

- Attendance and Writing continue to be an area for improvement.
- Writing: to be continued on the improvement plan for next year: this should target assessment and moderation from planning to end result.
- Attendance: Target families in SIMD 1-2 with 75-85% attendance using FESA. Look at reasons for absence, work with ED Psych and cluster schools to look at how we support young people and families.
- Wellbeing Plans: Cluster school will all use Wellbeing plans through the wellbeing app for appropriate pupils.



## **What was our priority ?**

Improve children's emotional literacy, resilience and mental wellbeing, providing opportunities to improve parental engagement and support children who require interventions.



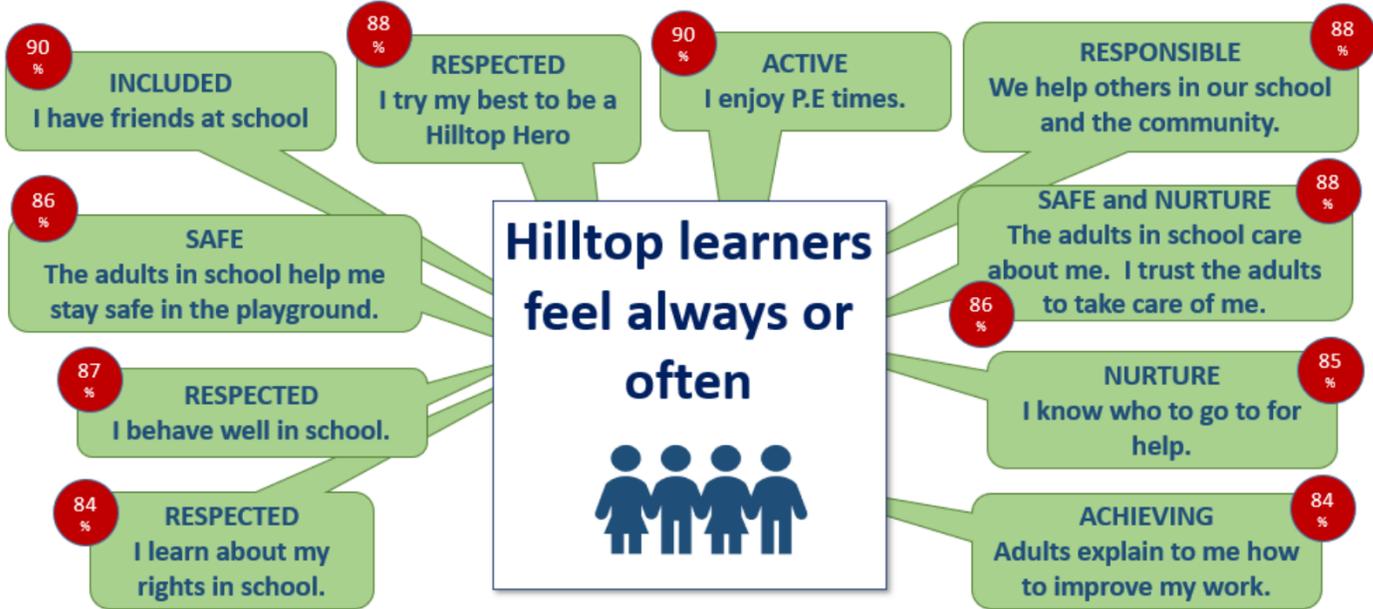
# What did we achieve?

Observations around the school, opportunities for pupil voice and SMT & peer observations have indicated that most school staff actively encourage an ethos of participation and provide opportunities for children to share their feelings, thoughts and ideas.



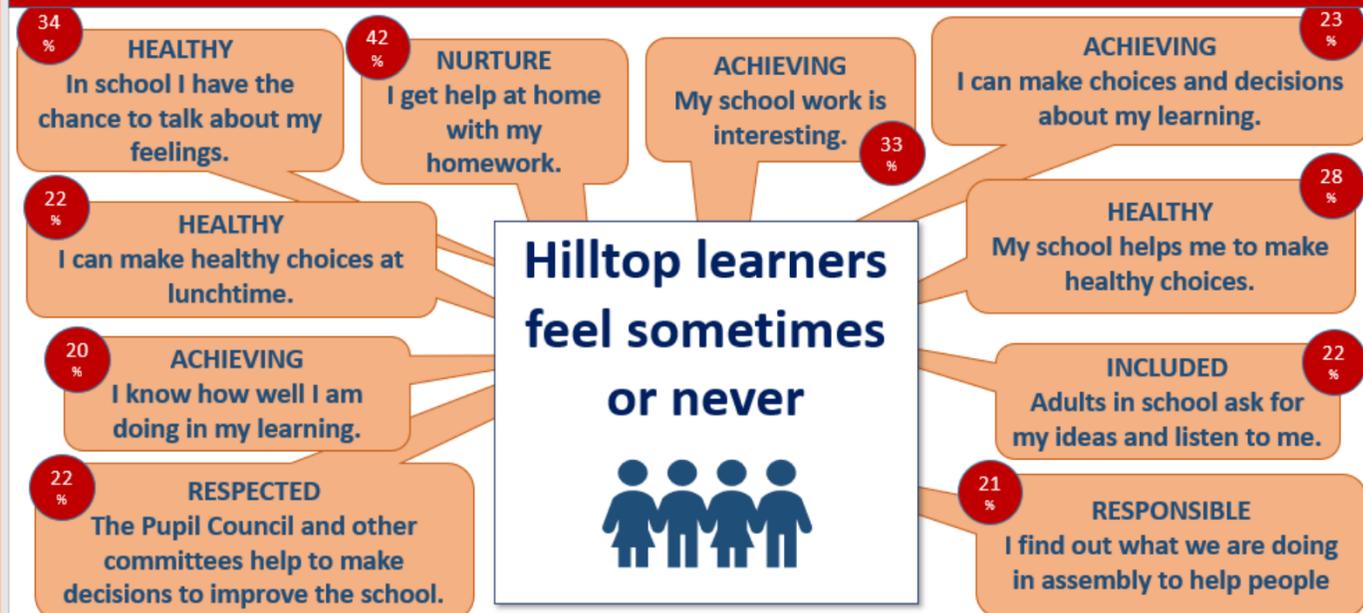
## What is going well?

Hilltop learners feel always or often



## What do we need to improve on?

Hilltop learners feel sometimes or never

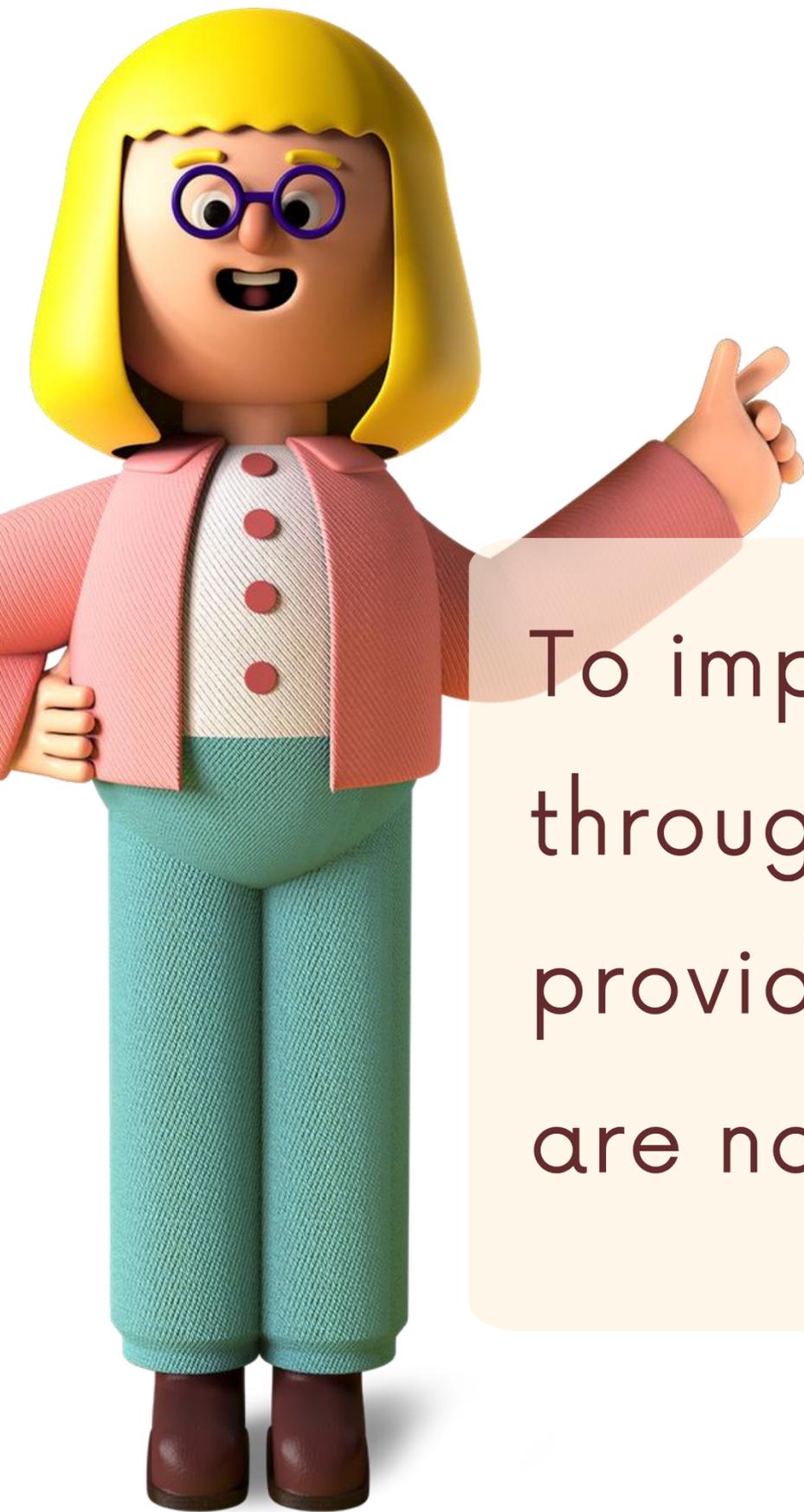


Barnardos have worked alongside Active Schools and school staff to provide opportunities for children and families to engage in school events and take part in bespoke parent and child after school sessions

# Next Steps

- Further embed the Emotion Works programme throughout the school.
- Provide a refresh of the Emotion Works Programme objectives for all staff.
- Continue to use the information collated from the children to form discussions with the focus group to make further improvements.
- Increase opportunities for pupil voice and active participation in school improvement.
- Increase the support of Barnardos Support worker to 5 days (PEF £45,000 per annum).
- Continue to provide a programme of support for children in school for families outwith school next session for identified children.
- Provide drop in sessions on a weekly basis for families to provide support for parents in school and nursery.
- Use Outcome Star and Boxall profiles to evaluate progress.





## **What was our priority ?**

To improve attainment in writing for all learners through strengthening universal approaches and providing targeted interventions for those who are not meeting the expected levels in writing.

# What did we achieve?

*Increase P1 achievement of ACEL Early Writing Levels from 57% of 2022 cohort (55 pupils) to 75% of new P1 cohort (32 pupils) by May 2023*

- Literacy levels have increased in all three areas. Largest increase has been achieved in writing with 76.5% of the P1 cohort achieving Early Level Writing. (38 out of 47 children have achieved Early Level. Of the 9 who have not achieved Early Level Writing, 4 of which are pupils in the LCSC)
- Almost all teachers have indicated that they have benefited from a focus on pedagogical practice and assessment of writing. This has been achieved through support from principal teachers during team teaching/ mentoring sessions, peer and SMT observations and collegiate time used to support the moderation of writing.
- In the LCSC, 35 learners have now achieved Early level from P1-P7 and 4 learners in P5-P7 have now achieved First Level Writing.



# What did we achieve?

The Read, Write, Inc intervention was delivered three sessions a week to identified pupils in P5-P7. Results indicated increases in almost all of the children's spelling age, reading rate and levels of comprehension.

**Increase in P3 cohort attainment in Early Level writing by 60% (12 pupils) by May 2023.**

In June 2023, from a cohort of 69 children (3 of which are LCSC), 94.2% (65 children) have now achieved Early Level.

**Increase in P2 cohort attainment in Early Level writing by 75% (16 pupils) by May 2023.**

- In June 2023, from a cohort of 62 children (8 of which are LCSC) , 81% (50 children) have now achieved Early Level.

**Narrowing the attainment gap between the most and least disadvantaged**

- 46.8% of P1 cohort are in SIMD 1 &2. Of this group of children, 86.4% have now achieved Early Level Writing. (19 Of 22 children)
- 45% of P2 cohort are in SIMD 1 & 2. Of this group of children, 71% have now achieved Early Level Writing. (20 Of 28 children)
- 51% of P3 cohort are in SIMD 1 & 2. Of this group of children, 96% have now achieved Early Level Writing. (34 of 35 children)



# Next Steps



**Continue to address the poverty related attainment gap for those children who have not achieved expected levels in literacy and numeracy with a particular focus on those previously identified, now in P5-P7.**

- **Target learning support for learners in P3 & P4 next session who are making inconsistent progress in reading , writing and numeracy.**
- **Read, Write Inc intervention to support children who will be in P5 and P7 next session who have not already met expected levels in writing.**
- **Continue writing moderation and assessment practice in school and across the cluster.**
- **Staff training using NLC Pedagogy Team – Improving Our Classrooms programme for all teachers.**
- **NLC literacy programme training for individual teachers.**
- **Introduce the Reading Schools Programme across the school.**
- **Introduce the NLC Literacy & Numeracy progression pathways.**
- **Incorporate the NLC Literacy & Numeracy progression pathways into new online planning formats**



## **What was our priority ?**

To develop a deeper understanding of Play Pedagogy within the Nursery environment.

# What did we achieve?

- Implementation of the Virtual Nature Programme, “The Possibilities of Talking in an Outdoor Environment”
- Staff are developing approaches to develop listening and talking skills through provocations and interactions.
- Staff team has engaged in Learning, Teaching and Assessment CLPL delivered by EEL and Lead Practitioners and supported by recorded sessions, with positive feedback from staff.
- New planning approach being piloted with a literacy focus allows staff to ensure listening and talking skills are developed further.

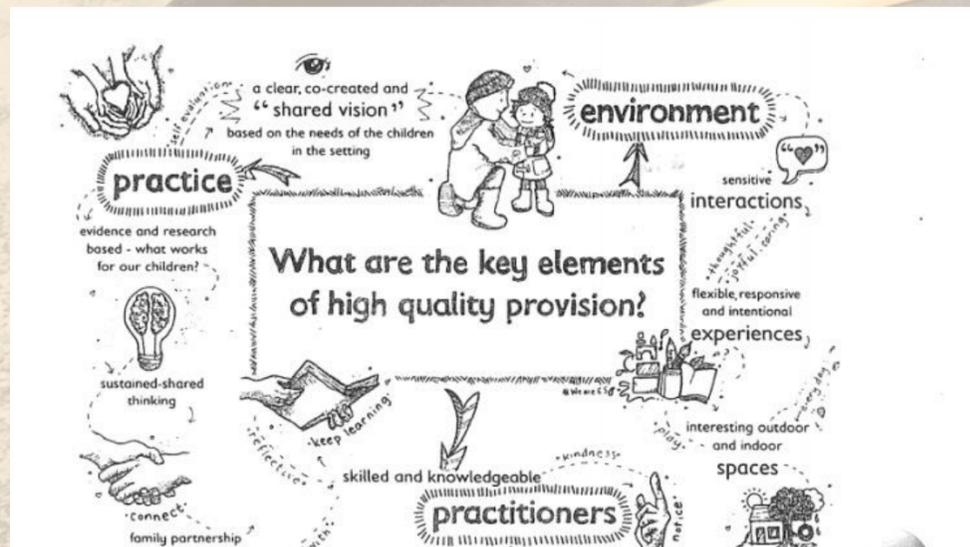


# Next Steps

**Continue training in Learning, Teaching & Assessment for staff.**

**Use principles of Realising the Ambition and Play Pedagogy Toolkit to improve practice.**

**Begin to roll out new digital learning story program.**



Hilltop Primary, LCSC & Nursery

# Pupil Equity Funding



2022-2023



**SUPPORTING HEALTH & WELLBEING**

Nurture teacher two days a week

Barnardos Support worker 4 days a week

# WHAT INTERVENTIONS OR SUPPORT DO THEY OFFER?

**Seasons for Growth**

**ANXIETY THERMOMETER: EXAMPLE**

- 5: **Very Anxious** - The child displays very intense, frequent, and persistent anxiety and fearfulness, which may be accompanied by somatic symptoms and avoidance.
- 4: **Anxious** - The child displays moderate to severe anxiety and fearfulness, which may be accompanied by somatic symptoms and avoidance.
- 3: **Moderate** - The child displays moderate anxiety and fearfulness, which may be accompanied by somatic symptoms and avoidance.
- 2: **Mild** - The child displays mild to moderate anxiety and fearfulness, which may be accompanied by somatic symptoms and avoidance.
- 1: **Low** - The child displays low to moderate anxiety and fearfulness, which may be accompanied by somatic symptoms and avoidance.
- 0: **None** - The child displays no anxiety and fearfulness, which may be accompanied by somatic symptoms and avoidance.

**LEGO THERAPY**



# FOREST SCHOOLS



# THE HILLTOP HAVEN



- Additional staffing to provide opportunities for targeted literacy interventions.
- Assessment software to support the tracking of progress.
- Online applications to support teaching & learning of literacy & numeracy.
- Support to reduce the cost of experiences for children.
- Uniform items for families in need.
- Training and resources for Forest School.
- Acting Principal Teacher to support learners in the LCSC.
- Training for staff in the Talk For Writing approach to support attainment in writing for learners in the LCSC.



Hilltop Primary, LCSC & Nursery

# Annual Improvement Plan



2023-2024



# Our Priorities



## Cluster

To embed the empowering cluster models to support children, young people and their families to realise their potential.

## School

Increase the effectiveness and impact of learning and teaching across the school by fully implementing and embedding our Learning, Teaching and Assessment Framework and creating a curriculum rationale that is reflective of the needs of the full school community.

To improve the mental health and wellbeing of children, families and staff by continuing to strengthen relationships across the school community and increase parental involvement.

## Nursery

To develop high quality learning experiences for all learners through a consistent approach to planning, teaching, and assessment with a focus on quality interactions with all learners.



# Cluster Priority



To embed the empowering cluster models to support children, young people and their families to realise their potential.



Supporting 60 children and young people across the cluster with attendance between 75% - 85% to improve attendance by 10% on average by the end of the school session.

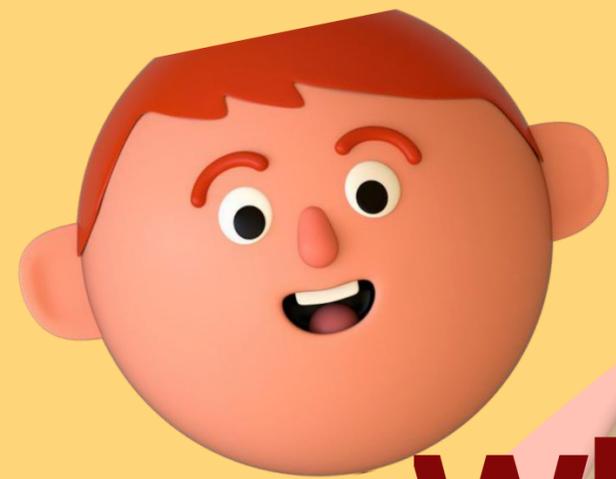
Supporting 50 identified families and pupils across the cluster who are struggling, making poor life choices or requiring bespoke support with their health and wellbeing across the school session, with 60% of those targeted making better choices for themselves or their family.

# What do we want to achieve?

Increasing writing attainment of a level in the cluster at P2 and P5 stage from the cluster average of 68.8% to 72% for P2 and 67.6% to 70% for P5 by March 2023, achieved by intensive working with a targeted group of 30 pupils across the cluster for each stage.



# Cluster Priority



Reduce the exclusion rate across the cluster schools by 50%

Improve targeted children's attendance across the cluster by 10%.



# What do we want to achieve?

Supporting identified families to make better choices with regards to their health & wellbeing.



Improve writing attainment in P2 and P5 across the cluster.



Improve writing attainment in P2 and P5 across the cluster.

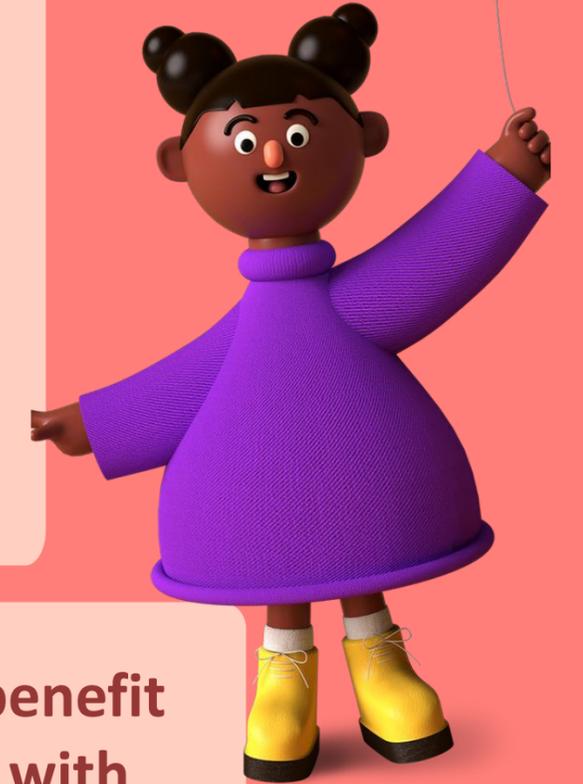


# School Priority



**Increase the effectiveness and impact of learning and teaching across the school by fully implementing and embedding our Learning, Teaching and Assessment Framework and creating a curriculum rationale that is reflective of the needs of the full school community.**

# What do we want to achieve?



The creation of a curriculum rationale that is reflective of the needs of the full school community.

Improve reading attainment for all learners by promoting a positive reading culture throughout the school.

By May 2024, increase attainment in reading in P3, P4 & P5

By May 2024, increase the number of pupils in P4 that are on track for writing,

Improved pedagogical practice in the school through implementing the Learning, teaching & Assessment Framework across all classes in the school.

All Early Level learners will benefit from increased engagement with learning, as a result of maximised opportunities for play-based pedagogies across their curriculum.

All staff will have a clear understanding of learners' strengths and next steps in learning through increased moderation and implementation of revised progression frameworks.

Increase the number of pupils in P4 & P5 and that are on track for numeracy.

# School Priority



**To improve the mental health and wellbeing of children, families and staff by continuing to strengthen relationships across the school community and increase parental involvement.**

# What do we want to achieve?



Improve the participation, acceptance and achievement for all learners, including those who have additional support needs.

Use of the Circle Inclusive Classroom Resource

Identified learners working at additional or intensive level will benefit from the development of a personalised curriculum using a nurturing approach to develop health and wellbeing skills



Support from Barnardo's Support Worker 5 days a week.  
Delivering 1:1 support, group work and family support visits.  
0.4FTE nurture teacher support to deliver 1:1 and group work.

- Let's Introduce Anxiety management
- Seasons For Growth
- Lego Therapy
- RISE (Resilience in schools and education programme)
- Training in Outcome Star for Principal Teacher - October 2023
- 2 Forest School sessions per week

School and nursery parent groups created to strengthen relationships and encourage greater parental participation.

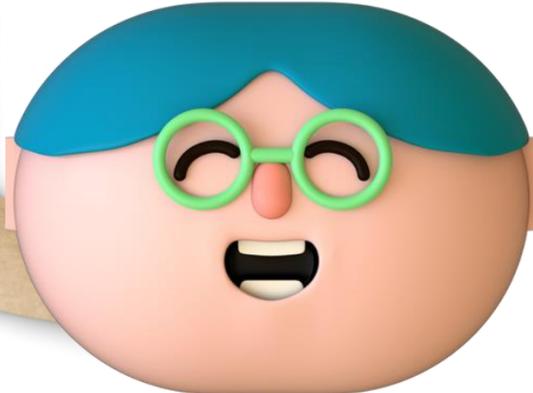
# Nursery Priority



**To develop high quality learning experiences for all learners through a consistent approach to planning, teaching, and assessment with a focus on quality interactions with all learners.**



All learners will benefit from a progressive planning approach to literacy, numeracy and health and wellbeing leading to high quality interactions about learning.



All learners will benefit from a developing consistent approach to implementing play pedagogy.

# What do we want to achieve?



By June 2024, all staff will be confident in using the learning, teaching and assessment cycle to plan high quality interactions and experiences across learning.

## Nursery Priority

Hilltop Primary, LCSC & Nursery

# Pupil Equity Funding



2023-2024



# Our PEF Spending Priorities 2023-24



- Continue to invest in staffing to provide Forest Schools sessions for 2 groups each week across the school year.
- 2 additional members of teaching staff to facilitate regular targeted interventions to take place which will improve children's literacy and numeracy.
- Summative assessment software to track and monitor pupils progress & achievement across the school.
- Investment in new reading materials to support attainment.
- Barnardos Support Worker 5 days a week to provide support for individual children, groups and families.
- Play pedagogy training for all staff in nursery and P1 & 2.

Learning, Teaching & Assessment training for all teachers to improve pedagogy and greater consistency across the school.

# Our PEF Spending Priorities 2023-24

