

Clovenfords Parent Council

Minutes of the Annual General Meeting

Date	15th September 2025
Location	Clovenfords Primary School

1.	Attendance	Action
	Committee: Ashely Sharp, Isla Young & Coz Harrison. School: Mrs Saxon, Mrs Crawshaw, Mrs Davie. Sam Kellock, Karen Seaton, Gemma Forrester, Lena Hadwiger, Katie Finlay, & Lynn Bertram.	
2.	Apologies Received	
	Fiona Bayne & Eleanor Gardiner.	
3.	Approval of the Previous Minutes	
	Minutes approved by Isla Young and Seconded by Lena Hadwiger.	
4.	2024/25 Year Report & Financial Report	
	As we didn't have a chairperson for the 2024/25 year, Isla Young provided a summary of the activities undertaken in the year, and the sums raised from these. Also detailed were the main expenses in the year. A copy of this report, along with a copy of the accounts for the year, can be found at the end of these minutes in Appendices 1 and 2. At the end of her report, Isla was thanked by Ashley for everything she has done over the last year to keep the Parent Council running, in the absence of a chairperson.	
5.	Headteacher Report	
	Mrs Saxon provided a detailed report on the last year, and how this will help to shape the coming year. A copy of this report can be found at Appendix 3 to these minutes.	
6.	Appointment of Committee Members & Office Bearers	
	The new committee was appointed as follows: <u>Office bearers</u> Chair – Lena Hadwiger Treasurer – Isla Young & Gemma Forrester. Secretary – Katie Finlay	

	<u>Class Reps</u> ELC – Vacancy P1/2 – Angela McGlinchey P2/3 – Ashley Sharp P3/4 – Karen Seaton P4/5 – Vacancy P5/6 – Fiona Bayne / Sam Kellock P6/7 – Vacancy Reps will communicate with classes and will have a vote for PC decisions. They will also raise and feedback or queries parents from the classes have. If any concerns are child-specific and not general, they will need to be raised with teacher, Mrs Saxon, School directly.	
7.	A.O.C.B.	
	Once the committee had been appointed, it was noted that I was all the same faces who had attended, with no new faces. Those present discussed ideas for ways in which to encourage more parents to come along. Alison Saxon suggesting holding a ‘showcase’ event, where we invite parents along to have a look at all the projects we have supported / made possible over the last few years, and take the opportunity to explain how important the PC is to the school and the opportunities given to pupils. Lynn Bertram also suggested implementing a scheme whereby following a fundraiser, classes are invited to ‘bid’ for funds for a specific purpose – the parent council would be responsible for reviewing the bids and deciding on how the money is ultimately divided – this may encourage more parents to come along and have a say.	

APPENDIX 1 - AGM – Report for the 2024/25 Year

Clovenfords Parent Council

15th September 2025

The 2024/25 year was another successful year for the Parent Council, with a number of events held, and various school initiatives supported.

Unfortunately we were unable to appoint a Chairperson at our last AGM, which has had it's challenges, but I would like to take this opportunity to thank those individuals who stepped up throughout the year and helped to keep everything going.

Before I get into my review of the year, I think it's a good chance to remind everyone of the objectives of the Parent Council:

- To work in partnership with the school to create a welcoming school which is inclusive to all
- To promote partnership between the school, its pupils and parents
- To develop and engage in activities which support and further the education and welfare of the pupils
- To identify and represent the views of parents on the education and welfare of pupils
- To raise funds for the benefit of pupils, the school environment and any nominated charities.

During the last year we put on a Halloween Disco, held a joint Christmas Fair and coffee morning with the school, and then a Spring Coffee Morning in May. Together, these events raised a total of £764 for Parent Council Funds. In addition we have continued to run the '100 Club', albeit the take up in January this year was much lower than we had seen in the previous year. However, the 2025 club has raised £168 of additional funds.

We continue to organise and support the annual Christmas Card project, which brought in a further £233 this year. Combined with income from Easyfundraising of £350 and the ASDA Cashpot of £327, this helps us to continue supporting the school.

This year we supported all class trips by subsidising bus travel by £2 per head, we donated £200 of Lego to kick start the Lego club, provided refreshments for the Christmas parties and ice lollies for sports day, along with supplying the books for the ELC4 graduations. It was agreed that £500 would be given for the Lego club, so at the year end there is still £300 designated for that purpose.

In addition, we supported the Primary 7s with their own fundraiser back in November last year – a Beetle Drive. The night proved a big hit, with a great turnout of parents and pupils alike. This raised just under £500, which was used to purchase their Leaver's hoodies, with just over £100 left over to be used at their end of year treat.

For the second year running, we supported the Blythswood Shoebox appeal, and sent a boot load of shoeboxes to Ukraine, to allow those less fortunate than ourselves to enjoy a little happiness at Christmas – thank you to everyone who packed a shoebox, your donations are much appreciated. We also took part in the Cash For Kids Mission Christmas, and again, thank you to those who donated gifts for children in the local community who were facing a Christmas with very little under the tree.

The start of the summer term saw the Nursery receiving a new climbing frame and slide for the garden, which was supplied and installed by Caledonian Play. This was one of the biggest fundraisers we have had to do for some time, as the equipment cost £6,865. However, thanks to the hard work

of some Nursery Parents, a grant of £4,000 was secured from the Hayward Sanderson Trust, with the remaining funds coming from a very successful race night. At the year-end £267 was left over from this fundraising, and will be used to support the nursery to purchase additional play equipment in the coming months.

Clothingfords continues to be well utilised, both by parents and by the school, if required. There is always a great selection of school clothing, shoes, wellies and jackets, in various sizes – sometimes this is preloved, but there are also some brand new items donated from local supermarkets. This continues to be a free facility, and no one is expected to pay for anything they take.

Finally, we found out in May that in the Tesco Blue Tokens Grant for January to March 2025, we came first, securing ourselves a £1,500 grant to be used for the kitchen garden. At the year end £1,125 of this had been received, and once we have bought everything, we will receive the remaining £375. A gardening group has been formed to take forward the application of the grant funds, so more to follow on this as the year goes on.

At the year end the Parent Council had £6,372.62 in the bank, of which £2,142.30 has been designated for Lego Club, 100 Club prizes, Nursery equipment, the Tesco gardening grant and funds received from ASDA in the previous financial year, for outdoor learning. For anyone who would like to look at the accounts, there are a few copies available tonight.

Looking forward to the coming 2025/26 year we have lots going on, with the usual events to look forward to, the kitchen garden developments, we would hope to get the playground markings repainted, and we are currently working with SBC on playground improvements, our understanding of which is that these would largely be funded by SBC. This initiative looks at improving and increasing outdoor learning opportunities in the playground, and the process will involve the school, the children and the parents. If everything goes to plan, we could be lucky enough to see these plans come to fruition before the start of the summer term – watch this space!

Before I finish, I would just like to take this opportunity to thank my fellow office bearers for all their hard work this year, and also our class reps, who have done a great job in keeping queries moving and getting information out to fellow parents, as and when required. We are one big team, and if lots of people step up and do a little, it helps to ensure no one person is having to do too much, so
THANK YOU!

APPENDIX 2 – 2024/25 Accounts

Clovenfords Primary School Parent Council Accounts for year to end 30 June 2025

Income and Expenditure

	2025		2024	
	£	£	£	£
Income				
<u>Grants</u>				
Tesco Blue Tokens Grant		1,125.00		1,000.00
<u>Donations</u>				
Clothingfords	12.00		63.70	
ASDA Cashpot - ParentKind	327.46		-	
Other	26.50	365.96	-	63.70
<u>Fundraising</u>				
100 Club - 2024	-		627.00	
101 Club - 2025	336.00		-	
Christmas Cards	232.55		212.53	
Easyfundraising	350.98		223.67	
Christmas Fair	336.64		461.49	
Halloween Party	260.00		265.00	
P7 Leavers - Bag Pack	-		122.22	
P 7 Leavers - Beetle Drive	496.52		-	
Nursery Fundraising - Raffle & Race Night	7,131.74		-	
Calendars	-		172.16	
May Fair	688.90	9,833.33	1,477.48	3,561.55
Total Income		11,324.29		4,625.25

Expenditure

<u>Grant spending</u>				
ASDA - trolleys	33.44		-	-
Tesco Blue Tokens - Bug hunting kits etc	1,000.00	1,033.44	-	-
<u>Fundraising</u>				
Christmas Fair	63.18		96.00	
Halloween Party	25.50		20.10	
100 Club Prizes - 2024	159.00		154.50	
100 Club prizes - 2025	84.00		-	
May Fair	433.09	764.77	504.44	775.04
<u>Other Expenses</u>				
Lottery Licence	20.00		40.00	
Leaver's hoodies	392.50		393.75	
P7 End of Year Treat (balance of f/raising)	104.02		-	
Clothingfords - clothing rails	-		10.00	
Trim Track repairs	-		150.60	
Lego Club	199.96		-	
Playground paint	-		452.58	
School Trips - Bus Contributions	240.00		240.00	
Sports Day Ice Lollies	37.10		45.95	
Purchase of Card Reader	-		94.80	
Christmas party - sweets & juice	52.56		-	
Charity Donation Buckets	-		19.99	
Mugs & Plates	52.99		39.99	
Plastic storage boxes	15.00		-	
Nursery Climbing Frame	6,865.00		-	
BBQ and cover	-		78.00	
5 x Folding Tables	-		194.95	
ELC Graduation Books	57.33		112.88	
Paint for Julie's Kitchen fence and tables	-		70.00	
Bank charges	32.88		-	
Sundries	82.03	8,151.37	6.00	1,949.49
Total Expenditure		9,949.58		2,724.53
Surplus for the year		1,374.71		1,900.72

Accumulated funds

Closing bank and cash balance at 30 June 2024	4,997.91	3,097.19
Closing bank and cash balance at 30 June 2025	6,372.62	4,997.91
Increase / (decrease) in funds during year	1,374.71	1,900.72

Cash Attributable to CPC

Balance per ledger	6,372.62	4,997.91
Balance relating to 100 Club 2024	-	156.00
Balance relating to 100 Club 2025	84.00	-
Balance relating to Lego Club	300.00	-
Balance relating to Nursery	266.74	-
Balance relating to ASDA Green Tokens (Designated Fund)	366.56	400.00
Balance relating to Tesco Blue Tokens (Designated Fund)	1,125.00	547.42
Net Cash Attributable to CPC	4,230.32	3,894.49

I confirm that the above accounts provide an accurate reflection of the affairs of Clovenfords PS Parent Council as at 30th June 2025.


Darren Miller FCCA

8/9/25

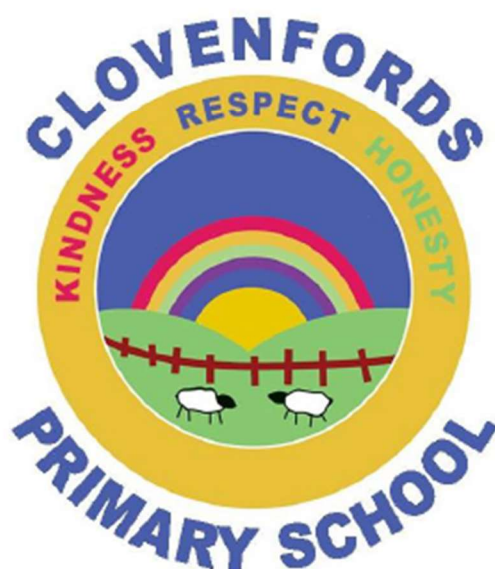
Clovenfords Primary School Parent Council Accounts for year to end 30 June 2025

Bank Reconciliation

	2025	2024
Cash at Bank		
Balance per Bank Statement 30th June	6,288.62	4,997.91
Balance per Ledger	6,288.62	4,997.91
Difference	-	-
Cash Reconciliation	2025	2024
Cash		
Balance at 1st July 2024	-	-
Income	251.00	10.00
Expenses	(167.00)	(10.00)
Balance at 30th June 2025	84.00	-
Balance per Ledger	84.00	-
Total Bank and Cash at 30th June 2025	6,372.62	4,997.91



School Improvement Report



Clovenfords Primary School and ELC

2024-25



Review of Progress 2024-25

Context of the setting

Clovenfords Primary School and ELC serves the community of Clovenfords village and surrounding rural areas within the Galashiels cluster.

For this session we have had 150 pupils on our school roll. The school had six classes with eight teachers. This session we hosted and supported a Newly Qualified Teacher. Children also worked with a PE Curriculum Support Teacher and there was a Support for Learning teacher one day a week. Pupils were also supported by four Additional Needs Assistants who worked across classes and pupil groups. Support for learning was strengthened by utilising a classroom assistant to support planned interventions. Our Pupil Equity Funding enabled the school to employ a Nurture teacher for half a day a week. ELC pupils were supported by an Early Years Officer and a team of Early Years Practitioners. The Senior Leadership Team consists of the Headteacher and a Principal Teacher.

Our vision is clear and known by the children: *'I am unique, I am a lifelong learner, my voice matters.'* Our school values of *Kindness, Respect* and *Honesty*, support the warm and positive relationships between staff and children. Our Aims reflect our vision and values and are based on the Wellbeing Indicators: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included. Our Vision, Values and Aims underpin our Curriculum Rationale which has been created following pupil and family engagement and consultation.

This session we have further embedded the UNCRC Rights of the Child, and the school gained their Bronze Rights Respecting School Award in recognition of our commitment to children's rights. We have appointed several pupil ambassadors to support this work.

Our Nurture Base was refreshed and is a calm and welcoming space for all. Our ELC garden benefitted from fundraising, in partnership with the Parent Council, and the children are now enjoying a new climbing frame. The Parent Council have supported the school with other fundraisers and have helped with the cost of school trips for each class.

The school worked with pupils and families to develop our Curriculum Rationale, offering parent workshops and pupil focus groups to develop understanding and make links with our Vision, Values and Aims.

The school undertook moderation of our termly Curriculum Overviews which are shared with families to support partnerships between school and home. Family friendly overviews were created to ensure engagement and understanding of learning was more meaningful and feedback has been positive from families:

"These have been great in helping us to both understand how our children are being taught and to help us support them at home. The suggested activities to do with our children are really useful and much appreciated."

"Easy to understand."

"Each section is informative and helpful for discussions through the term. The 'How You Can Help At Home' section is very useful."

PRIORITY 1

Develop high quality learning, teaching and assessment that leads to improved levels of attainment (including the poverty related gap) and achievement for all in our schools and settings through continued development of;

Pedagogy and practice: year 2 of SBC Way

Curricular programmes and learner pathways

Digital skills for all

Tracking and monitoring

How well are you doing? What's working well for your learners?

Teachers are engaging with SBCWay progression pathways to ensure learners experiences are equitable and that planning across levels is more consistent. Learning is shared with home through refreshed Family Friendly Overviews to support conversations around learning and progress.

Numeracy learning has been moderated resulting in an increased consistency in using retrieval practice to support and build on prior learning. All classes have introduced and developed a Numeracy working wall to support learning and use of concrete materials. Staff have engaged in developing pedagogy to support children's skills, knowledge and application of writing sentences to support structure and meaning.

Interdisciplinary Learning was refreshed during Session 2024-2025. This was planned using local and wider contexts to develop children's understanding of their place in the world and history of their local area. This new planning approach is ensuring children's understanding of historical chronology is appropriately developed and learning can be built upon.

Digital skills continue to be embedded to support learning across all curricular areas. This has included Kaligo which is being used to support handwriting progress and use of Skriva pens. Almost all teachers have achieved their Apple Teacher Badge. The school have applied to be recognised as an Apple Distinguished School. In ELC, staff have been trialling a digital floorbook to share learning and capture pupil voice.

Showbie is firmly embedded across the school and is used to support teaching and learning both in school and at home with weekly spelling lists and reading posted on Class Communication Groups.

Tracking and monitoring meetings take place termly where targeted support for children is planned, agreed and evaluated. This is ensuring children's individual needs are effectively tracked and monitored to tailor support appropriately and effectively.

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

SBCWay – moderation activities have evidenced more robust teacher judgements that align with tracking and monitoring data. This is supporting more accurate targeting of interventions for identified pupils.

Families were consulted on the refreshed overviews and feedback has been very positive with reports that there is an increased understanding of the learning being planned and taught. This increased understanding is supporting more meaningful discussions during Pupil Progress Consultations.

Parents have reported that they regularly use the learning posted on Communication Groups to support their child at home.

What are you going to do now? What are your improvement priorities in this area?

Writing will be planned across the school, based on genre and SBCWay progression pathways to support moderation and how children are being assessed across the curriculum using a strengths-based approach.

Numeracy will also be planned across levels to support moderation and teacher judgement of progress. Ongoing development and use of numeracy working walls and concrete materials will support children's learning further and develop increased independence.

In ELC, staff will further develop skills in observations to support children's progress and next steps.

Year 2 of our IDL planning will support children to build on the learning they experienced this session to make comparisons between different periods of history and develop their enquiry skills. IDL learning will also support our whole school focus of continuing to develop writing across the curriculum.

PRIORITY 2

Develop inclusive practice with a focus on universal and targeted provision in all schools and settings through continued development of;

- Inclusive, nurturing practice and promotion of wellbeing
- Universal and targeted supports for all learners

How well are you doing? What's working well for your learners?

Whole school learning around the UNCRC has been a key focus. Learning has taken place in class and at gatherings and assemblies.

Soft starts embedded across classes to support children's emotional and social skills. This is enabling time for teachers to engage with pupils' wellbeing needs.

All staff use restorative practices to support positive relationships with the school values at the centre of our respectful relationships. This has been further supported through Trauma Informed Practice professional learning in partnership with the Educational Psychology Service which involved all teaching, support and ELC staff. All staff are Nurture trained. Accessibility tools are widely embedded across the school and children can access voice notes, coloured overlays, talk to text etc., to support inclusion and progress in learning. In ELC, staff have been developing their use of BSL, and have undertaken professional development, led by the Teacher for the Deaf.

Pupil voice is a strong consideration in all whole school improvements and priorities with the children's voice regularly captured in gatherings, assemblies and class learning. Children can share how they feel and recognise that they are listened to.

Visual timetables are used in all classrooms and in ELC.

Health and Wellbeing groups are targeted using the CIRCLE document and the CPS Scale to support individual wellbeing needs. Parents are involved in identifying targets.

Our Nurture space was refreshed and is now a more welcoming and inviting space to support wellbeing needs.

GMWP surveys were undertaken at the start and end of session to track and monitor pupil wellbeing. Results were shared with teachers to allow them to tailor health and wellbeing learning and support individual conversations with children. The surveys also supported transition for next session.

Swimming lessons were offered to targeted pupils.

Bikeability sessions were provided for P5 and P6 children and where applicable the bike loan scheme was used to support pupils having free access to a bike at home.

Clothingfords, our new and gently used clothing hub is well stocked and used by families. It is open across the school day and at events and gatherings across the session. Children's wider achievements have been regularly promoted through the Weekly Update and at a termly Achievements Assembly.

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

We achieved our Bronze Rights Respecting Schools award. Ambassadors from P3-P7 have been appointed to support further learning around children's rights and work towards our Silver award. This is supporting pupil voice and pupil leadership opportunities.

Pupil voice is sought and acted on through assemblies, gatherings etc., and through leadership roles, ambassador roles and in pupil voice on Showbie and end of year progress reports. Feedback is also sought from families through Open Afternoons, Gatherings and at Pupil Progress Consultations.

Sharing wider achievements from home has increased as a result of these being included in the Weekly Updates and shared at termly Achievements assemblies. The school gathered feedback from parents to further engage families in sharing wider achievements.

What are you going to do now? What are your improvement priorities in this area?

Further develop soft starts to support identified skills and improve outdoor learning offer.

Train staff in delivering wellbeing sessions using Sensory Circuits. Build this into timetables to support learners' needs.

Introduce the Massage in Schools Programme to support wellbeing and regulation.

Act on parental feedback and identify a skill or an act of community service as a theme for children to share wider achievements outside of school. Continue to use these achievements to support and promote our ethos and culture and celebrate all children.

Build on ELC children's current knowledge of our values to enhance their learning and sense of community and involvement in the life of the school.

Evaluate the following QIs against the six-point scale:

Excellent	this aspect of the school's work is outstanding, high quality and sector-leading
Very Good	major strengths, very few areas for improvement
Good	important strengths, yet there remain some aspects which require improvement
Satisfactory	the strengths within this just outweigh the weaknesses, basic provision for learners
Weak	important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners' experiences in substantial ways
Unsatisfactory	major weaknesses within which require immediate remedial action

Quality indicator	School self-evaluation	Nursery self-evaluation
1.3 Leadership of change	Very Good	Good
2.3 Learning, teaching and assessment (Including digital)	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Good
3.2 Raising attainment and achievement/ Securing children's progress	Good	Good

Our capacity for continuous improvement is: Very Good