



## Minutes of Meeting held 16<sup>th</sup> January 2020

### **Agenda Items:**

1. Welcome and Apologies
2. Approval of Minutes from previous meeting (14th November 2019)
3. Actions from previous minutes
  - a. Match Funding
  - b. Polytunnel Fencing
  - c. Remembrance Garden
  - d. Project Playground
  - e. School entrance signage
4. Treasurer's Update
5. Head-Teacher Update
6. Fundraising Group Update
7. Stirling Children's Services Plan 2020-2023
8. Fundraising / Counting cash
9. School swimming lessons
10. Correspondence
11. AOB

12. Dates of Future Meetings

### **1. Welcome & Apologies**

#### **Present:**

Emma Carter (Chair)	Helen McLean
Anneli Spence (Secretary)	Lorraine Slabbert (Head)
David Williams (Treasurer)	Lauren Freckleton (Member)
Joanna Falconer (Vice-Chair)	Andrew Buchanan (Member)
Morag Sorbie (Member)	Shirley Gallivan (Depute)
Alison Webster (Member)	Ruth Allan (Depute)
Kirsten Rodger (Member)	Diane Jack
Rona Lockyer (Member)	

#### **Apologies:**

David Gow (Member)

### **2. Approval of Minutes:** Minutes approved by all.

### **3. Actions from Previous Minutes:**

- a. **Match Funding:** £250 still not received. Lauren has emailed again. Emma suggested that this matter should be dropped as several emails have now received no response. All agreed.
- b. **Polytunnel Fencing:** Lorraine reported that there had recently been another incident of vandalism in the nursery garden and at the polytunnel which she had actually witnessed. The police had been called and 2 boys had now been charged as a result. Hopefully the fact that these boys had been charged would deter others. The advice from the police had been that a fence would not stop the vandalism and in effect would be a waste of money. The police had said that the two things that would make a difference were lighting (as it is very dark on that part of the grounds) and CCTV. The CCTV would not necessarily stop the problem but would help with evidence. In the meantime, Lorraine has purchased and fitted sturdy new padlocks to the gates. The police advice was discussed and all agreed that in light of this it was not sensible to pursue the fencing idea, especially given the substantial cost. It was noted that the school grounds are Council property and perhaps given the ongoing issues the Council could contribute to the costs of lighting/CCTV. It was also noted that there was no electrical connection available at that part of the grounds and so perhaps battery/solar options would need to be considered. **Action: Anneli to write to the Council's grounds and maintenance team to explain the ongoing issues and request assistance, for example with costs.**
- c. **Remembrance Garden:** Lorraine has been in contact with the Council regarding the plans to improve the Remembrance Garden. The Council have indicated that they would like to be involved and to make the improvements a collaboration between the Council and the school community. It had been suggested that, in light of the sensitivity of the site, it would not be appropriate to have the work carried out by the community payback team. Lorraine is therefore in the process of obtaining new quotes for the work from local contractors and hopefully these would be available soon. Emma raised concerns that the costs of this work would be far higher as a result of this, given that the Parent Council had already approved costs for this on the basis of previous quotes. Lorraine advised that the matter of costs had not yet been discussed with Stirling Council but she would not be surprised if they did indeed offer to contribute. Kirsten wondered if the Council would also then be involved in ongoing maintenance of the garden? Lorraine advised that this had also not yet been discussed but she intended to raise it with the Council. All agreed that it would be appropriate and helpful for the Council to support the ongoing upkeep of the garden.

**Action: Lorraine to continue discussions with the Council and report back at the next meeting.**

- d. **Project Playground:** Rona obtained some helpful information on grants from SportScotland and passed that on to Shirley. They had suggested that a focus on community involvement would be looked on favourably. Shirley has in turn passed the information on to Anne-Marie. Lauren advised that the Round Table grant scheme would be open for applications next month and Shirley confirmed that she would also let Anne-Marie know about that. David W confirmed that the windfarm grant money has now been received. Ruth will go ahead to order the reading benches, as approved at the last meeting.
- e. **School entrance signage:** Lorraine has been in touch with the Council about getting new signs. These can only be ordered through the Council's procurement process. Unfortunately the Council do not currently have an approved signs contractor. The Council therefore need to go through a process to appoint an approved contractor. When that is done, the new signs can be ordered. **Action: Place on agenda for next meeting for update.**

4. **Treasurer's Report:** As at today's date the account balance is £12,458.25. There is also £53 to be paid in from teas & coffees at the Nativity. The payment of commission from Cauliflower Cards has not yet been received.

5. **Head-Teacher's Update:** See Appendix I.

Lorraine reiterated that long term absences were continuing to have an impact and this made things very difficult for the staff and also for the affected classes. The school was doing its best to cover these issues to have minimal impact on the children.

Alison noted that the VSE Report had highlighted that some learners needed to be further challenged in some classes. Lorraine confirmed that the school had taken that feedback on board and there would be a renewed focus on that going forward.

Lorraine advised that, in light of the HMI inspection that is currently due, the school has arranged weekly meetings with the lead officer from HMI to help to prepare for the inspection. The inspection was likely to be a 'light touch' inspection, given the strength of the VSE report, but staff are keen to take advantage of all of the support that is offered in preparation for the inspection.

Shirley confirmed that the book fair had taken a bit less now that it took place at the parents' nights and the children did not go to it with their classes, but some funding had been received from it and this had been used to buy some new books.

Lorraine made four requests for Parent Council funding:

- Medals for the winners of the Burns poetry competition, one for each class, that the children could keep. Runners up would still receive certificates. Cost: £80. Lorraine asked that this cost is committed to for future years also.
- A fridge for the Hub for first aid items, cold packs etc. Cost: Around £150.
- 10 Display Boards. The boards used at the art event last year had been offered to the school at a cost of £30 each (retail price was £185 + vat). These could be used for the photography event in March and then for other events in future. Cost: £300.
- 3 sets of Goal Posts. There had been issues with football in the P6/7 playground. Games were getting a bit unruly due to the large numbers playing and children were getting hurt in falls etc. Cars in the teachers car park were also being hit with balls. Lorraine has asked the P7s to come up with a plan to try to resolve this. As part of this, the school has suggested purchasing 3 new sets of fold away goal posts that can be used to create smaller games in more sensible parts of the playground. Cost: £360 (£120 each).

David W confirmed there was plenty of funding available in the treasurer's account. All of these items were agreed and approved by all.

**6. Fundraising Group Update:** Lauren confirmed that the movie night had been very successful and had raised £457. This was more than last year so that was very positive.

Only 25 tickets had been reserved for the quiz night so far. Around 40 was the minimum to make the event worthwhile. Another parentmail would be issued next week and a decision would be made nearer the time as to whether or not it should be cancelled, depending on ticket sales. It is not clear why numbers are low. Perhaps it is too close to Christmas.

The fundraising group is also hoping to have a new event in March, a family bingo afternoon. There were already events for children and events for adults but this would be a family event for all. More details to follow.

Lauren also advised that the committee was looking into other providers for the christmas cards. There had been lots of problems with Cauliflower Cards this year and the orders had been delivered very late. Cauliflower Cards had blamed their printers and also Parcelforce - it was not clear where the problem really lay. At the end of the day it took far too long for the orders to arrive and there were also other problems, such as the mugs being in the wrong boxes. Lauren would find out which company Newton Primary used and look into that. Rona also suggested that orders should be taken earlier, before the October holidays. Lauren agreed this would probably help.

7. **Stirling Children's Services Plan 2020-2023:** Lorraine advised that a survey on this had gone out to parents via ParentMail. It would be helpful if the Parent Council could also make an effort to complete the survey.
8. **Fundraising / Counting Cash:** Lauren noted that at present cash was usually taken home after fundraising events and counted by one person. This system operated on trust and so far had worked fine but she wondered if perhaps there should be an agreed procedure for counting cash and perhaps there should always be at least 2 people counting cash together. This was briefly discussed and it was noted that this would involve 2 people staying behind after events to count the cash. David W advised that it usually took him about 6 hours to count the cash after the summer fete as there was so much. It would be difficult to count that on site after the event. Lauren suggested perhaps the money could be left in the school safe and counted on the following Monday. Emma suggested that this was really a matter for the fundraisers/treasurer to discuss further and agree on. **Action: Lauren and David W to discuss and Lauren to prepare draft cash counting policy for approval if required.**
9. **School swimming lessons:** Alison queried whether the school swimming lessons were mandatory or if the school could choose whether to offer them or not? She was concerned about the costs of the bus hire and the lessons themselves and also the time spent out of the classroom and felt this was perhaps not a good use of resources as presumably most children could already swim or already went to lessons out of school. Lorraine confirmed swimming lessons were mandatory in terms of Stirling Council policy. The Council fully funded all of the costs, bus hire etc. Lorraine understood that some parents may have concerns as outlined by Alison but the school did not have a choice about whether to offer the lessons or not. Shirley also pointed out that in fact a significant number of children did not have private lessons and there were many children who were not strong swimmers and really benefited from the lessons.
10. **Correspondence:** None.
11. **AOB:** Kirsten noted that the Council are currently consulting on the possibility of reducing the summer holidays by 1 week and making the October holidays 2 weeks long from 2022/23. Lorraine will ensure that a link to the consultation is sent out to parents via ParentMail.

David W raised the fact that the sharing the learning events were always on Thursdays. Was there a reason for this and could the days of the week be varied to make it easier for parents/carers who had work commitments on Thursdays? Lorraine confirmed the school would take this on board and look at perhaps holding the event on a different day next time.

Morag wondered if the school library was currently in use? Shirley confirmed that it was. Each class had time in the library timetabled each week, though it may not always get used by all teachers depending on what else was going on at the time.

**12. Dates of Future Meetings:**

19<sup>th</sup> March 2020

21<sup>st</sup> May 2020

Lets have been put in by Emma.

## Appendix I

# Parent Council Meeting Head Teachers Report January 2020

### STAFFING UPDATE –

#### NEW SLA staff

Mr Sandy Fleming started just before Christmas and has settled in well.

2 new SLAs will be recruited for the nursery.

One of the posts is a post to support children with additional needs transiting to P1 and the other following Mrs Karen Carnson's resignation as she has now gained her SVQ and will be joining a nursery in the ECE role.

#### Long Term Absence

Mrs Galloway remains as a long term absence but her class is continuing to be supported by Annie Jones.

Mrs Seona Stevenson has returned to work on a phased return basis and will be doing reduced weeks for 8 weeks.

#### Class Teachers Leaving

Miss Jenna Davidson left us at Christmas to pursue her probationary period with the GTC through a different route. Her class at present is being supported by Mrs Kay McKinney and Mrs Jackie Dale. It is the intention that when Mrs Galloway return to her post that she will be going into this role as her absence has continued longer than expected initially and it would make no sense to disturb two classes within the school by moving Annie Jones into that role upon her return. Parents have not had the full picture yet as there are still some things which are outstanding which need clarity before communicating the full picture. The main one being Mrs Galloway's definitive return date.

Staff absence has been a particular feature this year and has had a direct impact on DHTs covering classes as well as developments regarding PEF. However hopefully once we are settled we can forge ahead again.

#### LOCAL AUTHORITY:

School underwent its VSE on November 26<sup>th</sup> and 27<sup>th</sup> will very good results. Report attached.

#### **SCHOOL IMPROVEMENT PRIORITIES:**

As updated previously work continues across school looking at our priorities and implementing strategies to meet our targets.

- Wellbeing Hub which allows for a number of children to be supported in an alternative manner meaning we are focussing on their wellbeing continues to work in a really

positive manner with mid term benchmarking showing good results on how children self-evaluate themselves in relation to attitude about school and their own learning.

- Do Be Mindful is now completed for all staff and we are now doing a baseline assessment of all children in school with staff implementing learning on the topics of:

### Skills

Each lesson develops one or more skills, which are explained below:



#### Attention

The skill of choosing to focus our attention onto something, either external or internal and maintain that attention/concentration.



#### Awareness

The skill of knowing what we are thinking and feeling and what is going on internally (physical sensations) and externally (surrounding environment).



#### Kindness

The skill of being compassionate, generous and considerate.



#### Gratitude

To show appreciation for the positive and good things in our lives - big or small - things that went well, that we enjoyed, or that made us feel happy.



#### Self-compassion

The skill of treating ourselves with kindness, gentle care and understanding - like we would treat a good friend. Also, being open and accepting of the reality that we are all in the same boat - we all make mistakes, get frustrated or feel inadequate (common humanity).



#### Managing emotions

The skill of regulating our behaviour and managing impulsive responses (self-regulation). Also, the ability to calm and soothe ourselves.



#### Acceptance

The skill of paying attention to our thoughts and feelings without judging them - without believing, for instance, that there's a "right" or "wrong" way to think or feel in a given moment.



#### Equanimity

The skill of being able to remain calm, emotionally stable and composed especially in difficult or stressful situations.



#### Connecting with others

The skill of being open, available, empathetic and compassionate to another person.



#### Resilience

The skill of adapting to stressful situations and an ability to cope with life's ups and downs. The capacity to recover quickly from life's difficulties and adversities.

- Self-evaluation season is upon us and work has started already on the quality indicators of:  
Leadership of Learning  
Leadership and Management of Staff  
Transitions  
Increasing Creativity and Employability  
Ensuring Wellbeing Equality and Inclusion  
**Parent workshops are also scheduled to support this over the coming months.**

### Leadership of Learning

- SNSA has been delivered for our P7s before Christmas and we will now embark on the P4 and P1 cohort.
- School Hours Change Consultation.

Yes – 135

No – 157

On reflection with the relatively close result of the poll and taking on board what the main concerns from parents were it has been decided not to push ahead with the change to the hours. Because the concerns mainly lay around the additional costs of

childcare and the pressure placed on families it makes no sense for us to continue as we are not looking to add pressure to families. We still could press ahead as inevitably the final decision lies with the Chief education Officer

- SEE SAW introducing new app to families to allow sharing directly of work being undertaken in class so a formative picture of child development across the year. Getting return back from parents has proved challenging however system in place and we plan to go live week beginning 3<sup>rd</sup> February for those families that have signed up. Step change approach for staff so will grow in volume as time passes.
- Parent Pay/ School App/ Parent Mail
- Following last parent council meeting discussions and meetings with Parent Pay re facilities which are centrally funded. School has made decision to not go ahead with school app and parent mail and use Parent Pay solely as this is of no cost to the school. The only cost would be if we were to send texts and the pricing for this is on par with all platforms that offer that facility. Only thing we will need to do is get all families signed up to parent Pay to allow this to happen but all mail/alerts etc can go out via this system and I can gain remote access for things such as school closures.
- Photographic exhibition scheduled to take place 26<sup>th</sup> March as part of the sharing the learning afternoon. Local photographer has been in school taking photos re our new values, and another day scheduled soon, and we intend to run a pupil and family competition to showcase photos representing the values through their eyes. Looking for display boards like we had last year to allow this to happen.

### **Environment:**

- Council has been very supportive and has given a substantial amount of money to improve our learning environment in the early years both in terms of practical flooring and painting but also resources. We have also been generously given money to help us improve our learning areas across school with the potential for one more donation to the school.

### **Newsletters**

Newsletter will be out in next few weeks.

### **Fundraising Group**

Great work on the movie night. Very successful again.

Book fair successful yet to hear the total we will receive in commission but all good.

Over £1000 received from school photo commission also.

Small amount of money from Stirling University following being part of research topic last year.

XMAS craft amounts now being used to do Easter crafts as new system with money transfers through G4S had an impact on this before Christmas.

**Potential wishes:**

**Money for Burns medals, fridge for Hub as new First Aid system in place**

**2 INSET days coming up:**

A variety of things going on for these in school.

Respect Me training is happening all day on the 17<sup>th</sup> Feb following on from and contributing to our new positive relationships policy.

On the 18<sup>th</sup> we are intending to do a wellbeing day where we will be focussing on :

Do Be Mindful, nurture and self care in the afternoon. We will also be doing some self evaluation in the morning.

# Report of Findings

## Establishment: Dunblane Primary School

Date: 5<sup>th</sup> & 6<sup>th</sup> February 2019

<b>Establishment Roll</b>	365
<b>Nursery Class Roll</b>	41
<b>Staffing Notes</b>	1 x HT 2x DHT 2 x PT 1x Acting PT (covering mat leave) 3 x Probationer teachers 10 x Full Time members of teaching staff 6 x Part Time members of teaching staff 1 x PTP as 1 teacher on long term sick 1 x SfL teacher (0.8)
<b>Pupil Attendance</b>	96.6%
<b>Exclusions</b>	4.8
<b>SIMD</b>	Decile 2 – 1% Decile 5 – 15% Decile 8 – 9% Decile 9 – 18% Decile 10 – 54%
<b>FME</b>	11
<b>ASN</b>	Stage 1 – 7 Stage 2 – 48 Stage 3 – 11 EAL – 3 LAC Away - 5 LAC Home - 1
<b>Other relevant information</b>	No Stage 4 learners 3 Care experienced learners 1 learner on Child Protection Register

## Focus Area: QIs 2.3, 2.6

### Key strengths

- Robust transition programme from Nursery to P1 and from P7 to S1 ensures smooth transitions between stages.
- Use of 'The Hub' to support learners creatively and flexibly, including planned time to support daily transitions.
- Well established pupil leadership opportunities give pupils genuine voice in the school.
- Clear and manageable planning, assessment and tracking systems in place to support pace and progression in learning.

### Agreed next steps

- Continue to ensure consistency at points of transition within the school, between stages.
- Share information within SLT regarding pupils on staged intervention to further support transitions.
- Further develop use of consultation grids across the school, as planned.
- Continue to develop consistency in high quality teaching across the school, including level of challenge for learners.

#### **Suggestions and/or signposts**

- Continue to develop high level of learning and teaching in nursery with the implementation of 1140 hours.

#### **Summary of findings**

##### **QI 2.6 Transitions**

- Arrangements to support learners and their families
- Collaborative planning and delivery
- Continuity and progression in learning

There is a robust transition programme in place from Nursery to P1 and from P7 to S1. The programme is very effective and learners and their families feel listened to and valued which makes for very positive transitions. There is a strong focus on ensuring social and emotional support and bespoke arrangements are put in place for pupils who require a more enhanced transition. This includes involvement of high school staff in planning in P6 or P7 and the primary support co-ordinator being involved in initial meetings at high school. Primary 7 children spoke confidently about transition arrangements.

The Hub is used in school to support transitions throughout the day for identified children.

The nursery has a warm and nurturing ethos and day to day transitions including children arriving and leaving at different times are very well supported. The support co-ordinator responsible for nursery continues into primary 1, supporting smooth transitions.

Learning and teaching is planned for and delivered across the level and not the year group, which helps ensure consistency, progression and pace. There is a well-established tracking process detailing attainment information of individual pupils and year groups, which is available to all relevant staff.

##### **QI 2.3 Learning, Teaching and Assessment**

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

The ethos and culture reflects a commitment to children's rights and positive relationships. Learning experiences provided opportunities for children to be active, engaged and shape their learning. There are a range of learning environments available to learners beyond the classroom. Children have regular access to learning out of doors, and a well-equipped cooking space is used to by classes. A flexible learning space outside P1 and P2 classrooms has recently been established and is being used effectively to support and enhance learning. Children in the nursery receive a rich outdoor experience where they can be observed

transferring their skill in Literacy and Numeracy to the outdoors. The children are also involved in the forest schools programme.

Most children are active participants in their learning and are able to talk confidently about their learning. Most teachers differentiated learning effectively to meet the needs of learners, with appropriate levels of pace and challenge. There was scope for further challenge for learners in a few classes.

All children have opportunities to contribute effectively to the life of the school and wider community through a range of pupil groups.

There is a clear assessment policy in place and assessment is planned for. Moderation at learning community level is well established and staff are clear of the purpose and benefits of this process. There are clear progression pathways in place for all curricular areas and planning is manageable.

Regular impact meetings involve robust professional dialogue round progress and impact of learning and teaching and attainment levels. This provides a clear picture which is used to plan appropriate and timely interventions to ensure children's learning needs are met.

All educators in the nursery have specific lead roles. They complete an action plan to identify how they are going to move the nursery forward in relation to their specific roles and develop learning and teaching to enhance learner experience.

Consultation grids have been introduced across the school and nursery this session to further engage learners and families in evaluating progress and planning their next steps in learning. Pupils, families and staff have given positive feedback on this approach and have a clear understanding of the purpose. The approach will continue to be embedded across the school and nursery, in line with the school improvement plan. This will include further differentiation of learning outcomes.

School staff have a good understanding of children who face additional challenges, helping to target resources appropriately. Data is used effectively to inform and monitor progress of interventions.

### **Team Members:**

Hayley Cleland	Headteacher, KiM and Thornhill Primary Schools
Aileen Mellor	Acting Headteacher, Bannockburn PS
Stuart McKay	Headteacher, Dunblane High School
Gillian Robertson	Lead Officer, Excellence and Equity
Jane Bain	Cambusbarron Village Nursery
Sandra Morrison	Bannockburn Nursery Class