



Minutes of AGM held 8th October 2020

Agenda Items:

1. Welcome and Apologies
2. Round up of Year (Chair)
3. Treasurer / Finance Report
4. Head-Teacher Report
5. Fundraising Group Update
6. Election of Roles
 - a. Chair
 - b. Vice-Chair
 - c. Treasurer
 - d. Secretary
 - e. Members
7. Constitution

1. Welcome & Apologies

Present:

Emma Carter (Chair)

David Williams (Treasurer)

Shirley Gallivan (Depute)

Joanna Falconer (Vice-Chair)

Alison Webster (member)

Rona Lockyer (member)

Kerry Morrison

Jay Burgess

Brydie McLernan

Anneli Spence (Secretary)

Lorraine Slabbert (Head)

Andrew Buchanan (member)

Ruth Allan (Depute)

Kirsten Rodger (member)

Laura Whyte

Susan Henderson

Joanne Gudgeon

Apologies:

Helen McLean

Morag Sorbie (member)

Diane Jack

Alison Bonner

2. Round up of Year (Chair): See Appendix I.

Emma also noted that she has already had discussions with Lorraine Slabbert about the PC/SMT communication issues highlighted in Emma's report to discuss how we can work together to improve things going forward.

3. Treasurer/Finance Report: See Appendix II.

4. Head-Teacher Report: See Appendix III.

Lorraine noted that she is disappointed to learn that there is a feeling of disconnect between the Parent Council and the SMT. She felt that the school had tried really hard to keep the engagement going but they do accept that it may have seemed at times as if there was less consultation than there might have been. The exceptional circumstances this year have made things harder and some decisions have had to be made quickly. However Lorraine and Emma have discussed this issue and will build and improve communications going forward.

5. Fundraising Group Update: See Appendix IV.

6. Election of Roles:

- a. **Chair:** Emma Carter is stepping down and has resigned as Chair. David Williams was nominated and seconded as the new Chair.
- b. **Vice-Chair:** Joanna Falconer resigned as Vice Chair. Andrew Buchanan was nominated and seconded as the new Vice Chair.
- c. **Treasurer:** David Williams stepped down as Treasurer to take on the role as Chair. Susan Henderson was nominated and seconded as the new Treasurer.
- d. **Secretary:** Anneli Spence was happy to continue as Secretary. Everyone in favour.

Lorraine gave a huge thank you to all of the 2019/20 office bearers on behalf of the school. Everyone is very appreciative of their efforts. All those present agreed.

e. Members:

Morag Sorbie: To continue. Everyone in favour.

Alison Webster: To continue. Everyone in favour.

Kirsten Rodger: To continue. Everyone in favour.

Rona Lockyer: To continue. Everyone in favour.

Emma Carter: Co-opted as a member. Everyone in favour.

Joanna Falconer: Co-opted as a member. Everyone in favour.

Diane Jack: Co-opted as a member. Everyone in favour.

7. Constitution: No updates required.

Appendix I

DPS Parent Council Chair Report for the 2019/2020 AGM October 2020

This year has most definitely been the exception rather than the rule, so I want to start off by saying a big thank you to the SMT, Teachers and Support staff for their efforts in supporting the school community. It feels important to recognise the efforts of everyone at the school when they were also supporting their own families and navigating their own way through the pandemic.

I would also like to thank;

- Our enthusiastic fundraising group who worked tirelessly to organise the Halloween Discos, Swish Night, Movie Night, Quiz and Family bingo session before C-19 cut short all their plans.
- Ann Marie Sinclair, who works quietly in the background putting together grant applications on our behalf and managed to secure support from the Windfarm & Round Table.
- All parents / carers who have supported the various fundraising events.
- All Office Bearers for their commitment to the Parent Council and all co-opted members for their time.

Covid-19 has changed our individual and families lives in many ways. As with many aspects of life, it has also impacted on what we, as a Parent Council, have been able to achieve over the year. Regrettably, I also feel that it's taken its toll on the relationship between the PC and the School, specifically in relation to how we work in partnership together. I believe it's important for the PC to be involved in discussions prior to decisions being made and to understand the reasoning behind some of the decisions, ultimately to ensure that we can be proactive and support the school. Unfortunately, I feel this has become fragmented and needs to be reviewed moving forward. Lorraine Slabbert, Head Teacher, has produced information for parents on the role of the PC and I am hopeful that this will support new ways of communicating and working together.

Achievements this Session

In the 2019/2020 session the Parent Council have helped to provide funds for the following areas:

- P1 Book Bags
- Teacher classroom floats
- Christmas parties
- Medals for the winners of the Burns poetry competition.
- A fridge for the Hub for first aid items, cold packs
- 10 Display Boards
- 3 sets of Goal Posts
- Home Resource Packs (providing resources for families at home for those that needed it whilst the children were home learning)

Following this expenditure and the fact that the School closed in March, the PC agreed to hold onto remaining funds until the pupils returned to see what was required.

We were successful in two community fund bids: Windfarm & Round Table. The monies received from these funds were earmarked for use in the outdoor area with some additional funding from the Parent Council. This means that new reading benches have been purchased together with playground markings for the P3/4, P5 and P6/7 playgrounds. These will consist of Snakes & Ladders, Long jump, 3- way hopscotch & Dance with Me. Other resources have been requested by the School for the P1/2 playground and these are currently being explored.

In addition, you will also have noticed that the planters in the memorial gardens have been repaired by Stirling Council with a maintenance plan for the next three years. This has been done with the agreement that the Parent Council will provide the funds to fill them with shrubs and plants. The DDT have been contacted to advise on what would be best.

Over the year, the PC have discussed the following topics;

- Efforts to spruce up the school, playground and grounds maintenance
- Parent engagement
- Safer traffic measures and combatting inappropriate car-parking
- Vandalism to the polytunnel & nursery shed

I'm both disappointed and frustrated when I reflect that these points are still having to be discussed as they have been on meeting agendas for years.

Whilst the P1/2 playground now has the fencing and the other areas are soon to be spruced up with fun markings for the children, there is still much to do to get the grounds to look as we would wish. Unfortunately, neither the School or the PC can encourage groups of volunteers meeting up for another "tidy up session" which is a shame, but I hope this can and will be reconsidered as and when restrictions are eased. Vandalism and break ins have been an increasing issue for DPS over this year. The PC have discussed in depth strategies to prevent this recurring particularly when we are keen to invest in the grounds. Stirling Council have been contacted several times in an attempt to discuss financial support for things like CCTV, lighting and fencing due to the expense of these measures but we are yet to receive a response.

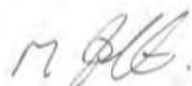
Traffic issues in and around the school continue to be a major concern. A plea via email and social media went out to Parents/Carers for help in addressing the issue of child safety in this regard however it's disappointing to see/hear that nothing has changed. Full parental/carer engagement is required before we see any meaningful change.

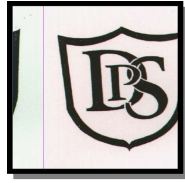
To end on a positive note, I also must mention the increase in the parental engagement at the virtual PC meetings. It's great to see new faces! Long may it continue as the PC is there for all the parent forum but needs the parents to be actively involved.

Emma Carter

Appendix II

Date	Type	Transaction Description	Debit	Credit	Balance
Start of accounting term		26 June 2019			£11,699.41
10/10/2019	FPI	DUNBLANE DEV TRUST WINDFARM AWARD		£1,500.00	£13,199.41
25/10/2019	PAY	Cash floats for Halloween floats	£652.00		£12,547.41
28/10/2019	FPO	AMANDA HIGGINS expenses for Halloween disco	£32.64		£12,514.77
28/10/2019	FPO	LAUREN FRECKLETON expenses for Halloween disco	£330.23		£12,184.54
28/10/2019	FPO	LAURA WHYTE expenses for Halloween disco	£16.00		£12,168.54
28/10/2019	FPO	DIANA SNEDDON expenses for Halloween disco	£20.00		£12,148.54
28/10/2019	DEP	Halloween disco takings		£600.00	£12,748.54
28/10/2019	DEP	Halloween disco takings		£137.00	£12,885.54
28/10/2019	DEP	Halloween disco takings		£1,699.00	£14,584.54
28/10/2019	DEP	Halloween disco takings		£90.00	£14,674.54
13/11/2019	CHQ	DPS outdoor space, external painting, P1 bags	£2,350.00		£12,324.54
04/12/2019	PAY	Cash floats for movie night	£90.00		£12,234.54
06/12/2019	FPO	EMMA CARTER expenses for xmas teas & coffees	£14.00		£12,220.54
11/12/2019	CHQ	DPS class floats	£900.00		£11,320.54
13/12/2019	FPO	LAUREN FRECKLETON expenses movie night	£58.48		£11,262.06
16/12/2019	DEP	Swish night takings		£590.00	£11,852.06
16/12/2019	DEP	Movie night takings		£606.19	£12,458.25
31/01/2020	FPO	Victoria Halls Dunblane, hire charge for swish night	£87.50		£12,370.75
05/02/2020	CHQ	DPS medals, fridge, display boards, goal posts	£1,090.00		£11,280.75
05/03/2020	FPO	JENNIFER ANDERSON expenses for bingo event	£13.65		£11,267.10
06/03/2020	PAY	Cash floats for bingo event	£121.00		£11,146.10
06/03/2020	DEP	Xmas teas & coffees, and quiz night takings		£322.00	£11,468.10
12/03/2020	DEP	Caledonian xmas tree donation		£72.00	£11,540.10
18/03/2020	CHQ	Stirling Council gambling act fee	£20.00		£11,520.10
20/04/2020	FPO	LAUREN FRECKLETON expenses for bingo event	£153.56		£11,366.54
22/04/2020	DEP	Bingo event takings (includes £10 for party hire)		£701.42	£12,067.96
22/04/2020	DEP	Cauliflower cards		£344.50	£12,412.46
03/06/2020	FPO	EMMA CARTER expenses for stationary packs	£52.02		£12,360.44
03/06/2020	FPO	EMMA CARTER expenses for stationary packs	£160.99		£12,199.45
03/06/2020	FPO	EMMA CARTER expenses for stationary packs	£300.00		£11,899.45
19/06/2020	FPO	HDC Elephant Primary Yearbooks 2020 deposit	£330.00		£11,569.45
19/06/2020	FPO	Scotcrest Uniforms	£258.40		£11,311.05
19/06/2020	FPO	HDC Elephant Primary Yearbooks 2020 balance	£198.00		£11,113.05
Balance at end of accounting term		31 August 2020			£11,113.05


 MARTIN ROBERTS
 08/09/2020



Parent Council Meeting
Head Teachers Report
October 2020 AGM

The end of session 2019/2020 was one no one could have predicted. Our school community as a whole pulled together brilliantly well and against all the odds we remained connected although apart.

This year the Scottish Government has not collated attainment statistics in the same way they usually do and we have not presented the statistics we have in place which were gathered in February of this year as they would not represent the whole picture of the school at present. Upon return following the long absence because of Covid 19 we have been working with our young learners through a variety of tasks which allow class teachers to identify strengths in their core subject areas of literacy and numeracy as well as highlight any gaps which may be there. This information will be collated in October for presentation to Scottish Government and the authority as well as allow us to plan appropriately for children. It is however very interesting to see that the initial results from some of the class teachers are positive and paint a positive picture in terms of children's learning.

The focus of the school has clearly also been on supporting our young learners mental health and wellbeing. The effects of lockdown and the associated lack of social interaction which we all recognised children were missing, may not be known for some time and therefore it is very important for us to recognise, support and allow children to work through their feelings as well as build the skills which they in many cases have sadly lost throughout this time. We have seen since the return to school, a marked difference across the school in children's ability to negotiate, turn take, share, accommodate others, resilience levels, self-regulation and general social interaction skills which are required when dealing with others during play scenarios and more unstructured times. This will continue to be a focus of support not only at school but will require support of the parent body in partnership with us.

How do we plan to continue to improve our school in 2020-21

We have created a very succinct improvement Plan this year which focusses on three main areas of development.

Improvement Priority

IMPROVEMENT IN EMPLOYABILITY SKILLS AND SUSTAINED POSITIVE DESTINATIONS

Improvement Priority

IMPROVEMENT IN ATTAINMENT PARTICULARLY IN LITERACY AND NUMERACY

- CONTINUE THE DEVELOPMENT FOR SCHOOL COMMUNITY OF DIGITAL SKILLS INCLUDING VIDEO CONFERENCING AS A TOOL TO SUPPORT REMOTE LEARNING AND ENGAGEMENT OF CHILDREN ACROSS CLASSES.
- CONTINUE TO ENHANCE USE OF GOOGLE CLASSROOM AND GOGGLE MEETS FOR STAFF AND PUPILS INCLUDING HOMEWORK RELATED TASKS
- CONTINUE TO EMBED USE OF SEE SAW AS A RECORD OF LEARNING AND SHARING LEARNING TOOL.
- CONTINUED EMBEDDING OF SKILLS FRAMEWORK FROM LEARNING COMMUNITY WITHIN PLANNING AND CONFERENCING GRIDS
- CONTINUED DEVELOPMENT OF CHILDRENS SKILLS FOLLOWING CURRICULUM DOCUMENT CREATED BY DLC AND USED FOR LEARNER CONFERENCING
- CONTINUED AWARENESS RAISING OF LFS
- CONTINUED WORK ON GLOBAL GOALS
- 1PLUS2 CONTINUE RAISING AWARENESS OF 3RD LANGAUGE;BSL
- CONTINUED DEVELOPMENT OF DYW ACROSS SCHOOL LINKING TO AND SEEING THE CONNECTIONS BETWEEN SKILLS FRAMEWORK, GG, E&D AND LFS.

Outcomes for Learners

- CONTINUED PROGRESSION AND IMPROVED ATTAINMENT IN READING AND WRITING
- IMPROVEMENT IN CHILDREN'S ARTICULATION OF STRENGTHS AND NEXT STEPS IN LEARNING

- Following transition following COVID 19, baseline learning for all individuals across school in key areas of Literacy, Numeracy and Health and Well Being to set a reintegration point in learning. Teach what we need to support progress of learning at best pace and level of understanding.
- DELIVERY OF PEF TARGETTED GROUPS/INDIVIDUALISED INTERVENTIONS
- INTRODUCE USE OF TALK FOR WRITING AS A SUPPORTIVE RESOURCE ACROSS THE SCHOOL TO ENHANCE PRACTICE
- EMBED RWI IN P1 AND P2
- CREATE TARGETTED DYSLEXIA/LANGUAGE GROUPS
- CONTINUE TO DEVELOP MODERATION IN SCHOOL AND OUTWITH OF LITERACY
- CONTINUE TO DEVELOP AND EXTEND USE OF PUPIL CONFERENCING GRIDS
- CONTINUE USE OF LEARNING COMMUNITIES TO PROVIDE A GREATER TARGETTING OF LEARNING TO SUPPORT AND CHALLENGE CHILDRENS CLIC NUMERACY LEARNING
- CONTINUE TO DEVELOP USE OF RESEARCH ENGAGEMENT/PEER SUPPORT TO ENHANCE PRACTICES WITHIN SCHOOL

Improvement Priority

IMPROVEMENT IN CHILDREN AND YOUNG PEOPLES HEALTH AND WELLBEING

Outcomes for Learners

- SEE PEF TARGETED PLAN
- CONTINUE TO EMBED DO BE MINDFUL AS A UNIVERSAL APPROACH TO MENTAL WELLNESS ROLLED OUT ACROSS SCHOOL NURSERY TO P7 AND STAFF
- CONTINUE TO DEVELOP OUTDOOR LEARNING/LFS AS A KEY PLAYER ACROSS THE WHOLE SCHOOL.
- INTRODUCE EMOTION WORKS AS A POST COVID RECOVERY TOOL FOR THE SCHOOL COMMUNITY.
- CONTINUE ROLLING OUT NURTURE PRACTICE ACROSS SCHOOL FOCUSING ON TRANSITIONS AND BEHAVIOUR AS COMMUNICATION.
- INTRODUCE STAFF TO DIVERSITY AND EQUALITY TRAINING TO THEN EVALUATE OPPORTUNITIES WITHIN OUR CURRICULUM OVERVIEW
- CONTINUE TO EMBED PLAY BASED LEARNING PLAN
- FINALISE AND LAUNCH POSITIVE RELATIONSHIPS POLICY ENCOMPASSING ANTI BULLYING, POSITIVE BEHAVIOUR MANAGEMENT, DIVERSITY, LGBTQ+ AND PREJUDICE BASED BEHAVIOUR MANAGEMENT
- INTRODUCE EARLY/FIRST/ SECOND LEVEL CONTEXT WORK TO ALLOW A VARIETY OF ACROSS STAGE WORK TO ENHANCE PUPIL RELATIONSHIPS AND COLLEGIATE PRACTICE WITHIN LFS FRAMEWORK

Nursery Class Improvement Plan

Improvement Priorities 2020-2021: 1.

HGIOELCC: 2.2 Curriculum

N.I.F: Improvement in children and young people's health and wellbeing.

National Standard for ELCC Sub-criteria 3.1 - Care Inspectorate quality evaluations are good or better on the theme relating to quality of environment.

R.I.C: Ensure performance information and improvement approaches support raising attainment for all.

Early Years & Early Intervention: Continue the roll out of the expansion of early learning & childcare.

Outcomes for Learners:

Through the period of change in management structure and 1140 expansion delivery, children's needs remain at the centre of curriculum design and development. Children will continue to be offered rich and exciting play & learning opportunities, both indoors and out and within their community in order to learn skills and secure progress.

- The environment has a broad range of resources and materials to provide children with enough choice which reflects the children's needs, interests and dispositions.
- Further development of nursery environment (outdoor lights, soft lights indoors, cushions, folding beds etc) using the resource – Adventures with Alice and Realising the Ambition to encourage inquiry, creativity and imagination.. Ensure that the environment has a broad range of resources and materials to provide children with enough choice.
- Incorporate more 'loose parts' within the playroom, in particular sand / malleable / construction / art.
- To build on the work completed last session to ensure that the nursery has a safe base (NP 2)
- SWOT with the whole staff team to look at where we are as a Nursery and where we want to go.

- As part of the QA calendar termly opportunities for parental feedback to identify the strengths and next steps for the 1140 expansion.

- Seek termly ongoing staff feedback regarding the 1140 expansion. Seek snap shot of children's views regarding the 1140 expansion.

- To make the lunch time experience, for all children, as fluid as possible. All staff to be familiar with the Food Matters and Setting the table guidelines.

- Work collaboratively, sharing info and best practice with others in Phase 1 and Phase 2.

- Ongoing observations, re Rhythm of the day to ensure that the level of engagement and quality of experience remains high. Ensuring there is a clear rationale for each part of the routine and a shared understanding of this.

- Clear communication systems for all parents
- Ensure that the nursery values are embedded into the nursery 1140 journey and are at the heart of everything we do.

Improvement Priorities 2020-2021: 2.

HGIOELCC: 2.3 Learning, teaching and assessment

N.I.F: Improvement in children and young people's health and wellbeing.

National Standard for ELCC Sub-criteria 6.2 - The setting will be willing to provide appropriate support, including making any reasonable changes to the care and learning environment, to ensure that children's additional support needs do not provide a barrier to them accessing a full range of experiences and meets their individual needs.

R.I.C: Raise attainment for every child and enable them to make excellent progress through the Broad General Education.

Early Years & Early Intervention: Our children have the best start in life and are ready to succeed. .

Outcomes for Learners

- Individuals children's needs are met
- Data is used to support the formation of targeted groups
- Base line assessment in place for children for -
- Stirling council wellbeing survey
- Wellbeing webs
- Emotion works baseline
- Play and learning framework
- Key word assessment – all
- Renfrew Vocab word finder
- Line drawing/ writing record
- Dunblane Nursery numeracy record from observation/play
- Staff have a clear understanding of how and when to complete baselines and what to do with the information. Staff use baselines and observations to plan next steps. Formation of targeted groups is based on the data and interests of our children
- Staff develop observation processes to make accurate judgement of future learning for individuals. Written observations should include child's voice, intended learning intentions and success criteria, progression over time , The child's voice is evident (where appropriate).
- Evidence from baseline assessments and educators observations are evident in individual profiles and learning grids. Learning grids profiles show individualised learning.
- System to record individual children's progression
- Continue to develop moderation in school and out with. This will include critical friend observation, moderation of learning grids and profiles and impact meetings

Improvement Priorities 2020-2021: 2.

HGIOELCC: 3.1 Ensuring wellbeing, equity and inclusion

N.I.F: Improvement in children and young people's health and wellbeing.

National Standard for ELCC Sub-criteria 2.2: The setting must have a framework to support children's learning that is informed by national guidance and is appropriate to support children's individual development and learning focussed on active learning through play.

R.I.C: Improvement in children's and young people's health and wellbeing

Early Years & Early Intervention:

Outcomes for Learners

Children show consideration for themselves and for others through building positive relationships and having build up strategies to support them in different situations

- Continue to embed Do Be Mindful as a universal approach to mental wellness rolled out across the whole school – from nursery to Primary 7 and staff.
- Baseline to establish what parents and children know about mindfulness
- Mindfulness is embedded into the flow of the day
- Targeted mindfulness groups
- Raising parent's awareness of mindfulness
- Staff using mindfulness as a tool to support own mental wellbeing

- Introduce the whole school 16-week emotions works programme as a post COVID recovery tool for the whole school community.
- Build relationship within the nursery community through play
- Develop understand of the nursery rules and routines
- Use of the calm code throughout nursery day
- Develop recall skills with families support to share lockdown memories.

- Address the Nurture Principle 6 The importance of transition in children's lives.

- Introduce staff to diversity and equality training to then evaluate opportunities within our nursery.

- Finalise and launch positive behaviour relationships policy including anti bullying, positive behaviour management, diversity, LGBTQ + prejudice-based behaviour management.
- Revisit the Five Conflict Resolution Strategies with all staff

- Continue to embed the NP 3 from last session – The importance of nurture for the development of wellbeing.

Appendix IV

Fundraising Committee Report

2019/2020

A bit of a different year for the fundraising group - and for everyone really! Our activities were cut short due to the "virus" but we had a successful start to the year up to March 2020.

October - Halloween Disco - very successful as always - raised £1475.00

November - Swish night - first time doing this and was extremely successful, we will definitely be doing this again when we are allowed! - Raised £500.00

Christmas movie night - donation only worked very well - raised £457.00

Christmas trees - amount raised £72

Cauliflower cards - amount raised £344.50

Tea/coffee and tree raffle from Nativity and January - Quiz night - amount raised £322

March - Bingo - first time having a family afternoon - very successful and will be doing something similar again. Raised £416.00

Bingo was the last event of the year, everything after was cancelled. We did have discussions in lockdown as to whether we should attempt some virtual fundraising but it was decided that there was enough going on in everyone's life to ask for money.

We have now started fundraising for this year - already raised £350.00 from a magic squares competition and have some fun halloween activities planned - all donation only via Just Giving.

We are getting in touch with Caledonian Christmas Trees and hopefully raise some money with them again.

We have a couple of other possible Christmas fundraisers planned - watch this space!