

Minutes of AGM held 6th October 2022

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:

David Williams (Chair)
Susan Henderson (Treasurer)
Lorraine Slabbert (Head)
Shirley Gallivan (Depute)
Ruth Allan (Depute)
Jay Burgess
Lynsey Matthew

Andrew Buchanan (Vice-Chair)
Anneli Spence (Secretary)
Alison Webster (member)
Liz Wilson
Fiona McInnes
Lauren Freckleton
Kath Grainger

Apologies:

Morag Sorbie (member)

Rona Lockyer (member)

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

David also expressed his thanks to the school management team, the Parent Council committee members and the Fundraising Group for all of their hard work over the last year.

3. Treasurer/Finance Report: See Appendix II.

4. Head-Teacher Report: See Appendix III.

5. Fundraising Group Update:

Fundraising remained difficult over the last year due to the ongoing Covid restrictions but we had a very successful end to the year with the summer fete. Everyone was delighted with the success of the event and the large sum raised.

Events should be much more back to normal in the coming year. The focus will be on making sure that our events are as inclusive as possible so that everyone can come and enjoy the fundraising events without a financial barrier.

David gave a huge thank you to all of the Fundraising team and volunteers at events for all of their efforts over the last year. The money raised has given a very welcome boost to the Parent Council bank account.

6. Election of Roles:

- a. **Chair:** David Williams was nominated and seconded to continue as the Chair.
- b. **Vice-Chair:** Andrew Buchanan was nominated and seconded to continue as the Vice Chair.
- c. **Treasurer:** Susan Henderson resigned. Bob Charlesworth was nominated and seconded to be elected as the Treasurer in his absence.
- d. **Secretary:** Anneli Spence resigned. Lynsey Matthew was nominated and seconded to be elected as the Secretary.
- e. **Members:**
 - Morag Sorbie:** To continue. Everyone in favour.
 - Alison Webster:** To continue. Everyone in favour.
 - Rona Lockyer:** To continue. Everyone in favour.
 - Anneli Spence:** Elected. Everyone in favour.
 - Lauren Freckleton:** Elected. Everyone in favour.
 - Jordan Black:** Elected in absence. Everyone in favour.
 - Kirsten Rodger:** Resigned.
 - Emma Carter:** Resigned.

7. Constitution: No updates required.

Appendix I

DPS Parent Council Chair Report for the 2021/2022 AGM October 2022

Dear All,

It has been a pleasure working with you all this last year. We have an increasing number of our parent body attending our Parent Council meetings and it is great to see some new faces. Thank you to all who contributed.

A special thank you to Susan Henderson and Anneli Spence who have been our Treasurer and Secretary for many years. We really appreciate all that you have done and continue to do for Dunblane Primary School. Thank you.

We focussed this last year on our return to school as the COVID-19 restrictions were lifted. We worked with the school management team to ensure parents and carers had all the information they needed about the COVID-19 rules and procedures and how to safely return to school.

At our meetings last year we worked with the school management team to explain the merits and challenges faced when issuing children with Chromebooks. We also discussed the pros and cons of using ebooks for Read Write Inc. The Parent Council also helped decide how our school best spend grant money we had received and this was spent on outdoor equipment, loose parts, and playground 'grab-and-go' bags. We were also involved in an Active Travel survey and discussions with Sustrans and Stirling council, raising concerns and ideas for improvement to ensure the safe travel for all, to and from our school.

Thank you to all our school staff, particularly Lorraine, Shirley and Ruth, our parents and carers for supporting our school as we returned to a more normal school environment last term, and as we have started a new year with teaching and learning in person.

Please get in touch with us if you think we can improve our outreach to the wider parent body or change the way we manage our communications and interactions.

Thank you for your support last year and we look forward to working with you all this year.

Best wishes

David

Appendix II

Treasurer Report for Parent Council AGM 6 October 2022

I am pleased to present the accounts of the Parent Council for the year to 31 August 2022, which show a surplus of £4,895 for the year compared with a deficit of £7,004 last year.

This change in circumstances is almost entirely because of the return to 'normal' fundraising activities in 2022 following a difficult two years during Covid. In particular, it was great to see the summer fete return in June, which raised a fabulous £4,634.

There is now £9,004 in the bank account, a healthy amount to put towards DPS resources next year. Also, fundraising for the year ahead is already being planned, which we hope will be profitable despite the challenging circumstances facing all families at the moment. The Halloween Disco is back in October, to kick things off.

I am stepping down as Treasurer after two years in the role and would like to thank everyone on the Parent Council and fundraising team for their support throughout.

Susan Henderson

DPS Parent Council Accounts
Year ended 31 August 2022

	2022		2021	
	£	£	£	£
Income				
Fundraising (Note 1)		7824.93		1,676.44
New grants received Note 2)		919.00		13,000.00
Donations		128.37		0.00
Other (Note 3)		1308.88		0.00
Total Income		10181.18		14,676.44
Expenditure				
Donations to DPS:		1969.60		21,652.47
Of grants received	919.00		13,000.00	
By PC (Note 4)	1050.60		8,652.47	
	1969.60		21,652.47	
Fundraising		1933.57		27.96
Other (Note 3)		1383.00		
Total expenditure		5286.17		21,680.43
Surplus/deficit		4895.01		- 7,003.99
Analysis of surplus/deficit:				
Fundraising profit		5891.36		1,648.48
PC donations to DPS (unfunded)		-1050.60		- 8,652.47
Donations received		128.37		
Mrs Grants retirement (Note 3)		-74.12		
		4895.01		- 7,003.99
Analysis of bank:				
Bank at start of year		4,109.06		11,113.05
Surplus/deficit		4895.01		- 7,003.99
Bank at end of year		9,004.07		4,109.06
Comprising:				
Cash in bank account		9,004.07		5,123.53
Outstanding cheque		0.00		- 1,014.47
		9,004.07		4,109.06
Check				0

NOTES

Note 1: Fundraising profits	2022	2021
	£	£
School Fete	4634.43	0.00
Santa Letters	552.40	0.00
Christmas Raffle	505.10	0.00
Christmas Trees	54.00	27.00
Halloween	145.43	0.00
Magic Numbers/ Pumpkin Trail	0.00	558.95
Christmas Sleigh of Treats	0.00	1,089.49
	<u>5891.36</u>	<u>1,676.44</u>

Note 2: New grants received	2022	2021
	£	£
Stirling Council	519.00	0.00
Round Table	400.00	0.00
National Lottery Community Fund	0.00	10,000.00
DDT Windfarm	0.00	2,000.00
Tesco	0.00	1,000.00
	<u>919.00</u>	<u>13,000.00</u>

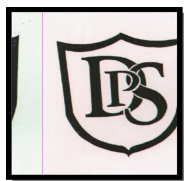
Note 4: Donations to DPS by PC	2022	2021
	£	£
Parent Appointment system	705.60	200.00
Book bags (for 2021 and 2022 intakes)	345.00	0.00
Trim Trail	0.00	5,798.00
Playground works Oct 2020	0.00	250.00
P1/2 wish list	0.00	440.00
Xmas decorations	0.00	450.00
Barrington Stoke Books	0.00	500.00
Loose parts play sets	0.00	1,014.47
	<u>1050.60</u>	<u>8,652.47</u>

Note 3: Other	£
Donations received for Mrs Grant	1365.00
fees incurred (borne by PC)	-56.12
Net other income	1308.88
Donations paid to Mrs Grant	1365.00
Leaving gift	18.00
Other expenditure	1383.00
Net	-74.12

To the best of my
knowledge these accounts
are correct.
Claire Mitchell
12/9/22.

Prepared by Susan Henderson
1/9/22.

Appendix III



Parent Council Meeting Head Teachers Report October 2022 AGM

Session 21/22 saw the first year for a period of two academic sessions where we did not have some sort of school closure due to Covid 19. The challenges we faced however were in relation to pupil absence, staff absence, supply teacher availability all of which were being influenced by the pandemic still having a felt and real impact on the school.

Our recovery this last session focused on the following:

- To continue to embed nurture principles across the school
- To continue to support the mental health and emotional wellbeing of our school community
- To continue to develop the use of digital literacy across school
- To launch and embed our Positive Relationships Policy, with a focus on gender and race equality
- To raise attainment in writing for children within the school but particularly for those with barriers to learning
- To continue to embed Learning for Sustainability and develop global awareness through our curriculum

The school was able to evaluate and plan in a constructive and useful manner also incorporating remote evaluation with parents and staff to give us good information for planning the way ahead.

Our findings from the plan for session 21/22 and decisions taken forward are based on information and data gathered from:

- The self-evaluation tool, 'How good is our School 4', which includes a range of Quality Indicators (QIs).
- Monitoring and tracking of attainment throughout the school.
- Quality assurance evidence, such as observations of learning and teaching and sampling of children's work.
- Assessment evidence gathered through ongoing class assessments, standardised assessments and teacher judgements on achievement of a level.
- Questionnaires, feedback from and conversations with parents, staff and children either in person or through Google Forms

The impact of the above foci was this:

Priority 1: To continue to develop the use of digital literacy across school

Impact:

- We were successful in gaining our **Digital Schools Award** and a group of staff and pupils met with an assessor from Digital Schools Scotland and shared the School's digital journey. They fed back on impact of the use of digital technology for both pupils and staff. **The report highlighted:**
- 'Dunblane PS has a very strong sense of community and this is reflected in their digital culture. Technologies are successfully implemented to provide creative and engaging lessons. Learners feel empowered and well supported by an effective combination of effective teaching and opportunities to become more independent. Learners felt that they were encouraged and motivated by their teachers. They were able to describe multiple apps to support and enhance learning. They were articulate and confident in their descriptions of actions fostering online safety. They spoke knowledgeably about the risks and benefits of social media, especially regarding TikTok and YouTube channels. Teachers described digital technology " as a game changer" especially for those learners with ASN, dyslexia in particular. Accessing the curriculum was far easier if such learners were provided with appropriate digital tools. Moreover, teachers felt technologies helped the school establish an inclusive ethos. Reluctant writers became more motivated and engagement with technologies has been transformational for one particular group who were now volunteering to contribute to a newsletter. Coding, starting at nursery level, was evident and the whole community was proud of the achievements to date. The school is not, however, complacent and has clear plans to continue this successful progress.'
- 'Staff spoke confidently about their digital journey to date and were able to cite multiple examples of individual and collective progression. Decisions pertaining to future digital development took account of the school's context and ambitious aspirations for learners and teachers. CLPL and pedagogy are identified as key factors in continuous improvement of digitally supported learning and teaching. Teachers are enthusiastic about their delivery of lessons, enhanced by creative application of digital technologies. The shared vision for the school is proactive and ambitious, recognising the challenges and opportunities created by blended learning. The school team wish to future-proof their engagement with digital technologies and consciously review their policy and practice to achieve such.'
- 'Targeted CLPL for digital technologies to enhance learning and teaching continues to ensure effective and appropriate delivery. Teaching staff have embraced all opportunities to develop their skillsets and knowledge. Young Digital Leaders are encouraged to apply their digital skills as tutors and guides for others (including peers, younger learners and adults) Teaching staff have welcomed and valued the contribution of key members within the school team who provided effective, in house CLPL.'
- 'The digital culture in Dunblane PS is very strong, with all stakeholders offered opportunities to benefit from the technologies implemented within and beyond the school gates. The school Twitter account, SeeSaw and Google Classroom provide daily opportunities to communicate with families and celebrate wider achievement. These platforms have been welcomed and embraced by parents seeking information and feedback for learners.
- Transition models have been developed and are heavily based upon digital technologies - from nursery transition through to S1 transition. The school team are excited by and enthusiastic about the progress made to date. They are confident that these already successful models can be developed to further enhance learner experience. This desire for continuous improvement was prevalent throughout the validation.'
- 'Use of digital technologies to deliver the curriculum within Dunblane PS is creative and purposeful. Implementation of planning for digital technologies is effective across the school and the team have successfully embedded technologies in their day to day learning and teaching. The school is engaged in a very productive project through the Connected Classrooms initiative, which included linking with a scientist

in Nepal. Opportunities to directly engage in real and relevant conversations around the globe are very powerful. Learning and teaching has more immediate meaning and relevance which can be highly motivating. Weaving curricular areas together, be it through STEM based activities or otherwise, can help learners understand the connectivity of effective education. Transfer of skills therefore becomes easier and more frequent. Teachers are already seeing the benefit of this and one staff member exemplified the general attitude; " we are ready to go further. It's such an exciting time."

- 'The group explained that all contribute to self-evaluation. This very collaborative approach to development of digital technologies across the curriculum ensures that all stakeholders have the opportunity to express ideas and concerns, influencing policy and practice. Indeed, young Digital Leaders known as the Tech Team have the opportunity to directly and remotely support learners and teachers. This will become an expectation and specified role over time.'

Priority 2: To continue to support the mental health and emotional wellbeing of our school community

Priority 3: To launch and embed our Positive Relationships Policy, with a focus on gender and race equality

Impact:

- The final two principles of nurture have been rolled out across the school with staff development sessions taking place for each (Children's Learning is understood developmentally and Language is a vital means of communication).
- An Authority wide nurture video, developed by Educational Psychology, highlighting effective practice, has been launched within the 'ASN matters' forum, with pupils and staff from Dunblane Primary contributing to this.
- Staff worked collaboratively to create a 'whole school approach to nurture' document and briefing note for staff handbook, highlighting features of effective practice at DPS.
- Children across the school have reflected on each of the principles, creating child friendly language to be displayed in classrooms as well as reflecting on what each of these 6 principles look and feel like in our setting.
- The Junior Leadership Team led self-evaluation through focus groups of children to reflect on our nurture journey. A sample of views gathered are highlighted below:

'The school cares about our needs

We can talk to someone, people will listen to us if we are upset

We can take time out in hub or calm corner in our class if we need to

We do wellbeing webs so adults can check in on us and chat to us about our wellbeing. Our calm code helps us to talk about how we are feeling

Buddies help our P1s to settle in

Conferencing grids help us talk to our teacher about our learning

We have worry boxes/calm boxes

Emotion works has really helped us to think about our feelings

We know that our voices will be heard. We know this because we sometimes help to make decisions about our school.

We learned about the rights of the child and we think they are met in school

We do lots of things to look after each other in school

We share our learning with others and celebrate things we are doing well

We have the hub which people can use at break and lunch if the playground is too much or if we need a quiet break

The way we celebrate when people are doing the right thing or making good choices is much better than what we used to do with traffic lights. Now everyone gets praised for doing the right thing.'

- The Junior Leadership Team reflected on our nurturing approaches using 'Maslow's Hierarchy of Needs Wellbeing Triangle'. Pupils identified ways in which Dunblane Primary meet each of the five levels under the headings: **'physiological needs, safety needs, belongingness and love, esteem and self-actualisation'** Pupils reflected particularly on: conferencing girds, pupil participation through the sustainability squad, JLT, buddying, clubs, house captains, Emotion Works, the Hub, calm corners/calm code/calm boxes, positive relationships, the Young Leaders of Learning programme amongst other examples.
- The Positive Relationships Policy, with the Nurture Principles embedded at its core, has been launched to the school community. This incorporates anti-bullying, diversity and equality, restorative practice and nurture principles.
- This policy has been embedded throughout the year with all staff launching it within their classrooms and in the playground in Term 1, as well as receiving training on restorative practices.
- Parent training was offered in partnership with Respect Me.
- Parent guidelines have been created and shared.
- Consistency of approaches to restorative practice in class and playground.

Emotion Works

- Through data gathered we can see clearly that our children across school have had an increase in the number of emotion words they know and understand, the number of regulation strategies they can identify, the number of triggers that they understand and how their body and behaviours communicate their emotions to them.

For example:

As an average number across school the children at the beginning of the year could identify 39 regulation strategies when they were feeling dysregulated. At the end of the year we had an average of 106 strategies being identified.

- At the beginning of the year an average across all stages was 69 triggers identified but at the end of session children could identify 174 triggers and apply how to support themselves with that using the regulation strategies noted above.
- We conducted a highly successful sharing of the learning event to develop the understanding and awareness of emotional regulation into the school community. We had a 96% turn out of family members to share their children's learning with them. Below is some of the feedback we received:

"I have had the pleasure of learning all about the cogs recently but P6 have made it come to life beautifully for me. I am elated, proud, happy, glad and amazed at this learning."

"I understand now the different trigger points and associated emotions and it's great that I can identify them also. I am happy, proud, impressed and interested."

- The school has been highlighted for a Bronze award in their work on Emotion Works and we have been featured in a film showcasing good practice.
- Better self-regulation through the capacity to verbalise thoughts and feelings.

- Better conflict resolution through restorative conversations
- Improved resilience in relationship challenges.
- Improved capacity to clearly communicate thoughts and feelings to others lessening the anger felt at times.
- Increased engagement in tasks for most of the children across the school.
- 95% of the young learners who are impacted by poverty are on track using the mechanisms we have in school regarding their mental health and wellbeing. 5% of this group have life-long barriers to learning which affect areas such as their relationships/engagement and participation.

Priority 4: To continue to embed Learning for Sustainability and develop global awareness through our curriculum with particular focus on gender and race equality

Impact:

- All staff across all stages considered environments and how we represented with particular reference to diversity and equality.
- All staff considered language use in the smallest of scenarios to begin with and use of resources to ensure more of a balanced and inclusive approach
- All staff reported a rise in their understanding and awareness of how we can understand and apply our knowledge of race and equity in our own classrooms.
- Learning community cluster work highlighted on Education Scotland website.

Priority 5: Continued embedding and development of LFS

Impact:

- DPS won two national awards for Learning for Sustainability through Education Scotland and hosted cabinet minister Ms Shirley Ann Somerville showcasing on a national stage how we used LFS as our curriculum framework and how we developed that across the school and into the local and wider community.
- Learners across **all** stages take part in outdoor learning. Some classes learn in the outdoors more than indoors, however, outdoor learning across the school has increased.
- All staff using numeracy planners for learning outdoors.
- All class charters, which we create at the beginning of the year, are based on children's rights.
- Children's voices have been heard across the school in terms of being involved in planning the outdoor areas as well as self-evaluation.
- Children across the school have supported other stages in the process of growing and sustainability.
- Developed good partnerships with local schools working within connecting classrooms.
- Lead PT has been a shining light in supporting work across the authority as well as on a national stage and developing her leadership skills.
- Staff have been sharing practice with each other through a framework of support, which has been created for them.

- PT with a clear lead on LFS has supported staff exceptionally well as a role model, team teacher and resource manager for them.
- DPS work on LFS has been shared across Stirling networks and nationally through magazines such as the GTC magazine.
- Continuing partnerships developed to allow us to continue highlighting equity and diversity across the school.
- DPS took part in the Atlantic Rim podcast broadcasting on our work in LFS to an International audience.

“I wanted to send a brief word of thanks for your support in enabling Dunblane Primary School to participate in our Atlantic Rim Collaboratory session yesterday.

You may remember that Dunblane Primary attended to share their practice in Learning for Sustainability. We had high-ranking officials from countries across the Atlantic Rim at the session including some eminent thought leaders such as Andy Hargreaves and Steve Munby.

The feedback from the session has been extremely positive and delegates especially enjoyed hearing about the practice from Dunblane Primary and the other settings that participated.

Andy Hargreaves commented that the session was ‘superb’, ‘uplifting’ and ‘the best two hours he has spent since COVID’. Praise indeed!

I am really grateful to L and J for their wonderful contribution and for the ongoing support from Stirling Council. “

Ian Menzie, Senior Education Officer, Education Scotland

Priority 6: To raise attainment in writing for children within the school but particularly for those with barriers to learning

Impact:

- It was hoped that at the beginning of the year we would see the following: Attainment in writing on a targeted focus group at the P5 stage would rise by 12%.
- This was assessed as being a rise of 32.5% at the end of the year with 80% being on track as opposed to 57.5% at the beginning of the year.
- For our young learners who are impacted by poverty 65% of them are on track with their learning in writing with 13% of that group being placed on our staged intervention process and supported individually or in groups. 8% of that group who are not on track in their writing also have life long barriers to learning which are supported through the staged intervention process and the SFLT. We therefore failed to meet our intended target of 90% by 25%.

Parents have noted the impact Talk for Writing has had and shared these thoughts with us:

May 2022

‘Thank you so much for sending N’s Writing home. We really enjoyed looking at his work. His writing is really getting neater and I can tell that he is really beginning to understand punctuation. I particularly enjoyed ‘The Apricot that Spoke.’

‘I really enjoyed seeing C’s writing. C enjoyed telling me about the stories and showing me her story boards. It is nice to see how she is progressing especially with describing words and she is looking forward to working more on her punctuation.’

‘I can see a big improvement in S’s work. Hopefully she will continue to make progress.’

'Thank you for sharing L's work with us. We have thoroughly enjoyed reading his stories and seeing the progress he has made in his writing. His final story made us laugh a lot! Many thanks!'

'We are really impressed with Z's writing! He has structured his writing really well and his vocabulary is super. Thank you for sending it home for us to see and well done Z!'

'We are very proud of D and pleased to see that he is trying hard to improve his writing. Good stories and a significant improvement on your writing D!'

'We are so proud of H's progress. We can see how much she has been challenged by her teacher, the results are fantastic.'

Wider Achievements

Over the course of the year it has not been possible for children and families to participate in the events which we would normally detail in this section. However, the following sample has occurred across school:

- Police Scotland Officers supported learning about bullying and hate crime within P4-7.
- P7A created their own newspaper which was distributed to all families at various points throughout the year
- All children took part in fundraising activities for Children In Need
- Virtual parent focus groups regarding self-evaluation have continued throughout the year.
- Walking bus reinstated for school pupils with the support of parents in the community
- P7 and P1 managed a full and safe transition programme with P7s celebrating the end of their time in DPS
- Several pupils from across the school have been successful in events such as yachting, kayaking, running, swimming, karate and gymnastics.
- A health week where children and staff were involved in various activities such as bike ability, CPR training and fundraising for the local RDA .
- Children in P7 attended Dalguise as part of transition activities.

Attainment and Achievement session 21/22 and Progress Over Time for Year Groups

2021-22	Reading				Writing				Listening and Talking				Numeracy			
	P1	P4	P7	S3	P1	P4	P7	S3	P1	P4	P7	S3	P1	P4	P7	S3
	E	1st	2nd		E	1st	2nd		E	1st	2nd		E	1st	2nd	
Total number of children	49	47	66		49	47	66		49	47	66		49	47	66	
Number coded as 98	0	0	0		0	0	0		0	0	0		0	0	0	
Number coded as 99	0	0	0		0	0	0		0	0	0		0	0	0	
No. of children NOT achv'd inc 98/99	8	5	17		8	4	17		3	3	9		3	10	16	
Percentage achieved	84%	89%	74%		84%	91%	74%		94%	94%	86%		94%	79%	76%	

Dunblane Primary School
ACEL Attainment Over Time
% at or above level

	Reading				Writing				Listening and Talking				Numeracy			
	P1	P4	P7	S3	P1	P4	P7	S3	P1	P4	P7	S3	P1	P4	P7	S3
	E	1st	2nd		E	1st	2nd		E	1st	2nd		E	1st	2nd	
Jun-16	83	94	75		83	94	74		91	99	82		89	90	76	
Jun-17	88	76	86		87	75	83		95	83	95		93	79	79	
Jun-18	92	93	89		89	83	85		95	96	98		90	74	89	
Jun-19	98	89	97		98	85	96		100	84	99		100	75	91	
Jun-20 (from Feb 20 predictions)	100	90	88		98	94	88		98	98	90		98	92	83	
Jun-21	86	81	96		88	78	86		93	87	92		95	70	90	
Jun-22	84	89	74		84	91	74		94	94	88		94	79	76	

School Improvement Plan

The school improvement plan for this coming year has elements of our evaluation feeding into it.

The SIP and the SQR can be seen on the school website also following the October holidays.