



DUNBLANE PRIMARY SCHOOL PARENT COUNCIL

AGM Minutes – 25th October 2023

Agenda Items:

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

1. Welcome and Apologies

Present:

David Williams (Chair)	Bob Charlesworth (Treasurer)
Andrew Buchanan (Vice Chair)	Lorraine Slabbert (Headteacher)
Lynsey Matthew (Secretary)	Ruth Allan (Depute)

Shirley Gallivan (Depute)	Alison Webster (Member)
Anneli Spence (Member)	Rona Lockyer (Member)

David welcomed all those present. Checked if there were any apologies, none received.

2.Round up of the Year – Chairman

See Appendix I

3.Treasurer / Finance Summary of Year

See Appendix II

4. Headteacher summary of the year

See Appendix III

5. Fundraising Group Summary

No committee members were available but will add to the agenda for the next Parent Council meeting.

6. Election of Roles

- a. **Chair** – David Williams resigned. Andrew Buchanan was nominated and seconded as the Chair.
- b. **Vice-Chair** – Andrew Buchanan resigned. Rona Lockyer was nominated and seconded as the Vice-Chair
- c. **Treasurer** – Bob Charlesworth was nominated and seconded to continue as Treasurer
- d. **Secretary** – Lynsey Matthew was nominated and seconded to continue as Secretary
- e. **Members** – Alison Webster: To continue. Everyone in favour
- f. **Members** – Anneli Spence: To continue. Everyone in favour
- g. **Members** – Jordan Black: To continue. Voted in absence. To be seconded at next Parent Council Meeting.

7.Constitution

No updates required

New Chairperson

Andrew expressed his thanks to David on behalf of the Parent Council and parent body for his incredible commitment and hard work over the last 8 years.

Lorraine voiced her thanks on behalf of the school. Stating that the PTA has been a formidable force and we have really appreciated David's role through the covid years and beyond. The manner he does business is a credit to him and it has been a pleasure working with him.

Lorraine welcomed Andrew to his new role and looks forward to working with him and the rest of the Parent Council this coming session.

Appendix I

Round up of Year -Chair

Dunblane Primary School Parent Council – Chair Report 2022-2023

Dear All, What a great year! Thank you to all who have attended our Parent Council meetings and for all your contributions. It has been a pleasure working with you all.

Thank you to Lynsey Matthew (Secretary), Bob Charlesworth (Treasurer), and Andrew Buchanan (Vice Chair) for all your hard work this year. We really appreciate all that you have done and continue to do for Dunblane Primary School. Thank you.

At our meetings this last year we discussed Stirling Council's organisation of classes policy with representatives from the Council. We worked with the school management team to understand the merits and challenges faced when using e-readers. We organised a spring clean of our school grounds and reserved funds to support all children to attend our school trips.

The Fundraising Committee have done an amazing job raising money for our school. Thank you! We have replaced the amphitheatre, and the daily mile track will now be repaired and resurfaced.

We supported our school community, the SMT and staff for the HMIE inspection earlier this year. Although this was a short-model inspection that only looked at two categories, we were pleased with the results and reassured that the next steps identified in the inspection report had already been identified by our school and are included in the school improvement plan for this session.

Thank you to all our school staff, particularly Lorraine, Shirley and Ruth, our parents and carers for all the ways you support our school.

As always, 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 / Finance Summary of Year

Treasurer Report for Parent Council AGM 26th October 2023

This year has been a very successful year for the Parent Council and for the Fundraising Group

In total over £13,000 has been raised, which after expenses and costs left the Parent Council with a net surplus of over £8,500.

When added to the starting balance of £9,000 it left the Parent Council with over £17,500 to support the school with.

From this the following have been funded at a total of over £7300:

- Amphitheatre
- P1 Bookbags
- Hardship Fund
- Storage Boxes
- Outdoor Games
- Hobs
- P7 Leavers Photos
- School Cloud

This has still left a very healthy balance in the accounts of over £12,000.

From this remaining sum the Parent Council hope to fund:

- Daily Mile Refurbishment
- Dr Bike
- Dalguise Shortfall
- Burns Medals
- School Cloud
- P1 Bookbags

After the above expenditure we are still anticipating the balance to be in excess of £4,000 (dependent on final pricing)

Bob Charlesworth

	2022		2021	
	£	£	£	£
Income				
Fundraising (Note 1)		8600.51		7,824.93
New grants received Note 2)		2000.00		919.00
Donations		10.00		128.37
Other (Note 3)				1308.88
Total Income		10610.51		10,181.18
Expenditure				
Donations to DPS:		7341.60		1,969.60
Of grants received			919.00	
By PC (Note 4)			1,050.60	
	0.00		1,969.60	
Fundraising				1,933.57
Other (Note 3)				1,383.00
Total expenditure		7341.60		5,286.17
Surplus/deficit		3268.91		4,895.01
Analysis of surplus/deficit:				
Fundraising profit		8600.51		5,891.36
PC donations to DPS (unfunded)		0.00		- 1,050.60
Donations received		10.00		128.37
Mrs Grants retirement (Note 3)		0.00		- 74.12
		8610.51		4,895.01

Accounts Summary 22-23

Analysis of bank:				
Bank at start of year		9,004.07		4,109.06
Surplus/deficit		3268.91		4,895.01
Bank at end of year		12,272.98		9,004.07
Comprising:				
Cash in bank account		12,272.98		9,004.07
Outstanding cheque		0.00		-
		12,272.98		9,004.07
Check				0

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
Note 1: Fundraising profits				2022			2022			Note 2: New grants received		2022	2022	
												£	£	
School Fete				5425.41			4634.43			Stirling Council				519.00
Santa Letters							552.40			Round Table		500.00		400.00
Christmas Raffle				1039.03			505.10			Dunblane Dev Trust		1500.00		-
Christmas Trees							54.00			DDT Windfarm				-
Halloween				1837.02			145.43			Tesco				-
Fling				299.05			-					2000.00		-
							-							
				8600.51			5,891.36							
Note 4: Donations to DPS by PC				2022			2022			Note 3: Other				£
				£			£			Rotary Cheque				
Parent Appointment system							705.60			Dunblane Dev Trust				
Book bags (for 2021 and 2022 intakes)							345.00			Caledonian Xmas		30.00		
School Cloud				741.60			-			Net other income		30.00		
Hobs				263.00			-			Donations paid to Mrs Grant				
Storage Boxes				1617.50			-			Gambling Licence		20.00		
Hardship				630.00			-			Other expenditure		20.00		
Games (Rotary)				500.00			-			Net		10.00		
P7 Photos				412.50			-							
P1 Homework Bags				288.00			-							
Amphitheatre				2889.00			-							
				7341.60			1,050.60							

Accounts Summary 22-23

Appendix III

Headteacher Summary of the Year

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Parent Council Meeting
Head Teachers Report
October 2023 AGM

Session 22/23 was an extremely busy year for the school with new developments within as well as continuing ones. The year was enhanced by an inspection by Education Scotland occurring in May of the academic session.

The school improvements identified within the school improvement plan were the following:

- 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 in terms of using data to inform learning and teaching
- To focus on developing a play based approach across school from P1-7
- To continue to focus on promoting gender and race equality across school
- To raise attainment in reading for children within the school but particularly 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 progress and impact of the above foci can be seen below with the next steps identified also.

1. To continue to support the mental health and emotional wellbeing of our school community

Progress:

Positive Relationships Policy: staff, children and parents reviewed Policy during school sessions and amendments made to key areas following feedback.

Emotion Works progression planners included now in planning for classes.

Support staff have all been trained in Emotion Works language and methodology related to cogs.

Support stations in place across school and the playgrounds to support conversations to resolve issues with children.

Bronze and silver Emotion Works awards achieved throughout the year.

School has connected and supported other schools in use of Emotion Works.

All classes have an emotion works display.

Wellbeing hub and areas of school now displaying wellbeing indicators and work achieved by children.

Hello Yellow Day undertaken to raise money for Mental health and wellbeing

PT continues to share practice from around Scotland to support staff embed Emotion works and Nurture approaches.

Older children supporting younger children understand the wellbeing indicators through the characters of the Well beings.

Assemblies undertaken by children also.

Think sheets used across school to support conversations with children.

Children evaluate wellbeing 4 times a year.

Impact:

Almost all staff using the progression planners in school and including them in their planning folders and handing on to next teacher.

All children in school have been made aware of the wellbeing indicators.

All staff are now using Emotion Works as a core wellbeing resource.

All classes have nurture areas for children.

All classes have nurture boxes for children with a few having individualised ones.

School has gained external accreditation for the work we have been doing.

School continues to have a decrease in the amount of incidents between children in playgrounds and all staff supporting use cog language to support following incidents.

Next Steps:

Child friendly Policy leaflet on nurture to be highlighted and shared.

Gold Award for Emotion Works to be achieved.

Reaffirm use of progression planners in planning to link to Benchmarks and progression pathways.

Evaluate Childrens views on impact of Emotion Works

2. To continue to develop the use of digital literacy across school in terms of using data to inform learning and teaching

Progress:

All pupils in P4-P7 have access to their own digital devices for use both at school and at home to support learning.

Planning and policy documents are fully embedded with all staff accessing these.

A tracking system has been put in place by PT to ensure safe and responsible use of equipment, along with a home school agreement for the safe use of devices at home.

Online learning through Google classroom for P3-P7 and Seesaw for P1-2 has been embedded. Google classroom is used to access homework weekly as well as in school learning.

New process to support managing pupil accounts is in place by office staff issuing a google form link as part of the registration process.

Regular use of devices in class has been supported by the 'CUBES' allowing greater connectivity to the network.

Parent Council meetings have continued using an online forum and engagement has remained high.

Flexible use of online meetings to better meet parent's needs.

Our PT has led staff development sessions on the use of Big Maths, looking specifically at analysing the data. Feedback from staff has been very positive, with the majority reporting an increase in confidence- not only in the regular use of Big Maths as a planning tool but also in identifying learning gaps and next steps for pupils.

Our PT continues to responsively meet the needs of class teacher's through a variety of mechanisms such as drop-ins and sessions in collegiate and INSET days.

Our PT continues to support staff following training by centre on the use of tracking and monitoring excel spreadsheets.

Input given on INSET 3 on the trends which are appearing in our BIG maths data and analysis.

Impact:

All appropriate staff are now accessing Big Maths data to analyse learning gaps for children and planning appropriately to meet these needs.

System in place which quickly and efficiently allows learners to reset passwords etc.

IT fix log notification working effectively.

All staff supported with IT issues and expanding knowledge base when needed responsively.

All staff now using tracking and monitoring sheets effectively to allow us to access a host of data for their classes during tracking and monitoring meetings.

All parents who had a barrier to attending school for meetings have been supported to do so by online sessions.

Data sheets developed for use with staff when doing termly impact meetings giving a range of information across various groups and criteria of young learners.

Next Steps:

Review agreement for Chrome books to include an aspect allowing for safe return of chargers to school at the end of the year. EG perhaps a rental/deposit fee, or requiring parents to buy their own chargers.

Review process to streamline any issues with Chromebooks that need to be fixed by IT.

Update school website.

Refresh staff knowledge on new NSA site.

Still require upgraded digital access as this is definitely affecting responsive use of digital learning.

Review use of data over time in particular to specific groups of learners.

- 3. To continue to focus on promoting gender and race equality across school and To continue to embed Learning for Sustainability and develop global awareness through our curriculum**

Progress:

Sustainable Development Goals included in all context planning.

IDL challenges created by P4-7 linked to contexts in terms 2

Plans focussed on SDG 20 continuing focus on race gender and equality

Contexts linked to literacy within planning for a book study and IDL development

Assemblies delivered on LFS vision and values in school.

Junior Leadership Team evaluated our LFS next steps

Impact:

Planner in place for all stages to work with and support learning

Positive feedback from children displayed through sketchnoting skills

Links between LFS and other areas of the curriculum can clearly be seen in planning across all stages

Further links with community partners continues with On The Verge,OTV Stirling, Dunblane Eco Fest and Tesco being examples

All school community has been made aware of our vision for LFS in school

Junior Leadership Team working with the children across school as well as management team developing leadership skills

Next Steps:

Continue to develop goals explorers across the school as a focus for P1-3

Continue to develop P4-7 outdoor area

Continue to develop relationships with partners.

4. To focus on developing a play based approach across school from P1-7

Progress:

Within all classrooms there is evidence of children leading learning and their interests and views shaping the direction of learning, allowing them to be more curious and creative.

Almost all children are involved in creating big/little questions for IDL and some teachers are actively involving children in creating their class IDL planners.

In August 2022 the majority of staff felt neutral or disagreed that school was well resourced to implement and develop play in school. We therefore set up a room with play resources which classes can access, giving teachers space and suitable resources.

Pupil's voices were listened and the JLT spend time in our school nursery, looking at layouts, resources and they learnt about loose parts to support them to be involved in the setting up of the room.

By Christmas all classes had accessed the Bloom Room. When asked about the Bloom Room staff said "It's good having a set space for play as the upper school don't have play areas in the classrooms." "I think the Bloom Room is a great space with lots of fantastic resources all easily accessible to all." "Good to have lots of resources together to encourage curiosity." "Many of the resources are very open ended which allows the children to lead their learning and use their imagination."

By May 2023 the majority of the staff felt that the school was well resources to implement play.

The JLT have a sound knowledge of why play and active learning opportunities are important for children in today's world and the skills children develop when playing. They used their knowledge of Realising the Ambition to create a sketch note that has been shared within, the school, and schools in the learning community and Education Scotland

A pilot was established within Primary 1 in January 2023, where children were going to be given greater autonomy to lead learning with their interests and views shaping the direction of learning. Staff looked at the spaces and resources available and set up learning experiences between the 2 classrooms, open are and outside space.

Afternoons in Primary 1 are play based and the teachers are being responsive to the children's interests and needs, based on observations and listening to pupil's voices.

Leuven scales are used to support individual children with their engagement and involvement.

Impact:

Children understand the purpose of their learning; they feel listened to and are engaged.

In some classes floor books both written and digital, have been produced to capture the child's voice.

Following the implementation of this test of change staff have said that - "Children and more engaged an involved", "children are leading their learning", "children are making

links with their learning, “they are developing important skills such as co-operation and creativity.”

The leuven assessment data shows that following a change to our approach in Primary 1 in term 3, all children are more engaged and involved

The majority of staff in August said that they saw spontaneous play, planned and purposeful play, investigating and exploration play and active learning as fundamentally important for developing 21st century skills. By May 2023 this had increased to all of staff.

Most staff in May 2023 said that they see play as important in the classroom setting, an increase of 12%.

In August the majority (57%) of teachers felt very confident and confident to provide a provocation or stimulus to act as a starting point in order to solve problems, try out new theories and develop new skills. By May 2023 this had increased to 71% a greater majority of staff.

All staff see the value of playing alongside children, an increase of 8%. This data shows us that the impact of staff CPD focussing on play pedagogy to develop their understanding of theorists who influence our practice, in particular the document Realising the Ambition, the use of tuff trays, loose parts, provocations has had a positive impact of staffs way of thinking.

More active learning opportunities are taking place in all classes allowing children to be learning by doing which allows them to develop skills and to connect learning and collaborate with one another.

All Staff feel more confident using new approaches to develop curiosity and creativity. Most staff said that they regularly use loose parts with their class, majority of staff reported to regularly using tuff trays and majority of staff use curiosity boxes.

Next Steps:

Currently 86% of staff say that the children in their class are given opportunities to play freely in their class, at least once a week. Staff talk about these opportunities being within IDL, during soft starts, in the Bloom Room etc. Next session we will have more of a focus on the teacher’s role during free play sessions. This will include looking at how skilled questioning can be used by staff along with what explicit skills are being taught during these free play times and in particular during soft starts.

Staff were encouraged to allow children to play freely within the school day. Staff had observation sheets to complete while they observed children playing linked to

the skills icons. Further development is required in the skill of observing children playing to then plan future teaching and learning opportunities.

Next session we will look at the benefits of having floor books (either digital or written) to capture the child's voice and to help shape the direction of learning and consider this as something to be rolled out throughout the school.

We will do some refresher session on the use of Leuven scales to encourage further engagement and involvement with individuals.

Currently Primary 1's use responsive planning and the children experience a play based curriculum in the afternoons. Now that this is embedded into primary 1 we will look to develop this within Primary 2.

5. To raise attainment in writing for children within the school but particularly those with barriers to learning

Progress and Impact of Pupil Equity Fund

Pupil Equity Funding is money that we as a school are awarded to help provide children with the best possible opportunities in their learning. It is there to help the school support children who experience barriers to their learning and who might be falling behind or not getting the same chances in their education because of their family experiencing poverty or other financial difficulties. This is referred to as the poverty related attainment gap. We here at Dunblane Primary School have not identified a poverty related gap when analysing our attainment figures but we do have a number of children who experience barriers to learning.

We use the Scottish Index of Multiple Deprivation as a statistic tool to identify children who may fall into the poverty related gap. The SIMD ranks data from most deprived ranked 1 to least deprived ranked 10. This of course is not an exact measure and cannot simply be used in isolation to known knowledge of the school community itself. Our school data looks like this:

SIMD 10-8	SIMD 7-5	SIMD 4-3	SIMD 2-1
78%	4%	16%	2%

Last year the school was allocated £15.925 of additional funding through the Pupil Equity Fund. In discussions with staff and SMT as well as views sought throughout the year from parents, the following priorities were identified:

- The emotional health and wellbeing of our children, as well as a targeted group of children who are the most vulnerable in terms of poverty related gaps in their attainment with particular reference to reading.

As a result of these priorities the school identified the following interventions:

- Continued employment of additional support for learning assistants to undertake individual support for targeted learners allowing them to have the capacity to engage in learning in class and out with class to support their needs.

Although the impact for these children can also be seen through the SQR itself in areas of health and wellbeing, nurture and Emotion Works specific impact for these children is noted as:

Progress

40% of the targeted group were non-readers at the start of the intervention and could not be assessed using normal methods due to the lack of knowledge and skills of the children for the baseline to be completed. 60% of the group as a total are now reading at their expected levels using the assessment methods that we employed and the interventions undertaken by the Support for Learning assistant managed by the Support for Learning Teacher.

On average children moved up at least 5 levels in their reading age in a period of 9 months.

We can evidence that we have made a great impact on those children who were behind the curve in the 5 component areas of reading which are:

Accuracy of phonetic knowledge

Accuracy of phonemic awareness

Vocabulary

Fluency

Comprehension

Impact

60% of the children targeted are now where they should be according to their age in terms of their reading abilities. The gap for those children has been closed.

Wider Achievements

As a school, we have 100% of children who manage to experience some sort of wider achievement whether that be through clubs and societies outside of school, in school or indeed some of the leadership opportunities that we provide them within the curriculum.

There are some other wider experiences of note:

Bronze and Silver accreditation in Rights Respecting Schools

Green Eco Flag awarded

Silver Emotion Works Accreditation

Involvements with the BBC in two of their CBeebies programmes with children from the school appearing in two episodes.

Junior Leadership Team and Sustainability Squad members represented at Stirling Voices event

Education Scotland featured our Young Leaders of Learning in a promotional video

The school represented in local, regional and national cross country championships

P5 stage won enterprise awards for the third year running through Social Enterprise Academy and were awarded social enterprise champions award

Primary 5 children successfully reared and released 180 brown trout into the river. They also raised over £500 for the Royal Zoological society to help endangered animals and raised over £70 by selling the Big Issue schools edition

Continued partnership with Mount Abu school in India

Attainment and Achievement session 22/23 to compare to session 21/22 below.

Jun-23	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	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
Number coded as 98	P1 0	P4 0	P7 0	S3	P1 0	P4 0	P7 0	S3	P1 0	P4 0	P7 0	S3	P1 0	P4 0	P7 0	S3
Number coded as 99	E 0	1st 0	2nd 0		E 0	1st 0	2nd 0		E 0	1st 0	2nd 0		E 0	1st 0	2nd 0	
Number of children NOT achieved	49 3	47 9	66 5		49 3	47 10	66 7		49 1	47 5	66 0		49 3	47 10	66 6	
Percentage achieved	91%	86%	93%		91%	84%	91%		97%	95%	100%		91%	89%	84%	
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%	

