

Friends of Maud School Parent Council

Minutes

Wednesday 22nd March 2017

Attendees

Committee: John Curno (Chair), Kenny Westmacott (Vice Chair), Louise Cran (Treasurer), Cat Anderson (Fundraising), Rebecca Cassie (Fundraising)

School: Mrs McCue, Mrs Steel, Miss Portsmouth, Miss White, Miss Ovens

Members: Kath O'Connor, Katie Fordyce, Rachael Smith, Nicola McCouaig

Apologies

Committee: Louise Gorley (Secretary),

School: Miss Park, Miss Moir,

Members: Jennifer Grey, Louise Catto, Lynne Adams,

1. Welcome

Chair welcomed everyone.

2. Apologies

As Above

3. Minutes from last meeting

The minutes from the last meeting were summarised and approved by Katie Fordyce, seconded by Louise Cran.

4. Treasurers Report

Louise Cran – the balance at 13th March 2017 was £3,110.89 less un-presented cheques for Netball, School and Raffle Books, meaning the current balance is £1,783.47. School thanked the Parent Council for their cheque and it would be put to good use.

5. Burn's Ceilidh

This was a great success this year and we banked £649.00 with £50.00 hall bill and £325.00 to the café making a profit of £224.00. Thanks was made for the donations of napkins, shortbread and raffle books.

6. School Staffing

The Parent Council asked if we could have an update for next year. The headteachers reported that it was early still, but work was being done with the council to ensure we had teachers. Miss Park and Miss Ovens would not be staying after their probationer year and the school had asked if we could try and fill the places with full time staff for continuity. Mrs McCue would also be on maternity next year and Mrs Steel will full time to cover this. They will let us know classes and staff as soon as they can.

Currently there are 15 P1s for next year with 13 P7s moving to the academy.

The travellers site at Aikey Brae was mentioned as the papers are reporting they would be zoned for our school. There has been no mention on this but Mrs Steel personally thought that the outcome of the re-zoning would the Old Deer area (including Aikey Brae) would be zoned for Maud, but it has not been confirmed, and there was no timescale for this.

7. Pupil Equity Fund

It has been in the news that the government were allocating a sum of money to all schools to be used to help "close the gap"; schools would be able to use the money to effectively help children who are not where they should be, for whatever reason. The cluster has been meeting to give ideas of how to spend their money efficiently. It cannot be used for physical resources but could be used to buy in services which would help the target children, but also others in the school. Maud have been allocated around £9,100.00.

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8. Attainment – Closing the Gap

“Closing the Gap” is being used to make sure children are achieving their full potential. Lots of time is taken to ensure teachers are teaching well and the data can be used to track children’s progress. Data is collected in Nov, Feb and June. The data from Feb was explained and shows many are on track to meet the targets by June and a small number of children had been flagged as needing extra support in the classroom, which would be done in various ways. The numbers were spoken about with lots of explanation - the Parent Council asked if the head teachers could summarise it for the minutes and the following was kindly received.

Tracking and monitoring analysis for February:

*Reading: 18% of the school currently have achieved or exceeded expected levels
56% on track to do so by June.*

*Listening and Talking: 14% have currently achieved or exceeded expected levels
68% on track to do so by June.*

*Writing: 42% achieved or exceeded expected levels.
36% on track to do so by June.*

*Numeracy: 6% achieved or exceeded expected levels.
68% on track to do so by June.*

*Health and Wellbeing: 21% achieved or exceeded expected levels.
71% on track to do so by June.*

We would expect our pupils to have achieved their expected levels by June for all these areas so are pleased that some are already there or have exceeded expectations. The other few children (and remember these relate to small amounts of children) are targeted in their classes, closely monitored by their teachers and us and this is where we would usually target our Pupil Support Assistants (who also work with our more able pupils).

9. Improvement Plan

The headteachers indicated what was in the plan, the progress being made and where we are now.

Curriculum Framework – these are very useful documents used throughout the session.

Rights Respecting School – each class has a charter linked to the behaviour charts etc. but the pupil committee dedicated to this were producing a school charter.

1+2 languages – Miss Portsmouth is the ambassador for this and has led the work in school. The parents will see lots of work with this with French in all the classes and around the school

Raising Attainment – this is done through the tracking, setting goals and using resources affectively.

Reporting – see 11 below

10. Quality Improvement Visit - Summary

There was a visit in November 2016 and the Headteachers shared the summary. (Full summary is on the website.) It was a good visit from the Quality Improvement Inspector and Quality Improvement Manager and they were pleased with the school, work, pupils and staff. They identified the positives and improvements needed, which the school were pleased they had already identified. It was not known when the next visit would be as they were “on the radar” but that was not uncommon.

11. Reporting to Parents – Progress to Date

The new report format went out in November and anything related to this goes out on cream paper. It also included the open afternoons, assemblies etc. The final report (due late May/early June) would include a roundup of the year, and their progress from the last report.

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12. Mental Health Awareness Week

This is 8th – 12th May and the school would be taking part with the resource centre. Victoria Brown and the Headteachers had some ideas – step challenge (like last year), yoga sessions etc. There is also a cookery demonstration from Kenny Smart in the village hall on the 12th May and it was hoped the children could be involved, maybe a cook off alongside Mrs Steel.

13. Christmas DVDs

Kenny apologised for the delay - he would endeavour to get them done as soon as he could, and thanked everyone for their offers of help.

14. Employee Volunteers

Kath had been told about this and wanted everyone to know about this resource and take it to the wider community. They can bring together business who have a volunteering program with communities who may need their services. For example, if a school/nursery needed a neglected area cleared but would take months for the group, then they could offer volunteers time to help and clear it quickly; basically, providing the manpower of a team. If anyone heard of any work needing done, it might be worth looking at their website - www.employeevolunteering.co.uk

15. Coffee Evening

Nicola McCouaig came by to ask about doing the Netball Tournament at the Coffee Evening rather than the football gala – it was agreed that would suit us. Entry money would go to the evening funds and it was hoped parents would come in for teas and look at the stalls. It would start at 4pm. Nicola would do the organising and ask for anything needed. The PC thanked Nicola for organising this.

It had been suggested that the evening times could be moved to earlier and none of the stall holders had any issue with this. It was agreed that we run it from 5-7pm this year.

The number of school stalls was discussed and it was thought that the 12 booked maybe enough but space could maybe be made if necessary, even moving some stalls outside if weather permitted.

The note to go out with the raffle books would be updated and this would go out before the holidays. After the holidays bags would be sent out and volunteers requested. The PC sub group would meet to look at planning and keep things moving, but everything was in hand at the moment.

16. Maud Football Club

The Maud Football Gala was booked for 18th June and was busy being organised. There was a very successful quiz to raise funds on the 17th March and £1,300.00 was raised. The times for the football session after the Easter holidays was given – 6.15-7pm for P1-3 & 7.15-8.15pm both at the football ground.

17. AOB

School asked for help in making the monument near the willow tunnel stable. It would take a long time through the council and possible expensive. Rebecca said she would arrange for someone to look at and fix if possible.

Everyone would have gotten a note home in preparation for the move to a paperless communication which would improve efficiency of communication in general. More information would come out but the app is Xpression if anyone was interested in looking at it.

Kath wanted to ensure Georgie Curno was thanked for her work in preparing for this meeting. She sorted out the agenda and made sure everything was up to date and it was much appreciated.

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A discussion was held about library books not going home. It was thought the PC could be a bit more involved in ensuring parents were aware that books needed to be taken care of and returned or a fine would be enforced. It was also thought that those who did not return the books would not be allowed to take more. It was thought that from the next session this would be arranged and the library volunteers could be included in this.

Katie asked about Accelerated Reading and it was discussed alongside banding of books. School said that it was very pricy and it was not a priority to look into it at the moment. They would look into speaking to the Council's library resource to see if they could help with the books in the library or offer any advice.

18. Date for Next Meeting

Wednesday 7th June 2017

Quality Improvement Visit – November

Summary Statement

On the basis of the evidence from the visit, the following was identified:

Strengths

- There is a strong commitment to professional learning and developing leadership at all levels.
- Senior leaders effectively guide and manage the pace of change.
- Learners are eager and motivated; they understand the purpose of learning.
- A range of appropriate interventions from partner agencies support pupils' learning and development.
- The majority of learners make good progress.

Aspects for Improvement

- A whole school agreement of what quality learning and teaching should look like in the school would lead to greater consistency.
- Expectations of behaviour and pace and challenge in learning need to be consistently high across the school.
- Further work on assessment and moderation needs to be undertaken to ensure consistency of judgements – planned use of benchmarks and frameworks will support staff with this.
- Increase learner involvement in planning learning

QI 1.3 Leadership of Change

On the basis of the evidence from the visit, the following was identified:

Strengths

- The Head Teachers are committed to developing leadership at all levels.
- The Head Teachers guide and manage the pace of change appropriately.
- There is a culture of professional learning which encourages staff to learn from each other and from partner agencies.
- Staff feel that there is a strong team spirit across the school which supports them in their work.

Aspects for Improvement.

- Teachers would welcome opportunities to discuss School Improvement Priorities in depth and on a more regular basis. This would ensure that the rationale underpinning developments is well understood.
- Continue to work with parents and community to ensure that they feel fully involved in school developments.
- Ensure developments are evaluated in terms of their impact on outcomes for learners.

QI 2.3 Learning, teaching and assessment

On the basis of the evidence from the visit, the following was identified:

Strengths

- Most learners are eager and motivated; they enjoy a range of activities which are appropriately matched to their needs.
- Learners contribute effectively to the life of the school.
- Examples of highly effective learning and teaching were observed during the visit.
- The school provides a positive and nurturing learning environment.
- Tracking and monitoring systems are in place to ensure positive outcomes for learners and appropriate interventions when required.

Aspects for Improvement

- Ensure there are clear expectations with regard to the quality of learning and teaching across the school.
- Provide more opportunities for learners to be involved in leading the learning.
- Ensure there are shared expectations regarding standards in attainment and behaviour.
- Provide staff with opportunities to discuss attainment data and the impact of their teaching on learners' attainment.

3.2 Raising attainment and achievement

On the basis of the evidence from the visit, the following was identified:

Strengths

- The attainment of most pupils is in line with their developed ability
- The majority of pupils make good progress with some exceeding this.
- The wider achievements of pupils are recognised and celebrated.
- Staff are making good use of Aberdeenshire Frameworks and benchmarks to support professional judgements.

Aspects for improvement

- Undertake moderation activities to ensure all staff are able to make accurate and confident professional judgements.
- Track groups of learners (LAC, SIMD) to ensure that there is no pattern of lower attainment for these children.
- Ensure the plans to track pupils' wider achievement are put into place to ensure those at risk of missing out are highlighted and their needs addressed.

QI 3.1 Improving wellbeing, equality and inclusion

On the basis of the evidence from the visit, the following was identified:

Strengths

- Staff know children and their families well and are aware of the needs and circumstances of individuals.
- The staff team are very supportive of learners and of each other.
- Pupils state that they feel well supported to do their best and most feel safe and secure in school.
- The Head Teachers have worked with the Parent Council to improve communication through a variety of methods and parents were enthusiastic about new reporting procedures and how this will provide them with clear information about their children's progress.

Aspects for improvement

- Ensure the planned RRS work becomes well embedded in the life and work of the school, is understood by all stakeholders and supports the school's vision, values and aims.
- Undertake work to ensure that the minority of parents who feel they are not fully included in school life are given every opportunity to participate.