

# Insch School Parent Council & PTA

## Annual General Meeting

27<sup>th</sup> August 2020, 7.00pm

Present: Chris Hinton (PC Chair), Laura Couper (PTA Co-Chair), Kerry Keith (PTA Co-Chair), Lorraine Emslie (PTA Treasurer), Laura Mitchell, Petra Hood (PTA Secretary), Becky Brown, Katherine Regan, Dara Wilson, Colin Currie, Jo Chamberlain, Colin Patterson, Sophy Charles, Lisa Stewart, Steve Greig, Lindsey Johnson, Alison Connor (Head Teacher), Mhairi Stirling (Deputy Head Teacher), Mrs Fowlie and Miss K Reid

Apologies: Gill Begbie, Sophie MacDonald

No.	Item	Action
1.	<u>AGM was opened by Chris Hinton</u>  Chris Hinton welcomed and thanked all for attending the AGM.  There were no amendments to the last AGM minutes and the MOM were approved.	
2.	<u>Parent Council Chair Report</u>  Report presented by Chris Hinton, see in full in attachment no. 1.	
3.	<u>PTA Co- Chairs Report (L Couper &amp; K Keith)</u>  Report presented by Laura Couper, see in full in attachment no. 2.	
6.	<u>PTA Treasurer's Report (Lorraine Emslie)</u>  See in full in attachment no. 3.	
7.	<u>Insch School Head Teacher's Report (Mrs A Conner)</u>  See in full in attachment no. 4.  Special mention and thanks go to all parents for understanding and following the new rules.	

8.	<p><u>Members and Office Bearers of the Parent Council</u></p> <p>The following parents became members of the Parent Council:</p> <p>Chris Hinton, Laura Couper, Katherine Regan, Kerry Keith, Laura Mitchell, Petra Hood, Dara Wilson, Colin Currie, Jo Chamberlain, Lorraine Emslie, Becky Brown, Lindsey Johnson</p> <p>The following members of PC were elected in their roles:</p> <ul style="list-style-type: none"> <li>• Chris Hinton – PC Chair</li> <li>• Kerry Keith – PTA Chair (PC Deputy Chair)</li> <li>• Lorraine Emslie – Treasurer</li> <li>• Katherine Regan – Secretary</li> </ul>	
9.	<p><u>AOB</u></p> <ul style="list-style-type: none"> <li>• School photographs are currently scheduled for the end of September, options of the School photographs are being explored by Kerry Keith in liaison with Mrs Conner.</li> </ul>	KK / AC
10.	<p><u>Next Meeting will be held on Wednesday 16<sup>th</sup> September at 8pm online.</u></p>	

## **ATTACHMENT 1**

### **Parent Council AGM Thursday 27th August Chair's Report**

Good evening and thank you for coming to our AGM this evening.

The role of any Parent Council is to support the school in its work with our children & represent the views and wishes of all parents and carers. This has been especially apparent during lockdown and while bringing pupils and teachers back to school in August.

I would like to thank all of us for the work that we have done. From the school, Mrs Connor, the teachers and all the staff working so hard to continue our children's education in such difficult circumstances, to us, the parents, for having to find our inner teachers. Despite the constant changes of guidance and direction from the government, the school has done a fantastic job in enabling our children to return to full time education.

This was the first year that the new parent council constitution was followed. From my perspective, I felt it worked very well and I would like to give my thanks to everyone that put this together last year, especially Joanne Chamberlain. We have continued the great work done last year on self-evaluation. This year we focussed on how well everyone supports each other to work, learn and achieve success in the school. This was used to evaluate the quality of relationships amongst pupils and between pupils and the adults who work with children and young people as part of our school community. We, as parents, were able to speak to small groups of children in the school to understand their views on this, hear any concerns and to listen to their ideas about any improvements that could be made.

During the school year it was fantastic to see local businesses support the school in various different ways. Harpers very kindly supplied stone covering for the playground and S & S services have sponsored the Insch Netball team.

In February, the PC were asked once again to be involved in the very popular Dragons' Den project. All pupils from primary 5,6 & 7 took part in this project in small teams. One group per class was selected to take part in the final, which was judged by the team of Dragons formed by Mrs Conner, members of the wider community (Allan McGillivray, local businessman), and Chris Hinton from the Parent Council. The money raised from the Christmas Jumper Day was pitched for by the finalists. The Dragons found the final decision very tough because of the quality of the children's pitches. In the end after much deliberation the winning team was chosen with the funds being used for new musical instruments for the school.

I have taken a great deal from my experience being chair of the parent council this year. It has been great to see some new faces as part of the PC and PTA

and I would implore people to support however they can. We have as a school relied too much on a small group of parents to run the PC and PTA. I would like to thank all office bearers within the PC / PTA especially Lorraine Emslie for all her work as treasurer. Attending meetings and doing what you can makes a huge difference to the school and pupils.

## **ATTACHMENT 2**

### **PTA CO-CHAIRS REPORT**

**27<sup>th</sup> August 2020**

#### **Who are the PTA?**

The Parent Teacher Association are a group of parents and teachers who meet once or twice a term for half an hour before a Parent Council meeting, this has recently been held virtually. The PTA is open to all parents and at our meetings there is normally Mrs Connor and one other staff member to represent the school.

#### **What do we do?**

The main focus of the PTA is to raise funds for the school. We organise a number of events throughout the school year and often support the school with their events, for example during P1 induction we are there to serve teas and coffees and promote the awareness of our group. Unfortunately, the P1 Induction was unable to go ahead this year due to Coronavirus restrictions. We have an involvement with how the money we've raised is spent, this is often directed by Mrs Connor or other staff members.

As a group we own a range of useful items that we've invested in over the years, we have 12 or so trestle tables, an urn, flasks and a kettle for example. We have a designated cupboard within the school to store our resources and use the armoury too.

#### **What have we been working on this year?**

We have held a variety of fundraising events this year, for example;

- School photos which were taken around this time last year.
- Huntly FC Bingo Night, The football club invite a different organisation every month to attend and run the raffle. In December we were selected, we collected great raffle prizes which were kindly donated by Parents, staff and local companies. At the bingo night we sold raffles and also had a hamper for Lucky Squares.
- Insch School Carols also in December, the PTA were allocated a stall to sell Lucky Squares for two hampers and a large Lego set. We were very lucky to have amazing donations to be able to make this a success.
- The Book Fair in February was really successful which meant the school received a good amount of money to be spent on books.
- We sold Spree books which raised money for the school.
- We had started organising a Family Bingo night to be held in May, unfortunately had to be cancelled.

Our main fundraising project over this year is for a Sound and Projector System to be purchased and installed in the Gym hall to improve the quality and experience for the pupils. Also, we have been fundraising for sports and playground equipment.

With the new constitution being adopted the PTA will be classed as a Sub group of the Parent Council. In effect this means that the PTA will involve solely fundraising organisation. How the money is spent will be left to the parent council to decide as will the future of projects like the playground and projector system. It is understood that the chair of the PTA will be depute chair of the Parent Council and act as a go between for the 2 groups.

2019/20 has been a lot of fun for us as joint chairs. We have enjoyed the challenge and it has been a great experience however due to other commitments we would both like to step down from this role and let someone else have the opportunity. Thank you.

## ATTACHMENT 3

<u>TREASURER'S REPORT AUGUST 2020</u>				
<b>Balance at Bank as at 1st September 2019</b>		£ 8,901.95		
<b><u>Income</u></b>				
Xmas Concert	£	1,242.02		
School Photos (Tempest Commission)	£	670.40	Last Year £1277.44 - huge reduction perhaps due to promotion of online ordering/proof images being unavailable? Switch supplier for 2020 and trial.	
Nathans Waste - Rag Bag Recycling	£	553.60	Continue to promote the usage of this free income - £400 less than previous year	
PC Funding - Aberdeenshire Council	£	333.90	Received Annually	
Spree Book Sale Commission	£	320.00		
Asda Token Scheme	£	250.00		
Amey OW Grant	£	250.00		
Misc	£	71.09		
The Giving Machine	£	15.27	Decrease on Last Year - £67 - promote usage as free money	
	£	3,706.28	Last Year Income was £6467.83 approx £2760 less. Mainly due to Xmas Fair/Bingo Night Income	
<b><u>Expenditure</u></b>				
Glee Club T Shirts	£	245.48		
Pinocchio Theatre Production	£	238.80		
Xmas Party Supplies	£	197.30		
Gardner & Partners - PTA Accounts	£	168.00		
Nursery Books	£	120.00		
P7 Excursion Travel Expenses	£	112.00		
Playground Paint	£	78.00		
	£	1,159.58		
Excess of Income over Expenditure	£	2,546.70		
<b>Sub-Total (Balance at Bank as at 31st August 2020)</b>		£ 11,448.65		
Less Unpresented Cheques	£	1,850.73		
<b>Balance of Account as at 31st August 2020</b>		<b>£ 9,597.92</b>		
You will see as per the spreadsheet, our income over expenditure is £2546.70 however there are £1850.73 of unpresented cheques (Insch School, P7 Leavers Books (£579.42), P1 Bears (£264), Maths Resources (£861.31) & Eco Group Transport (£118)) and additional xmas party supplies to be reimbursed to K.Keith, £28.00 <del>£118</del> . At year end we have a healthy £9597.92 in the bank. It was intended to use the majority of this last year for playground resurfacing however Mrs Conner prior to lockdown expressed her desire to install a new projector and sound system which was quoted at around £7K. Fundraising ideas to be discussed.				
All accounts are up to date and are available to be validated and checked for accuracy.				

**Head Teacher Report****Parent Council AGM 27/8/20**

Session 2019-20 certainly a very different school year with a global Coronavirus pandemic out break in March. This caused the unprecedeted decision by Government to close all schools in Scotland from March 23<sup>rd</sup> 2020.

Prior to the pandemic the school operated as usual.

### **2019-20 School Improvements Priorities**

#### **Priority 1 QI 1.2 Leading Learning**

**Staff will be proactive in leading learning across the school leading to increased consistency of shared expectations across the school.**

- Staff leading training sessions
- Staff will lead curriculum coverage development work to ensure shared understanding across the school of required curriculum coverage for each area. Expectations on quantity of pupil output will be set high.
- Early level curriculum high quality play-based learning experiences for our youngest learners.

#### **Priority 2 QI 2.3 Learning, teaching and assessment**

**Children will make continuous progress across all aspects of their learning and development.**

- Curriculum Progressions Health and wellbeing, technology and RME. RRS Silver Action Plan.
- Moderation work within school and across the Cluster will further develop a shared understanding of standards by all staff.
- All staff will use data to track and monitor individual progress. All teachers will then target support groups, coasters and challenge focus We aim to further increase pupil attainment.
- Staff will ensure there is appropriate balance of technology that enhances learning and teaching.
- Nursery and school staff will conduct TMR 3 times a year. Attainment conversation to focus planning of individual learners.

#### **Priority 3 QI3.1 Improving wellbeing, equality and inclusion**

**Our school community has a shared understanding of wellbeing. All our staff, pupils and partners feel respected, valued and supported.**

- Insch School Emotional Regulation Approach launched
- Authority Validated Self Evaluation model – cancelled Covid.
- Parent Council Self Evaluation Exercise conducted March 2020 – see results attached.
- Insch School Approach to Emotional Regulation – see attached.

Full school self-evaluations for Session 2019-20 can be found in the Standards and Quality Report currently being written. This will be shared in due course.

## **Whole School Attainment**

No whole school data was collected this year from any school due to school closure. However, March TMR was conducted prior to lockdown. The data told us:

### **TMR Results November 2019 to March 2020 Overview**

#### **Writing**

	<b>November</b>	<b>March</b>
Exceeding expectations/ On Track	83%	84%

#### **Reading**

	<b>November</b>	<b>March</b>
Exceeding expected level/ On track	88%	88%

#### **Numeracy**

	<b>November</b>	<b>March</b>
Exceeding expectations/ On Track	87%	89%

Writing – focus to raise attainment further from those On Track to Exceeding Expectations.

Growth Mindset work on Maths will also help raise attainment in Numeracy.

Focus on these three aspects of the curriculum is of paramount importance for a recovery curriculum.

During this analysis we have noted all the children who are ‘coasters’, those who require additional support and those who need varying degrees of challenge.

## **School Closure Covid-19 March 2020**

#### **Home Learning**

Senior Management Team worked to provide teaching staff with clear Home Learning Guidance. This covered how Home Learning would operate and what the expectations would be to ensure a consist approach across the school.

Teachers responded very well to challenges of Home learning and adapted very quickly to setting up home learning via online learning platform Seesaw. Older classes also used Microsoft Teams and Google Classrooms. The challenges were significant however, on the whole pupils and parents have had a good experience and coped well with the demands of home learning. There were of course hiccups along the way. These were dealt with quickly. Engagement levels varied across the school as was to be expected and after initial excellent

engagement levels, it is fair to say that near the end of lockdown the enthusiasm and submission rates of some pupils and families lessened.

Parental views on home learning were surveyed in 4 weeks into lockdown (27.4.20). **Full results can be viewed on the attached document.** In summary, the vast majority of parents told us they:

- Agreed or strongly agreed that the arrangement at Insch School of completing work over the duration of the week gave families the flexibility they needed to complete tasks when it suits us.
- That the current amount of learning was manageable for their family.
- That there was a good balance of activities on offer that kept their child interested in learning.
- That pupils received feedback from teachers on a weekly basis.
- Overall, the majority of families managed the distance learning.

SLT continued to monitor home learning throughout lockdown.

### **Vulnerable Families**

There were families who were identified as vulnerable families and teachers and SLT maintained regular telephone contact with these families throughout lockdown. Home learning packs were prepared for some families. Hub places were arranged for our most vulnerable families and places were taken up. The Huntly Hub moved from Insch School after the Easter holidays to Gordon Primary in Huntly. Arrangements were made with the Authority for Insch families to attend Dreams Daycare. This worked well and made the difference between families taking up this offer and not due to travel issues to Huntly.

### **Engagement Levels in Home Learning**

Different approaches were used to encourage engagement levels:

- We changed to a grid method where 12 learning tasks per week were shared and pupils chose 9 tasks each week. This gave families greater flexibility to complete tasks across the week.
- A whole school Welcome Back to Term 4 Staff Video was compiled and shared. This was received very positively and served to pull our learning community together despite the fact we were all apart.
- A Virtual Sports Week was held at the same time our normal Sports Day would have taken place. The purpose of this week was to give variety to the learning tasks as lockdown continued and to encourage a healthy outdoor lifestyle. Reports from parents and pupils told us the majority of pupils really enjoyed this 'break' from traditional learning and kept motivated levels going.
- Outdoor Learning Week with a variety of outdoor activities was planned. This coincided with the P7 PGL residential trip that had been cancelled.
- The last week of term saw a Virtual School Trip initiative where pupils were invited to visit and learn about significant places of interest around the world. Again, this served to motivate our learners and uptake, for the most part was high.
- Head Teacher participated in local Insch Community lockdown experience You Tube Podcast – One Inscher at a Time, 24/5/20.

## Plan for Safe return to school

August 2020

This was put in place during the last week of summer term and parents notified. Staggered start and end times is working very well. 3 class groups The Einsteins, The Nightingales and the Mandalas. This has brought benefits including:

- reduced pupil numbers in the playground,
- quieter playtimes with less accidents and bumps,
- classes working together as a team as they all play together in a part of the playground.
- Congestion free on Alexander Street and area close,
- a more active travel approach being adopted by parents.

Parents tell us they like this set up as it is quieter and well organised. Staff tell us they like this for the same reason. Pupils tell us like the playground being quieter but some pupils want to play with others in a different part to the playground. This is only a few.

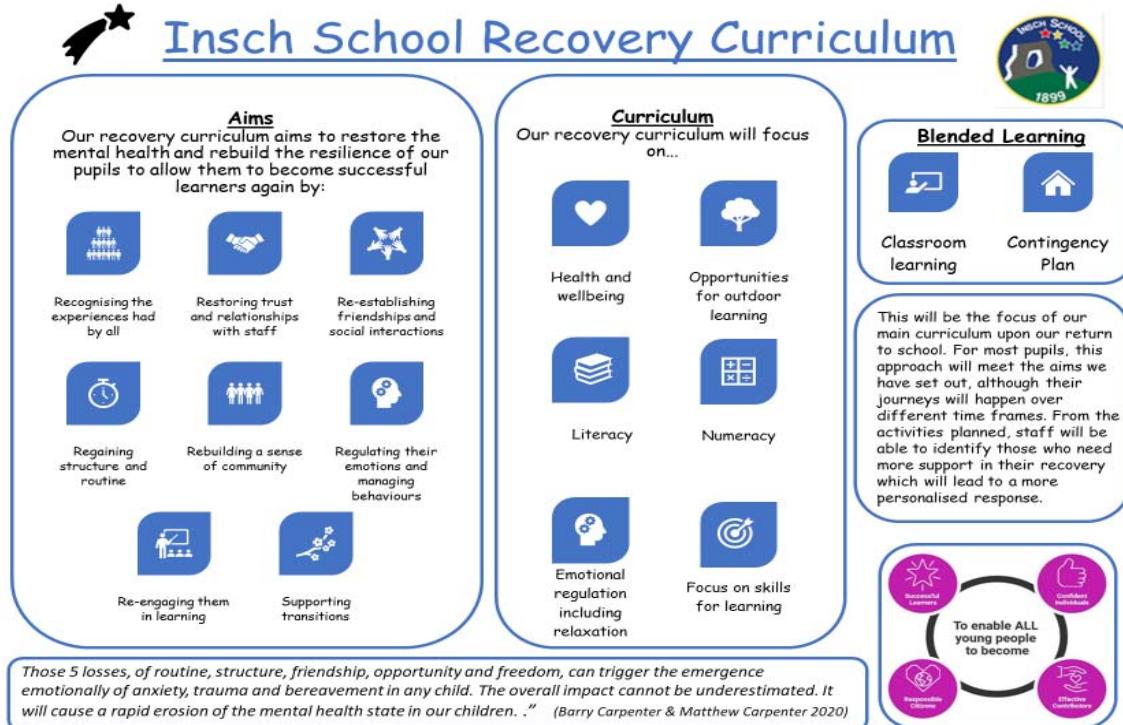
This organization will remain – 3 different breaks and lunches.

Currently Government recommendation is for home working. When this changes we will look to streamline start times and end times e.g. 8.45 and 9.00 start. Parents views sought via PC or school.

Generally, pupils have settled in very well into school across the school including our new P1 and nursery pupils. Phased start back really helped with smaller classes so all could get used to new routines.

## Term 1 Priorities August to October

## Insch School Education Recovery Plan



Our priority as we return to school is to settle pupils back into school life after almost 5 months absence.

- Health and Wellbeing of pupils and staff is a priority. Emotional Regulation Approach supports this well.
- Then support curriculum needs of pupils in terms of literacy and numeracy in first weeks before moving onto wider curriculum.
- Scotland topic has been planned across the school for this term delivering aspects of social studies.
- In addition, an exciting Lighthouse CLAN project where pupils will be learning about all aspects of Scottish lighthouses through numeracy, literacy and wider curriculum. CLAN Design a Lighthouse Competition.

<b>Health and Wellbeing Survey</b>	<b>Stakeholder Views</b>	<b>August 2020</b>
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Keen to gather all stakeholder views as we return to school Week 3. Parent, pupil and staff survey.



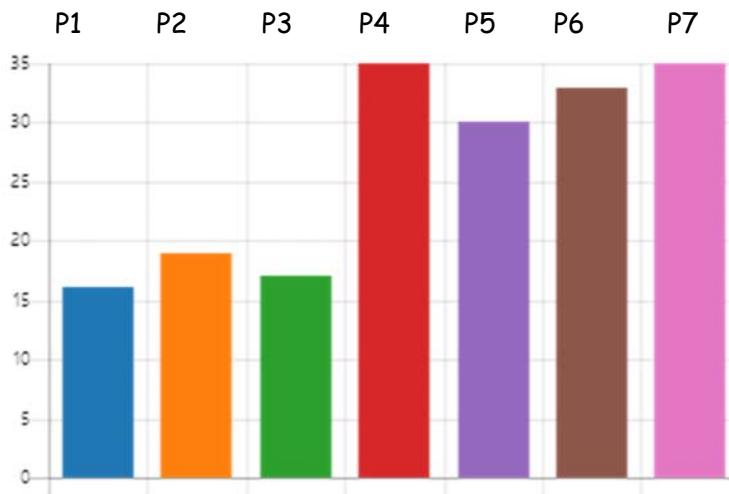
### Family Health and Wellbeing Questionnaire Responses

Thank you to all the families who took part in our Health and Wellbeing questionnaire. The health and wellbeing of our Insch family is of paramount importance and the results of the questionnaire will help us to develop, grow and improve.

#### **As of lunchtime 27/8/20**

64% of families have taken part in the questionnaire.

This is the break-down of entries from each class



### **Q2. How anxious did you feel about your child coming back to school?**

Average result: 2.48      1 star = really anxious , 5 stars not anxious

**Q3. If you were more anxious, what caused you most concern?**

- \*Too early to go back
- \*Other children being ill and then being sent to school.
- \*My child settling
- \*Children not following rules
- \*Children being too restricted
- \*Mental health of children after a long time away from school.
- \*My child becoming unwell
- \*What the Covid measures would look like in school.
- \*Frustration over picking up a cold at beginning of term.
- \*Separation of children in playground and missing friends.
- \*Anxious about transition from one class to another.
- \* Unpredictability of C-19 infection, limitations in childcare and mix of ongoing changing and affected school / work / home routines.
- \*Being able to socially distance others during drop off and pick up.

**Q4. How clearly were the procedures to enable a safe return to school communicated to you?**

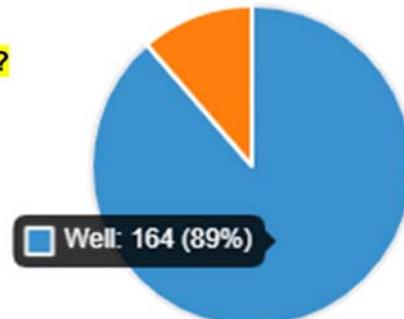


**Q5. Now that we are back at school, how confident do you feel in the procedures that have been put in place? (1 least confident to 5 most confident)**

Average: 4.01

1 star = really anxious , 5 stars not anxious

**Q6. How well has your child settled back into school?**



**Q7. What do you feel is going well at school?**

- \*Children are happy to be back at school, to see their friends and teachers.
- \*Back to routine and learning
- \*It's clear that the health and safety of the children is being taken extremely seriously and I feel confident that all is being done to keep the kids in school so that they may experience some level of normality. School is vital for their social development and allowing them to grow in their independence.
- \*Communication
- \*General precautions are well practised, continually reinforced to the children to promote good practice and habits. Easing of P1 pupils with the nursery teachers is very well received. Slow build to homework in older pupils is welcomed. Teachers with a can-do attitude, business as normal approach albeit with hand gel helps settle nerves and anxiety within pupils and parents!
- \*Playground is less chaotic due to staggered timings.
- \*Keeping the children only exposed to a small amount of people at a time.
- \*School is extremely organised- the effort and organisation has been amazing, we are very lucky, the staff have gone above and beyond to make school as safe as possible.
- \*Focus on well being in the classroom.
- \*Staff being helpful and supportive.
- \* Expectations - she is able to explain what they are to me.
- \* Hand sanitizer stations. One-way system.
- \* No-one parking all over the school entrances.

**Q8. What concerns do you have, if any?**

- \*Still don't feel comfortable them being back to school.
- \*Children in different staggered timings.
- \*Absences due to colds etc, feel this will be on going for months and children could miss a lot of school due to extra caution and keeping them off
- \*That covid numbers may rise in the local community.
- \*Overall concern in relation to government guidelines changing and putting pressure on schools to keep up to date whilst still trying to perform as well as previously.
- \*I would ask that you advise parents on how to proceed with attendance with non Covid - 19 symptoms so that we all know what is expected. There will be lots of new colds going about and it's good to know the schools expectations of acceptable pupil attendance in these circumstances.
- \*Implementing a temperate check on school arrival.
- \*Plans for learning if another lock down imposed.
- \*Children not having enough friends to play with.

- \*Use of play equipment.
- \*Drop off and pick up – being socially distant from other parents
- \*Speed up process of entering the building in the morning especially with winter months coming.
- \*Being off ill, or for a test and missing out on learning.
- \*How long staggered timings will continue for.
- \*Appreciate the reminders of social distancing for parents
- \*Children's anxieties at home

#### **Potential Actions:**

- \*Join groupings in playground e.g. middle and extension playgrounds and the whole big playground which would split it P1-4/P4-7. Swapping weekly to enable all to access the play equipment.
- \*P1 lines to enter school more quickly during bad weather and apply sanitiser inside the door rather than out in playground.
- \*Communication about reporting to parents to keep informed of progress.
- \*Communication about Plan B should the school shut.