**PEEBLES HIGH SCHOOL PARENT COUNCIL**



**Parent Council Meeting**

**9 March 2021**

**Teams Meeting**

**Attendees**:

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| Glenda Barton, Chair, Parent Council (PC) | c. 95 parents attended | | |
| Campbell Wilson, Head Teacher (CW)  Ian Harper (Director, Stallan-Brand Architects)  Alan Garland (Associate, Stallan-Brand Architects)  Steven Renwick (Project Manager, SBC)  Bruce Barron (Project Manager, Turner & Townsend) | Paul Fagan (Depute Head)  Alison Stockman ( Project Assistant SBC)  John Butcher (Lead Education Advisor, SBC) | | | |
| Lesley Munro (Service Director Young People & Inclusion, SBC) | |  |
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**Minutes**

**Welcome, Apologies & Minutes Glenda Barton, Chair**

The Chair welcomed all attendees and presenters to the meeting and reiterated that this is a ‘safe’ space to speak freely and is not recorded.

* The previous meeting minutes were approved. No apologies were recorded.
* Thanks were expressed to our clerk Claire Barrett for all her work on these.
* Families were reminded that attached to their agenda email was is the revised Vision statement for the rebuild which is now an entirely new building. Thanks to Sarah Duncan Vice Chair for leading on this.
* The accounts have also been circulated and many thanks to our treasurer Eric Nightingale for detailed work on this.

Action: Mr Wilson to follow up with Steve Jones outstanding itemised purchases for fundraising on behalf of the school as we are at financial year end.

* Ms Trish Timmins from Support for learning is to come to April meeting to discuss the Nurture programme and items they would like to propose for funding.
* Survey went out on Groupcall for remote learning. Please do complete the survey to get feedback to the school and the results could be discussed at next meeting. Mr Wilson shared that early results were largely very positive, in line with parents’ views from January.

Action: Next meeting we would like to discuss future PC Plans as per the School improvement plan and see the results of surveys conducted. Action PC with Mr Wilson

University Admissions group – this group of parents help students with applying to university. S5 students: please let us know if your S5 would like support with this. Also, any parents who could help support this process, please make yourselves known to Parent Council. The Chair thanked Ruth, Alex & Mairi for this work.

Outdoor shelters are now in place and the Atrium garden is being used as outdoor learning space. The Chair thanked SBC for securing these.

**Early plans for the rebuild of Peebles High School**

Early plans for the new school were shared by John Butcher & Steven Renwick of SBC, and Alan Garland of Stallan-Brand Architects. See [slides](https://phsparents.org.uk/wp-content/uploads/2021/03/PHS-rebuild-slides.pdf). The process is in the very early stages, and a timeline was shared (slide 12) . Everybody at SBC is focused on delivering the best quality learning environment for pupils and the Peebles community. Stallan-Brand Architects have a fantastic record of delivering high quality educational provisions in the Borders at Jedburgh, Kelso, Langlee.

John handed over to Alan Garland, Lead Architect at Stallan-Brand Architects who presented the early vision for the build.

Vision:

* Stallan-Brand have been delivering educational projects for 30 years. Most recently in the Borders, Jedburgh was completed last year.
* Understand about outcomes – it’s not about architecture but what the buildings deliver to young people/learners. Inspire young people
* Community passion is pride of place – how to celebrate that . How we blend that in to create a unique response to each community.
* We’re not looking to ‘vandalise’ these areas but celebrate and enrich.
* Look to understand the town – what are the themes, how did the town develop, how did we get here, to understand where we’re going. Peebles – medieval is North of river, then large estate houses South of the river – how do we bind the school into the history of the town.
* Tie it into nature. Very low and respectful of the town.
* The internal environment is core. We understand about how young people learn now.
* Not just a good school, but a centre of excellence

The build/site:

* Completely new building in single phase. Pupils move in, then phase of demolition and landscaping. This will minimise disruption.
* 2 storey building on rugby pitch (see slides for location).
* Water main to be moved but cost of this meets the benefit.
* Retain sports hall and extend PE facilities.
* New 3G pitch

Project Timeline:

See slide 12 for timeline

* Public consultation May ’21 – multiple events across variety of platforms
* May – Nov scheme design planning
* Detailed design stage to Feb 2023
* Construction from Feb 2023 phase 1
* 22 months construction
* Open March 2025
* Demolition of existing buildings & landscaping
* Completion August 2025

Alan handed over to Steven Renwick of SBC.

In 2020 we looked at the situation after the fire. There was unease about the part rebuild and disruption and phasing that would be required. Officers presented to council acknowledging the difficulties. Then embarked on looking at new build solutions. Stallan Brand already working with SBC on Jedburgh, Kelso, Langlee.

**Questions raised:**

**What is the plan(s) for the enhanced provision? Is it intended it will remain based at Halyrude until the new build is completed?**

John Butcher: SBC are committed to an enhanced provision into the new build to allow pupils across all subject areas and all aspects of school life, whilst receiving special support needed. SBC are looking at other areas of the current building for the short term, to allow pupils to return to PHS site. That design is being worked up & costed, at the right-hand side of the current entrance to the school. No timescale can be given just yet.

**What is the sports provision in final school and where on site?**

Steven Renwick: consolidate existing games hall, intention to expand and extend existing games block and have new 3G as well as 2G (existing) pitch. Location of 3G pitch is TBC. Build on the initial plans and have more comprehensive list of drawings by May for digital consultation.

**Will the outdoor playing fields meet Sports Scotland guidance (Playing Fields (sportscotland.org.uk) for a 1400 pupil school, and will additional land be purchased if required to ensure this is provided?**

Question is too detailed at this stage, but this will be covered in May.

**Will there be staff parking?**

Yes.

**When we see actual design? And the footprint?**

May 2021. It’s a challenge on Teams to do a community consultation digitally, so looking at how to illustrate these plans.

**Timeline starts Feb 2023, we thought building works starting 2022. How complicated is the planning process?**

The more we develop proposals before it goes to planning, the better the response will be. Secondly the community views of those proposals. The more objections, clarifications etc the longer it can take.

**Where will the water main be rerouted to and what disruption will this cause?**

Work will commence soon with Scottish Water to understand what can be done. Have to get it far enough away to commence without disruption, without compromising the water supply to the town.

**Demolition of the current buildings – what’s planned for that site afterwards?**

That will be part of the process and considered early in the process.

**Why is Gala ahead of Peebles?**

Lesley Munro/Steven Renwick: Gala was first to be rebuilt until the fire brought Peebles into that process so the two are running in tandem at the moment. The programmes are not linked together, however.

**What measures will be taken to protect pupils against noise during construction/demolition?**

We’ll comply with environmental health about the limits and contractors will be asked to mitigate for noise, dust etc. We’ll also ask Mr Noon about timetabling , which classes take place at what times, take into account exam periods, working with construction companies around that. Those discussions will be ongoing.

**How will you ensure the sustainability of the new building, taking into account environmental considerations?**

We will make the building as energy efficient as we can, we have targets to meet for energy performance. We’ll be working with pupils and the eco-committee; we understand how important that is to pupils.

**John, Steven and Lesley thanked the PC for the opportunity to answer questions and look forward to further discussion.**

ACTIONS:

Invite SBC back to May PC meeting and have Q&A with parents.

Subgroup will continue to collate questions on behalf of parents

Steven Renwick to compile answers to subgroup questions.

Bruce Barron (Project Manager) to talk through roll predictions with the PC subgroup and to liaise with them on behalf of the PC.

**Head Teacher update and Q &A Campbell Wilson**

**Covid:**

Risk assessments are in place for next week and I will be seeking every family’s support in reinforcing the messages of 2m social-distancing and all-day facemasks with all of our young people. I am concerned about complacency given the national context of rapidly decreasing cases and will be sharing strong messages with all young people at year group assemblies this Friday morning.

**Next week’s timetable:**

The level of challenge to respond to the first minister’s announcement last week has been significant. The first Minister’s decision to bring back S1-S3 was a shock and has been a challenge to deliver before Monday of next week. After some very strong and exhaustive partnership working with the authority today, we have an agreed model, the detail of which can’t be shared until Thursday at the end of the day. I can tell you the principles that we have designed it on:

* Prioritising the Senior Phase and ensuring young people see all of their teachers over the days they are in. With the BGE we have prioritised the continuity and progression of learning to ensure that the in-school experience compliments the online learning and vice-versa.

**Learning & Teaching:**

I had to insist that Justin focus his efforts on delivering the timetable for next week this evening and regret that the update on Learning & Teaching be put back to our next meeting. It is worth waiting for.

**Staffing:**

Kirsty Wylie is joining our Social Subjects’ team after Easter from Fife - a Full time permanent replacement for Terry McColm after very competitive interviews in January.

Pastoral PTs:

Robbie Shirra Gibb has been promoted to Acting PT Pastoral on a temporary contract two days per week

Jane McIver has joined our additional needs team from Earlston High School on a temp secondment for 1 year

We have a new Modern Apprentice in the School Office: Beatrix Ward

**Questions raised:**

**Will the Hub still be in place ?**

Yes, the hub continues as is.

**Why do many teachers have their videos switched off during class ? Makes pupil engagement with the teacher even more challenging. Is there a policy on this ?**

Surprised to hear that –the unions have a view on it. There is no directive from Scottish Government, SBC or PHS to have video on. I can say it was raised here and encourage teachers to do it, but I can’t enforce it.

**One of my child’s N5 subjects has no live lessons at all.  The other 2 classes doing this subject have regular live lessons.  She has been offered 1:1 with the teacher but is uncomfortable about this and it is making her anxious.  Please could we have consistency around live lessons?**

Every class should be getting some live lessons. If that parent gets in touch with me, I will take that forward.

**The guidance is now to wear face masks all day whilst inside school. Could young people have breaks from wearing face masks all day? Would it be possible to recommend breaks especially in triple periods where young people can go outside for a break?**

Absolutely we can be flexible and there will be some with mask exemption. They must wear face masks in the building, but yes, they can take them off outside – outdoor teaching may be going on with the better weather and face masks are not necessary outside.

**What support will be put in place to support students returning to school after such a long time absent and how will they  acknowledge that many students have been struggling and will find the return difficult.**

A wellbeing & learning assembly is being delivered on Friday morning. Getting young people into school is as much about wellbeing as learning. It’s about seeing their friends again and checking in with their pastoral staff.

**West Lothian schools are using online parents evenings – what is the latest on web-based tools?**

We are the pilot school for doing iPad-based parents evening. I hope we will be the first Borders school to deliver it.

**Is there quality assurance of reports? Why in the recent reports were there comments by only one teacher out of the five subjects studied, Surely this is a time when pupils and parents need as much guidance as possible as to how and where to improve grades.**

Assuming this is a type 3 report, there should be comments for all subjects. There are 3 stages of quality assurance – the teacher, the Principal Teacher of that department to check they are right, then the parents reading and spotting that. Please contact the school – [peebleshs@scotborders.gov.uk](mailto:peebleshs@scotborders.gov.uk) if you have any concerns about this.

**I’d like more feedback and grades on Satchel one and Teams. Also, if homework is incomplete or of poor standard, can it be returned with the instruction from the teacher of redoing the work and resubmitting it.**

I can’t really comment on Satchel One I’m afraid.

If there is a concern about non-attendance teachers record that.

**Can the school confirm that they won't insist on a strict school uniform for the last term? Given that many children will have outgrown their uniform (and will grow again over the summer) it would be an extra expense for families to have to buy a uniform just for one term.**

Uniform is the expectation but if it is hard for a family of course we can be flexible. Contact school and we can discuss.

**I, like so many, am concerned that our young people have missed many trips, social opportunities and positive experiences (e.g., exchanges, sports, music) this year. Is this something that could be addressed with more targeted interventions and an approach to 'do something extra' for young people in recognition of this, going forward into the Summer/Autumn terms, rather than simply just slotting into usual routines? I'd welcome a conversation/ to hear creative and proactive steps the school is considering to address these issues from a Health and Wellbeing as the responsibility of all.**

Our teachers are champing at the bit to do fun things! As soon as we’re allowed to do these things we will. I can’t wait to organize social events.

**Will teachers offer any extra support over Easter ?**

Teachers will have the opportunity to offer something over Easter, online.

Action Mr Wilson to report back what is being offered.

Parents really appreciate the hard work going on, regarding home-schooling and online learning, and expressed a huge thank you to all staff.

**8.20 Senior phase /SQA Update/Q&A**

Mr Fagan shared a [slide pack](https://phsparents.org.uk/wp-content/uploads/2021/03/SQA-Update-20-21-09.03.21.pptx) outlining the Alternative Certification Model (ACM) and how it affects the timetable for assessments and results.

In summary these are the guiding principles:

* The school has a number of guiding principles:
  + Use the best piece of evidence for each candidate
  + Balance the need for quality and control with the amount of pressure put on young people
* Ultimately the aim of the SQA on not compromising on the delivery of the curriculum means that finish dates will be slightly pushed back into June. Most obvious impact maybe on S6s who would normally have left by then. For other year groups this mean they will start their new academic year 1 or 2 weeks later than normal which is felt to be completely acceptable and will not put the young people in a more difficult place the following year.
* To recognise not all content has been covered for all subjects, the formal assessment will be based on 70% of the course
* The SQA has developed a formal paper covering all content & teachers will use this to develop their own subset based on the 70% principle
* Grades from the assessment will be shared with pupils
* Young people who need it will be given extra chances to improve their final grade after the formal assessment and up to mid-June.
* This will be done on an individual basis. The initial view for this will rest with the teacher if for example there is a negative deviation from recent and ongoing performance. However, a pupil who might get a grade consistent with recent monitoring but who feels they have more to give will also be given the opportunity to improve on her/his grades
* Teachers will make it clear to pupils in preparation to the formal assessment what 70% of the course will cover

There will be a structured programme of formal assessments under controlled conditions. *Provisional* dates:

N5 : 19 Apr – 10 May

H & AH: 4 May – 24 May.

Timetable for this will be shared w/c 15 March.

**No break at Easter? – mental health – completing the work in time – any kind of rest**

CW: young people will be back in school next week before Easter, but I agree young people need to take a break at Easter. And yet we want to give them the chance to demonstrate their very best. Time pressure of moderation, making sure the grades are right, we do want the qualifications to not be devalued. So those assessments are important, and we have be upfront about that.

**How can you protect the security of the exam?**

We are in control of how we structure the assessments – extraction timetable so everyone sits it at the same time within PHS, but we can’t control what other schools do

CW: SBC will be requesting 31st May and 1st June will be in-service days added into calendar to assist in delivering the ACM. Gives our staff some vital time to make those judgments secure.

**Will these grades be shared with yp prior to August?**

Yes. Look at the ACM site on SQA. Stage 3 in June – grades shared with yp before 25 June. We are looking at how this will be structured.

**All schools over Scotland doing these controlled conditions?**

Yes definitely. But variety of different practices across different schools.

**Will they be tested again if don’t have enough evidence?**

We need 70% coverage of evidence. It will be case by case.

**What weighting does the ‘exam’ have on the grade?**

It’s subject by subject. Maths, English – if we stuck to the SQA, it would be 100% but we won’t be doing that. It’s different for different subjects.

**Will it be clear to yp what the formal assessment will be focusing on? What to revise in Easter?**

We want to see that covered in class over the next few weeks. Classes will be designed to prepare them for what to expect in the assessments after Easter.

**What about past papers for revision?**

Formal assessments after Easter we are using SQA secure papers. They are not unused papers from 2020, they are newly created for this purpose. At the moment past papers are not available for the revised courses but teachers can advise what parts of the course the exam covers

**If the exam mark is lower than expected they can be reassessed**

Yes. No detriment. It’s a predicated grade, it’s what we can evidence. We need to try to get that evidence to reach the predicted grade.

**If the teacher hasn’t covered all course content, will they strip out those Qs from the assessment?**

Yes, it won’t be the same over the country. Teacher can include what best fits for their classes.

**Leaving date confusion: AH finished by 20 May but course content might run to 14 June, will** **S6 have to stay?**

Yes, S6 leavers date may need to stay past 20 May to ensure course is covered. Candidates have to have covered the whole course.

**S3/4/5 won’t start until August?**

No, aim to move up a year in June, not as early as usual, can’t give a date (maybe 14th June) but we can’t confirm that date yet.

**If you are self-isolating over assessment period how does that work?**

We have a policy for those unable to come into the school to sit assessments. We have trialled the system.

**What impact will later completion of courses have for those starting the course in 2021/22 – will there be a delay?**

The new courses will start a couple of weeks later than normal, later in June than normal. It shouldn’t have a significant impact for 2021/22

**How can we find out percentage weighting for exam v other assessments for each subject?**

CW: one of the problems with that is to use the best/strongest evidence in favour of a candidate. It could be that best piece of evidence takes on 80% weighting and we give less weighting to evidence that is not of a high standard, so it maybe not be possible to share weightings per subject.

**Have we considered open book assessments (university type)?**

We can’t really do that – we need to adhere to SQA tradition & rigour.

**Are facemasks required in assessments?**

Currently yes, I hope it changes.

**Who decides if young person expected grade, will it be last report card e.g.? A, formal assessment B**

It’s a teacher judgement.

**Brief pulling this together about all these Q&As, Groupcall, email?**

We’ll issue info letter along with timetable next week

**Will this standard be shared with all teachers across all faculties with the same message?**

Yes.

The meeting closed at 9.20pm

**Next meeting 21 April 2021**

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