**PEEBLES HIGH SCHOOL PARENT COUNCIL**



**Parent Council**

**AGM**

**9 June 2021**

**Teams Meeting**

**Attendees**:

|  |  |  |
| --- | --- | --- |
| Glenda Barton, Chair, Parent Council (PC)  Campbell Wilson, Headteacher  Eric Nightingale, Treasurer  Sarah Duncan, Vice Chair, Property Group Postholder  Susan Jarvis, Vice Chair, Eco Group and Learning & Teaching Group Postholder  Vanessa Rice, Neurodiversity Postholder  Alex Corbishley, University Aspirations Postholder | c. 27 parents attended | |
|  |  | | |
|  |  |

**Minutes**

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

The Chair welcomed everyone to the meeting and reminded everyone that this is a safe space and should not be recorded. The minutes were approved. Apologies received from Catriona Bhatia

**Open Forum with Mr Wilson**

Questions raised:

**Re the survey that went out regarding keeping the current arrangements for staggered lunch and break times, what is the plan for extra-curricular lunchtime clubs?**

The preference was for staggered break & lunchtimes. This was met with significant concern from PE & Music teachers who can’t deliver extra-curricular activities within those staggered times.

I’ve sent out a further survey and asked for more detailed info as to why people want the staggered times.

**Assessments - Shirley-Anne Sommerville (Cabinet Secretary for Education & Skills) was quoted as saying that if a young person gets an A, that does not change at any point. What does she mean because that doesn’t seem to tie in with moderation ?**

A teacher would give a grade after moderation. Any grades given out so far have the caveat that’s after moderation. The government were saying that what happened last year, where some young people were graded down, that will not happen this year.

**How has it been for the school?**

For young people it has been extremely hard, the amount of assessment they have had to face is unfair, having said that, my meetings are not telling me that young people are attaining lower than they would have. I am quite encouraged that we are arriving at results that accurately reflect the attainment of young people and that are broadly in line with the last 2 years of attainment at PHS.

**The SQA appeals process opens on 25 June. How do parents go about making an appeal after the school has closed for summer?**

We expect the deadline for appeals will be pushed back to after the summer holidays, although that hasn’t been confirmed yet. We are expecting there will be time after summer for those conversations to take place.

**Will that still be within the window for a conditional offer for uni?**

Yes it should be.

**A parent is concerned – their child is not attending school – how does a parent get a student back to school if they are not able to speak with school?**

Come to me directly.

**I’ve heard N5 prelims might be early as November?**

No, our plans would be prelims after Xmas at normal time.

**Can you enlighten us what happened with the issue of sharing assessment info on social media?**

Regarding leaked exam papers – most of what I know I’ve read on the news. I’m only aware of 1 concern at PHS from a principal teacher in a Social subject which I’m looking into.

**Please write to or email school or email the Parent Council** [**phspc@outlook.com**](mailto:phspc@outlook.com) **if you have any queries.**

**Chair Report - Glenda Barton**

In summing up the last year of Fire Recovery and Covid, it’s hard to do that without considering the last 12 almost 13 years here.

It is equally hard to imagine if you are relatively new to PHS how things were different and not great before Mr Wilson arrived – but he was open to true collaboration with families, staff and students, and back then I was lead on the newly formed parent group called PHS200. We discussed and talked about creating a joint 5-year vision – which became his idea of a 20/20 Vision of 6 years for a whole cohort.

That was to ensure that more and more young people achieved the qualifications to access positive destinations for a positive future - so that meant increasing the number of young people who had level 6 qualifications (or Highers) to be comparable with other schools in even more affluent areas.

To get that number of students achieving this, we needed to try to be in the top 20.

However, league tables are not an end in themselves as a goal- but for PHS it was an ambition for a standard of education and life opportunities for young people. What else are we here for?

Mr Wilson, in partnership with our school community, took us there twice by 2020 - before he came to PHS, only 17% of young people had 5 Highers and a chance to get into e.g. tertiary centres - now it is approaching 50% by 6th year. We also achieved the top in the list of schools with the same student profile as ours (Comparative schools). This was through ambition, leadership, collaborative and effective planning, rigorous quality improvement, teacher development – all putting students at the centre.

I always say qualifications are a golden ticket - once you have them no one can take them away from you – ever.

There was also no Higher PE on offer due to our facilities and led by Mr Wilson he partnered with us to get our community on board, to get funding for new PE facilities. We worked together and here we are. There were no career events and these were organised and run by parents in partnership with school. There is that word again partnership!

It’s a time too to remind ourselves this is a Comprehensive school not a Grammar like the one that I attended, where those deemed not capable of achieving these qualifications by P7, didn’t even get into 1st year of my Grammar school or as in some Private schools, where by 4th year if you can’t cut it – many are told they cannot progress into the senior phase.

Now, things have changed in Scotland in our schools. There is now a wide variety of courses on offer to young people that were just not available then, including apprenticeships. We need a different set of metrics to measure attainment across all courses and also metrics that share very publicly how we attain for our most vulnerable or those with support for learning needs.

It’s good to see these on offer and we must increase access to these courses but be wary not to steer young people too early into that route, as was done with Grammar schools but keep our aspirations high for all - so as with the 20/20 vision, more and more get the chance to have a high quality of standard of living and not always in jobs that are often low paid.

When I went to University only 5% of the population got that chance. Now in our school it’s heading for 70%. We continue that ambition with our aspirations group and our thanks to Ruth Docherty, Alex Corbishley and Mairi Stark - thank you guys for your endeavours.

This is a school for ALL, NOT the few or just for the most able or least able…inclusive and we must be fiercely ambitious for everyone.

Since Nov 2019 and the fire - we have been blown off course but the way back was to get us back on site firstly and then get a new build - a huge challenge and my thanks firstly to Catriona Bhatia and over the last year Sarah Duncan and the Buildings group for all their hard work on this.

Also, it is getting the inputs and basics of education at their best - so in partnership with school, our first priority this session was working with Mr Noon and Dr Carvalho  
collaborating on the excellent learning and teaching framework - step 1 - aiming for excellence in the classroom - and getting us back on track post fire and Covid. Also reviewing our curriculum and challenging us to be the best it can be – my thanks to Susan Jarvis for leading the Curriculum working group and all its members - for all the efforts from Mr Noon and Dr Carvalho and everyone on the working group on the L & T framework.

The other priority was funding for everything that the school needed during the problems with the fire and since e.g. supporting the excellence in teacher development for the Learning & Teaching Priority. There has been an extra-ordinary effort of fundraising from this groups of parents and our community. Firstly, thank you to all of you who have given to the fund and all businesses in our community – my thanks to Eric Nightingale for leading on the creation of our charity, (Friends of Peebles High School) which was an enormous amount of work and for managing our accounts, and for letting me sleep well at night. This was aided by incredible efforts by Claire Barrett on fundraising – where do you get the energy and ideas from and our Lottery team of Susan Jarvis and recently Rachel Beatton. Then our Eco group working with a conscience and thank you to Sarah Keen for guiding us through the grants application process. As you step down at the end of your tenure, our genuinely grateful thanks for all you have done, so quietly and subtly but so effectively.

It’s also hard to imagine when we had voiced our concerns back in 2010/11 before Mr Wilson came to PHS, about the lack of communication to parents – there was no email database / websites not created for stakeholders / no calendar / no social media. We as parents created the first email system (anyone remember Mail Chimp?) / the calendar / we shared the first survey monkeys / physical and online newsletters / QR codes and the first online homework tool – Show My Homework - we were so radical then. And now every school in Scotland used it over Covid!  
  
Now the school has its own email database, we have our own Social Media channels and our own website. Our Facebook has ‘000s of followers – our Twitter has 875 followers and it’s critically importantly that we are followed by education influencers and parent bodies like Connect / National Parent Forum Scotland etc – e.g. our latest campaign to get support for the appeals process, over 1,300 people read that Tweet!

I have to thank initially the industry & creativity of Simon Fraser and since then, the amazing efforts of Vanessa Rice, who through their technical skills helped create 2 new PHS websites, Emails system (Mail Chimp), surveys, social media, feedback forms. Our email, MS Teams registration for online meetings, online newsletters and most recently with the help of Chris Knight our own new website; the support on Facebook by Rachel Beatton and online work by Claire Barrett with our minutes / action trackers etc .Thank you all so much!

We hope we have gone some way to keep you in touch. It was almost unbelievable that on the recent school survey, you scored the parent council at 98% - thank you so, so much – we are genuinely overwhelmed!

It’s also goodbye to Vanessa Rice, a huge loss to the parent body. Your skills, teamwork, and huge passion for students with support for learning needs, will be so missed. Thank you and all the very best to you and Harrison.

We have literally lost count of the number of meetings we have had this year but having a platform each month for each year group and our open forum for families, so that parents’ voices could be heard – our grateful thanks to all the Senior leaders and staff who have attended and presented to us and took our questions, trying to reassure families when the last few years have been so turbulent.

Mr Wilson, unlike so many others, I want to thank you- for always being open to hearing families, even when it’s most difficult - you are always putting young people first, even when it is unpopular - you get some of those most difficult and personal attacks that you do not deserve, and we know how it hurts as we have experienced it ourselves. We know you work constantly to make things better, always with students at the centre and please be reassured that one attack does not represent us all or our values.

We continued to try and influence to improve things from getting back on site, to our outdoor shelters, to our new school, to the improved broad general education online learning offer, to the hopefully revised appeals system from SQA.

We have worked and attended monthly, sometimes weekly meetings with SBC, meetings with NPFS, SQA and Connect meetings, to put the case for families over the last year.

But the hardest issue this year has been the exam system. It was the most challenging concept to implement in this half of the year - never have I seen anything as difficult for schools, teachers but critically young people to implement. It was almost impossible to get heard by the SQA once that train started running. In an ideal world this might have worked in schools but not after lockdown and online learning, with so little time to implement.   
  
The powers that be at national level, lost sight of the purpose of the system – positive destinations and attainment for young people. I truly hope our efforts over these last few months in collaboration with others, will at the very least, do something for appeals for so many vulnerable young people.

The impact on wellbeing and health of students and their teachers was awful. Our huge thanks to Mrs Moretta, her pastoral team and support for learning staff, ANAs, Quarriers etc who tirelessly worked to support our most vulnerable, at risk of failing in these conditions.

As the saying goes, the measure of a society is how it treats its most vulnerable and Scotland has work to do after this process this year.

It will not be a surprise that well-being continues to be a major concern and focus next session. Including that of our parent volunteers! So we have reorganised ourselves to reboot and make things more manageable - thanks to the post holders and all the families who supported the new constitution. Particular thanks to Sarah Duncan for leading on this too.

It’s rare that you are a member of a truly high performing team. So I want to thank all of the Parent Council Post holders – you’ve been a delight and pleasure to work with! Thank you to Vice Chairs Sarah Duncan and Susan Jarvis the best Vice-Chairs anyone could have wished for, you have been amazing – thank you so very much. Thank you to all our volunteers and trustees for giving of your time especially in these difficult times.

The other group I wanted to say a huge thanks to are the office staff, who without their help we could not have achieved £10,000 in the Opportunity pot or get our emails out to you all. Thank you all – to Juliet George for all her help getting my communications out and to Caroline Connor, an endless cheerful smile of goodness to us coming into school with trepidation on your first visit – what a welcome you give us all. Thank you to all the team there. To the janitors that have helped me lift tables for career nights or concerts for the dinner hall, to team who keep all the kids fed, cleaners and all the staff at SBC, who work so hard on our children’s behalf.

Thank you to each and every teacher – who as my youngest leaves, originally from a care background with ADHD, was Depute Head this year, and is now heading to university to be a teacher herself - all thanks to Peebles High School - thank you so very much.

**Post Holders / Working Group updates & Questions Raised**

**Fundraising and Financial report Eric Nightingale** - see appendix 1

**Property Group Sarah Duncan** – see appendix 2

**Q: when does the consultation close?**

It’s open online for another week or two but we don’t know the exact date. We will remind people before it closes, to get involved.

**Q: Are there any opportunities for obtaining a librarian and library to increase our children’s chances of improving their attainment as they have fallen so far behind.?**

Mr Wilson doesn’t know about this. Parent Council will look into it.

**Action: PC to look into possibility of librarian**

**Eco Group, Susan Jarvis** – see appendix 3

**Learning and Teaching / Curriculum Group, Susan Jarvis** – see appendix 4

**Neurodiversity Group, Glenda Barton** – see appendix 5

**University Aspirations Group, Alex Corbishley** – see appendix 6

**Post Holder Nominations**

Chair - Sarah Duncan  (Proposed by Glenda Barton, Seconded by Claire Barrett)

Vice - Susan Jarvis  (Proposed by Sarah Duncan, Seconded by Vanessa Rice)

Secretary - Claire Barrett  (Proposed by Eric Nightingale, Seconded by Rachel Beatton)

Comms - Judith Ackerman  (Proposed by Sarah Keen, Seconded by Sarah Duncan)

Taskforce - Rachel Beatton  (Proposed by Vanessa Rice, Seconded by Susan Jarvis)

Events - Dee Hollingsbee & Elodie Seller  (Proposed by Susan Jarvis, Seconded by Claire Barrett)

Working Group leads:

SIP Priority 1 - L&T Framework - Susan Jarvis (Proposed by Sarah Duncan, Seconded by Eric Nightingale)

SIP Priority 2 - Learning Context - Alex Corbishley (Proposed by Glenda Barton, Seconded by Vanessa Rice)

Property - Sarah Duncan (Proposed by Susan Jarvis, Seconded by Rachel Beatton)

Friends of Peebles High School SCIO representative - Eric Nightingale (Proposed by Glenda Barton, Seconded by Sarah Keen)

**We welcome interested parents & careers on the Parent Council as general members or working group members. We simply ask that you try to attend meetings regularly. If you would like to be an ordinary member or join a specific working group, please email your details to** [**mailto:phspc@outlook.com**](mailto:phspc@outlook.com)

**Head Teacher Report - Campbell Wilson**

I would like to start by thanking all of you for being present online this evening. Covid has been extremely challenging no doubt but the ability to engage with so many parents online over the internet has been an important silver lining and opens up many new opportunities going forward.

Next, I would like to thank our outgoing Chair, Glenda Barton. Firstly, thank you for your Report this evening delivered in your usual positive and optimistic style that has benefitted our school for so many years. My first memory of Glenda is that she was part of the parent group interviewing me for the job of Rector at Peebles High School over 10 years ago. Obviously, I was on my very best behaviour that day! I remember that she was keen to learn about how I would work to ensure involvement of parents in the life of the school. The great thing about interviews is that they make you accountable for what you say you will do and I hope that I have lived up to my promise to include parents as much as I can in the life and improvement of the school. Thank you for reminding me this evening of the journey we have been on together in partnership trying to ensure the school is doing the very best we can for our kids. A good Parent Council Chair has a responsibility to faithfully represent the views of the Parent Forum and Glenda has always taken this role very seriously and sensitively. Engagement of parents in our school has blossomed as a result. Thank you. Being a spokesperson for parents has never been enough for Glenda . Her ambition for our young people is limitless and I have found great inspiration in her belief in me and that, together we can make our school the very best place in the country for young people to enjoy their education. Finally I want to thank you, Glenda, for the personal support you have given me, particularly in the last four years. The most challenging 4 years for me personally but also for our school community with the fire and double Covid. I love Peebles High School and am more committed than ever before to leading the school to reach and surpass our ambition for it. It is not an exaggeration to state that I may not have survived the last few years without your support. I am lucky to lead a school in which so many of our staff give way and above their contracted hours week in week out. I know that many of my colleagues in schools up and down the country have that same commitment from their teachers. I am not aware of any other school in Scotland who has a Parent Council willing to do so much to support their school, Glenda, and I well understand that it is your personal commitment that sets that tone: Thank you! If anyone is concerned that the relationship between the school and Parent Council chair has been too close and not holding the school to sufficient account let me disabuse you of that notion in the strongest possible terms. True Partnership working can transform outcomes for young people. Glenda has had the rare knack of being able to take forward the concerns of parents in a robust manner while simultaneously seeking to find mutually supportive solutions by working in an open, honest, and challenging manner. Thank you for that, Glenda. Our school will miss your character, positivity, and commitment to our school values. Of course, none of that glowing report should intimidate our new incoming chair. Things will be different and it is right and natural that things move on and change. Noone would work in education if they did not like a moving goalpost! I am excited about the future, a new building, new challenges and continuing to serve a school community with such incredible potential

School Improvement:

Learning & Teaching

I am thrilled with the progress that has been made this session and thank all parents who have contributed to the work led by Justin Noon and Dr Carvalho. Stakeholders’ surveys show that people recognise that our Learning Framework is improving the experience of learners in the classroom. I have every confidence that we have created in the framework the vehicle that will support our teachers to deliver excellence consistently and create the environment for all young people to flourish and benefit from achieving the very best outcomes. Learning & Teaching will feature as the number1 priority in our next and future SIPs

Pupil Support:

While Covid has prevented us from making the appointments of new staff to support our new support structure for young people, we have made some progress with young people more positive than they were a year ago about the support they receive in school.

Leadership Culture and School Vision:

Focused work with our Extended Leadership Team and the promise of a new school has given new impetus to our ELT and a real energy to rewrite and redefine our vision statement. While Vision 2020 had much in it to admire, the fire in 2019 and subsequent global pandemic, has left it somewhat redundant. I come to the PC this evening itching to work with you to test out recent ideas in re-expressing our vision, values and aims for our new school.

School Consultation surveys:

We have never put so much energy into seeking the views of our school community as we have this year and it has really helped me to understand the views of everyone. That said, they can also lead to controversy and frustration: first with the curriculum structure and more recently with the breaks and lunchtimes survey. I will be going back to parents pupils and staff to better understand views around lunchtimes and breaks as the preliminary results have been met with a very concerned response from staff who offer the majority of extra-curricular activities.

Last year I ended my Rector’s report to the AGM with a quote from Morrissey. Why not make that a new tradition? With Glenda departing to enjoy a very well earned rest, it feels like we should all be going out this evening to celebrate her contribution and say farewell.

“ I would go out tonight, but I haven’t got a stitch to wear”

Thank you all for your support over the last challenging year. Here’s to the next one.

**School Improvement plan - process continues with the school**

**Parent Council Proposed Meeting dates 2021/22**

Tuesday 31st August 2021

Wednesday 6th October 2021

Thursday 18th November 2021

Tuesday 18th January 2022

Wednesday 2nd March 2022

Thursday 21st April 2022

Tuesday 7 June 2022 (AGM)

The meeting closed at 8.45pm

**Appendix 1: Treasurer’s Report - PHS Parent Council - AGM Update - 9 June 2021**

Highlights of the current year include:

PHS CHARITY:

* Initially brought to peoples’ attention at last year’s AGM the PHS Charity was successfully registered in July 2020 and became operational in October generating income after costs of almost £5,000 ytd. (The year incidentally runs through to 31 July).
* Expression of thanks:
  + To Rachael Beatton for stepping in to overcome the new account opening blockade imposed by Bank of Scotland during Covid. By using her networking skills, Rachael managed to open doors into RBS who subsequently provided us with an account.
  + Big thank you to Claire Barrett for leading the development of the Peebles Calendar whilst at the same time winning the support of her employer, who provided £400 of matched funding; generating a profit in excess of £2,500 overall. We also express our gratitude to Mark Sansom who provided the remarkable photographs.
  + Enormous thanks also Sarah Keen’s for her enthusiasm in applying for a grant of £2,407 from the Scottish Community Climate Fund to develop the school garden.
  + To all the Trustees who came forward to offer their support.
* What we did we do with the money?
  + £2,407 went towards garden materials and equipment from Harbro
  + £500 Investment in the Staff Development Library
  + £500 Purchase of Christmas lights and decorations to lift Pupils spirits.
  + £1,532 is currently held within the bank account
* The charity is achieving its objectives of attracting both matched funding and direct grants for the benefit of the school. Additionally, there was unexpected trading income from the sale of calendars (already mentioned) and because of their popularity and success, it is expected they will become an annual event. Plus, watch out for another of Claire’s exciting initiatives that she is hoping to launch at the start of the new school year.
* Future opportunities are currently being explored by the Trustees in conjunction with the fundraising team and we are meeting next week. Parents / carers / teaching staff are therefore actively encouraged to contribute any ideas, routing them through the Parent Council. In addition to ideas for fundraising we would particularly welcome thoughts and suggestions for what you feel we should be raising money for within Peebles High School. This approach echoes the view of Sarah Keen who has reinforced the message that grant applications must be supported by specific project aims.

FIRE FUND:

* Fire Fund donations were supplemented by a further £500 from the `Hyman’s Robertson Foundation’ and all monies (totalling £29,392 for the 2 years) have now been transferred for the benefit of the high school. More comprehensive information is contained within note 6 of the accounts.
* Of particular note, SBC has recently refunded £5,000 to the PC in respect of past donation expenditure subsequently met by an insurance claim.

PHS LOTTERY:

* Whilst the sale of Peebles Lottery tickets has declined during the year owing to the loss of new entrants, (£4,430 v’s £5,528) the majority of current members have nevertheless continued to show their support for this major fundraiser; for which the PC extends its gratitude. With the lifting of Covid restrictions it is hoped there will be greater opportunity for promoting the lottery during the next academic year.
* The Lottery team is particularly happy to announce and thanks David Flynn for recently volunteering to join the team.

ACCOUNTS:

Cash resources at 31 March stood at £12,373 and transactions after the year end generated a further net gain of approximately £3000. (The £5,000 mentioned above less the recent donation of £2,000 towards the cost of school IRIS camera system). In addition to this, the charity held an additional £1,532 at 31 May 2021.

The annual report and accounts were approved by the independent examiner on 3rd June 2021 and these will be saved to the PC Website after the AGM.

With the approval of attendees at this meeting it is proposed to simplify the future administration and accounting requirement, by:

* Transferring the cash balance held by the Parent Council to the charity, thus enabling the transfer to be reflected within the charity’s annual accounts to 31 July 2021.
* Routing all future fundraising events and initiatives through the charity.
* Transferring the cash balance after the deduction of prizes, from the lottery to the charity, after each draw.

This will enable all activities to be reported with the Charity’s annual report and accounts.

We also extend our gratitude to Mr Charles Gray of Peebles who has kindly offered to act as Independent Examiner of the Charity’s accounts.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **PHS Parent Council - Overview of Activities** | | | |  |  |  |  |
| **Year Ended 31 March 2021** | | |  |  |  |  |  |
|  |  |  |  |  | Y/E 31/03/21 |  | Y/E 31/03/20 |
|  |  |  |  |  | £ |  | £ |
| **Receipts:** | |  |  |  |  |  |  |
|  | Fire Fund Donations | |  |  | 500.00 |  | 28,892.00 |
|  | Addams Family net profit from sale | | |  |  |  |  |
|  | refreshments & raffle tickets | | |  | 0.00 |  | 461.00 |
|  | Sale of PHS Lottery Tickets | | |  | 4,430.00 |  | 5,528.00 |
|  | Promise Auction net cash collected | | |  | 0.00 |  | 4,476.00 |
|  | SBC Grant |  |  |  | 250.00 |  | 500.00 |
|  | Lottery Prizes returned | |  |  | 375.00 |  | 300.00 |
|  | Sundry Income | |  |  | 0.00 |  | 118.00 |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  | 5,555.00 |  | 40,275.00 |
|  |  |  |  |  |  |  |  |
| **Payments:** | |  |  |  |  |  |  |
|  | Secretarial Costs | |  |  | 250.00 |  | 375.00 |
|  | Lottery Prizes | |  |  | 675.00 |  | 700.00 |
|  | Lottery Licence | |  |  | 20.00 |  | 20.00 |
|  | Admin Expenses | |  |  | 121.00 |  | 14.00 |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  | 1,066.00 |  | 1,109.00 |
|  |  |  |  |  |  |  |  |
|  | Donations to Peebles High School: | | |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  | 2018/19 Bid Process (part) | | |  | 0.00 |  | 4,619.00 |
|  | Fire Recovery Donations | |  |  | 21,889.00 |  | 7,503.00 |
|  | Other Donations (see accounts note 6) | | |  | 3,779.00 |  | 0.00 |
|  | Transfer of Promise Auction Cash | | |  | 0.00 |  | 4,476.00 |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  | 25,668.00 |  | 16,598.00 |
|  |  |  |  |  |  |  |  |
| **Receipts less Payments** | | |  |  | (21,179.00) |  | 22,568.00 |
|  |  |  |  |  |  |  |  |
| **Cash Balance at 1 April 2020** | | |  |  | 33,552.00 |  | 10,984.00 |
|  |  |  |  |  |  |  |  |
| **Cash Balance at 31 March 2021** | | |  |  | 12,373.00 |  | 33,552.00 |
|  |  |  |  |  |  |  |  |
| Material cash transactions since 31 March 2021 | | | | |  |  |  |
| SBC refund of Fire Donations covered by insurance claim | | | | | 5,000.00 |  |  |
| Donation to PHS in respect of Iris Cameras | | | |  | (2,000.00) |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Friends of Peebles High School (SCIO)** | | |  |  |  |
| **Receipts & Payments Account** | | |  |  |  |
| **For the Period 3 July 2020 to 31 May 2021** | | | |  |  |
|  |  |  |  |  | £ |
| **Receipts** |  |  |  |  |  |
|  |  |  |  |  |  |
| Sale of Peebles Calendars | | |  |  | 3,154.45 |
| Matched Funding Grant in relation to the above | | | |  | 400.00 |
| Grant from Scottish Community Climate Asset Fund | | | |  | 2,407.00 |
|  |  |  |  |  |  |
|  |  |  |  |  | 5,961.45 |
| **Payments** |  |  |  |  |  |
|  |  |  |  |  |  |
| Calendar Production & Distribution Costs | | | | 1,021.97 |  |
|  |  |  |  |  |  |
| PHS Donations: | |  |  |  |  |
| Christmas Lights & Decorations | | |  | 500.00 |  |
| Staff Professional Development Library | | | | 500.00 |  |
| Cost of Garden Expenditure (Harbro Ltd) | | | | 2,407.00 |  |
|  |  |  |  |  | 4,428.97 |
|  |  |  |  |  |  |
| Receipts less Payments | |  |  |  | 1,532.48 |
|  | |  |  |  |  |
| Cash at Bank | |  |  |  | 1,532.48 |

**Eric Nightingale**

**Treasurer**

**09-06-2021**

**Appendix 2: Property Subgroup – AGM Update – June 2021**

The Property subgroup have continued to liaise with the SBC project team throughout the past year to ensure the parent perspective is considered in the project. We hope to influence plans at every stage to ensure the future school meets the needs of all staff and pupils.

In February, SBC accepted officers' recommendations to take forward a full new build option and we therefore refreshed our vision for the future of the school in line with this change and will continue to campaign for the facilities we feel are required for the school community.

The initial plans for the site are open for consultation now and we secured a dedicated parent forum meeting with the team last week to review the plans and provide initial feedback which was largely positive.  The proposed location of the new single school building is on the current rugby pitch, adjacent to Craigerne Lane. The plan is also to increase sports facilities with an extension to the sports building and a 3G pitch on the current main hockey pitch whilst the grass pitches would remain in place on the Craigerne field. The building design is at a very early stage therefore is simply representative of the scale and overall concept being considered rather as the specific facilities or number of classrooms proposed. The project team will be working closely with school management to develop the internal layout to reflect the learning and social spaces our staff and pupils need.

It has been made very clear to us that demonstrating community support for the project at every stage is the easiest way to ensure it progresses smoothly through the planning process. We therefore encourage all parents and community members to view the online consultation and leave your individual feedback to demonstrate support for the project.  All feedback received online and in virtual meetings held with a range of community groups will then be used to prepare for the next step of the project, which is to submit a Proposal of Application Notice (PAN). This will trigger a statutory 12 week consultation that will require updated designs with more detail being made available in the online consultation space. It is also hoped this stage will include a traditional public meeting for the wider community to see the designs and respond to the consultation. We do not have a timeline confirmed for this yet but expect it to be early next term therefore the subgroup will aim to meet before the end of term to collate views and questions to be ready to formally respond to that process.

The full planning application would then need to be submitted, hopefully by early 2022 to allow construction to start in 2023 and complete in 2025.

**Sarah Duncan**

**Appendix 3: Eco-committee update – AGM Update - 9 June 2021**

The Eco-committee is a group of very motivated and effective young people and lead by Mrs Watterson. The Parent Council help to support the Eco-committee activities. At the moment we are Lorna Weston, Silke Isbrand and myself. We would be very happy for other parents to be involved so please do contact the PHS PC email address if you are interested.

This year we worked with the Eco-committee to reinstate the water fountains in school and to remove the sale of plastic bottles in the school. We had achieved this in last academic year however on return to school after the first lockdown in August 2020 the water fountains had not been switched on and consequently plastic bottles had returned. So we held a meeting with several SBC councillors and the Head of SBC. The young people joined the meeting and very clearly put their points across and in the meeting it was agreed that the sale of plastic bottles would cease and that water fountains be reinstated.

We also worked with Mrs McSweeney in the Science Dept and Sarah Keen, PHS PC External Fundraiser and were awarded £2300 from the Community Climate Asset Fund to purchase supplies for the School Garden to encourage growing food and consider sustainable food systems. Funds have been spent at Harbro to support local business. Many thanks to Mrs McSweeney and Sarah Keen for all of their hard work on this.

The Parent Council paid for two S6 Eco-committee members to join a live ‘How To Academy’ presentation by Bill Gates on How to Avoid a Climate Crisis. Both of the young people received Bill Gates new book on the topic and we have also donated another copy to the school library.

Given the year we have had, we had some significant successes and have plans for next year when hopefully we can continue to support the Eco-committee.

**Susan Jarvis**

**Appendix 4: Curriculum Group - AGM Update - 9 June 2021**

There had been some concern from parents about the curriculum structure within Peebles High School: the two main concerns were the first choice point being in S1 and the approach of taking 6 National Qualifications over one year in S4. The concern was around narrowing of subjects too early – both in terms of the first choice point being in S1, and the reduction to 6 subjects in S4 meaning that only one subject can be dropped going into the Higher year in S5. While 6 National Qualifications in S4 follows the Curriculum for Excellence structure, other schools in Scotland have remained with the 8 subjects taken over 2 years – S3 and S4. So the Curriculum Short live working group was formed and with the School, Parent, Teachers and Young people were surveyed. The results showed that Parents clearly would prefer a higher number of National Qualifications in S4 and their preference was for 8 subjects to be taken over both S3 and S4. The curriculum group also did an analysis of 32 Scottish schools – 20 comparator schools, 10 top performing schools and 2 additional Edinburgh Schools. We found that only 6% of the Schools had a choice point in S1, and that 72% of the schools offered 7 or more subjects for national qualifications in S4. The results of the report were shared with the School in October 2020. The School, the following month, made the decision not to alter the curriculum structure. The School feel that for young people: ‘best chance of getting the right outcome for their future in the current model. It has proved to be better at preparing young people for Higher courses and it is most often certification at Higher level that decides the future pathways for our young people’.

You may be aware that there is about to be the release of an OECD report of the Scottish Curriculum for Excellence – this will be released any day now. We understand the new Minister for Education has seen the report but it not yet publically available. This report by the Organisation for Economic Co-operation and Development will be an Independent Review of the Scottish Education System. The remit for the report is to consider both the Broad General Education and the Senior phase, and the transition between the two. It will focus on, among other things:

* Curriculum design
* Depth and Breadth of learning in the Senior Phase
* The transition from the BGE into Senior Phase

(Local flexibility versus increased prescription

Vocational and academic learning and awards

And roles and responsibilities in relation to the curriculum)

So we look forward to seeing this report and the implications it may have for the whole Scottish Education system and what it might mean for our children in Peebles High School. So we, as a Parent Council, will engage in the implications of this and ensure we continue communications with the Parent Forum.

**Susan Jarvis**

**Appendix 5: Neurodiversity - AGM Update – June 2021**

This group was started by Vanessa Rice with a passion to create a level playing field for all young people . I had never heard the word Neurodiversity and neurotypical – but in the same way society have moved to be inclusive for everyone e.g., LGBTQ+ so this was the ambition for this group.

That families do not need to ask for additional needs to be “catered for” but it is part of everything schools do in e.g., the same way a house is never built without a wheelchair ramp- you don’t have to ask it’s just there.

The parents created a whatsapp group and formed a support group to help each other work out how to get the best for our young families. It was really helpful to have professionals on our group too and our families educated themselves on the processes/ best practice for these young people and boy is this group educated!

So, change has three stages- awareness/ engagement/ then action for change, a huge campaign of social media to increase understanding has happened during e.g., Dyslexia week…the most exciting thing now is to see Skills development Scotland advertise to employers to really think about neurodiverse candidates and even the MI5 advertised with people with autism in mind, When 80% of adults with autism are unemployed work needs done in education to ensure positive destinations for them.

We met with Support for Learning and with their insights we understood how the nurture programme would work, and the incredible efforts to create a learning portal for staff on anything from Dyslexia ,Autism, ADHD, anxiety and so on to support teachers’ professional development . It was also great to welcome Mrs Moretta , Miss Geddes, Ms Timmons, and Mr Winton to our meetings and educate us all about their work and thank you , so much for all your hard work.

However, Covid and the fire has again caused a delay in the whole pastoral review and we thank Mrs Moretta and the team for persevering with this work- the case load on pastoral is huge with 250 students each and with SFL staff split between here and Halyrude it has been so, so difficult. We welcome the news of the return to school for many of our students after the summer– so we hope that the programme for pastoral will continue next session. It really has to.

There is so much work to do here- this was so visible during exams when the school were stretched without volunteer invigilators/ scribes etc and had to cover all of this themselves and it was literally impossible – these young people cannot cope not knowing when tests are or that they change or they don’t know who their scribes are etc They have really struggled more than anyone to cope with this process!

So, what do we want-? We want as part of the Learning and teaching Framework ( this topic applies in the section of the framework called “ Context”)- that staff get the opportunity to learn about all students who present in their class such that it’s not just that pastoral and

Support for Learning are skilled in how to support these young people. We would like to see, as was done with numeracy & literacy at cluster level with Primaries, a shared plan for young people identified, as struggling with learning or classroom settings etc is planned for and there are agreed standards for best practice very early on, so by the time they come up to High School their needs are well documented (digitally ) and planned for… and with that in mind, we have set up a new subgroup called Support for Learning, as one of our priorities in next session’s PC Plan.

Can I thank you all for your continued ambition on our Neurodiversity group for those young people and never giving up – you are all to be admired and one day I hope we fly a flag like our rainbow flag flies for LGBTQ+ showing we are a truly inclusive school!

**Glenda Barton on behalf of Neurodiversity Group**

**Appendix 6: University Aspirations Group – AGM Update – June 2021**

Peebles High has had some fantastic success with university admissions this year. It has been inspiring to see the S6s really pull together and support each other during their university applications, with six now holding offers for medicine, one for veterinary medicine and four for courses at Oxford, Cambridge and UCL. We are extremely appreciative to Dave Morrison, Oliver Peppe, John Levine and Pam Newsam who gave up their time in the autumn to help hold mock interviews – we certainly learned a few things about engineering and computer science!

In March, we were able to provide some guidance to the current S5s before they made their subject choices. With assessments drawing to a close, we will meet with the S5 pupils who are interested in early application courses on 21st June. We will discuss the university applications process and what they can do between now and August to prepare themselves. Early applications courses have a 15th October deadline and include medicine, dentistry, veterinary medicine and all applications to Oxford and Cambridge.

We are fortunate to have had a number of volunteers from our community offer to act as mentors for a number of subjects where interview practice would be beneficial. We are of course always looking for more community volunteers, particularly in the arts, humanities, law and dentistry. Please do get in touch if you think you could spare a few hours in the autumn to help the S6s prepare for admissions exams and interviews. We have also worked with the school to help prepare pupils for entrance exams and are hugely appreciative of the efforts of teachers such as Alysoun Wilson who have gone above and beyond to help the Oxbridge applicants cover the additional curriculum required for the challenging maths-focussed entrance exams.

As life, we hope, normalises over the next few months, we will continue to work with Lisa Edge (the principle teacher of pastoral who leads engagement with us) to align our activities more closely with existing guidance provided by the school to support university aspirations for pupils from all backgrounds across all year groups. This is particularly important, given the early subject choice point in S1, where decisions made at a young age can have a significant impact on eligibility for a number of competitive university courses.

**Alex Corbishley**