



PHS Parent Council 11 September 2024 Peebles High School

Attendees

Ellie Johnstone, PC Chair (Chair)
Kevin Ryalls, Interim Head Teacher (Head)

Claire Barrett, PC Secretary
Dawn Johnstone, PC Comms Lead

12 parents joined the Parent Council meeting. ***Parent comments and questions are shown in bold italics with answers given below.*** Action tracker is at the end of these minutes.

Welcome, Minutes and Actions

The Chair welcomed everyone including new parents to the school. Apologies noted from Tristan Compton. We have agreed to omit June AGM and instead communicate updates and record of actions in June, and have first meeting back in September to set postholders. PC will recirculate dates to all. If any parent is interested in being a postholder please get in touch at phspc@outlook.com

Two students from the senior team, Isaac and Finn, joined the meeting and introduced themselves. They spoke about the subjects they are studying and their roles within school. The Head Prefects meet weekly with Mr Ryalls to discuss school activities. The students in 5th and 6th year undertake leadership and 'school service' which was explained by the students. School service involves helping within school or outside of school and examples were given: eg assisting a teacher in an S2 class, helping with primary school orchestra, volunteering outside school with a local Dementia music group. Volunteering outside school means more study time when in school. A Leadership Qualification can be gained (Level 6, not quite a Higher). The Head emphasised how inspiring it can be, and the feeling of a service ethos in senior pupils.

Headteacher's Update

The Head shared a slide deck (see appendix) which covered:

1. School Improvement
2. Attainment
 - a. Attainment Reviews
 - b. Senior Phase policy
3. Leadership
 - a. SIR
 - b. SIP
 - c. Leadership Framework
 - d. CC and RAP
4. Pupil Support Information/Whole School Tracking
5. Surveys
6. New school
7. Curriculum
8. Website
9. Uniform merits/demerits

1. School improvement

This is a real focus in the school, with the follow up Inspection due in December. There are clear actions. The inspectors will check on progress and capacity to have improved in three areas: Broad General Education (BGE) (S1-3) Planning & LTA; Meeting Learners' Needs; Leadership and Attainment. These areas for improvement will be covered in assemblies and the staff have been challenged with this.

Area for Improvement 1: BGE Planning and LTA Toolkit

New systems, policies and structures have been put in place, we now need to see them work. There have been staff sessions. By Christmas every teacher will have had a learning visit, from the Head + colleague, giving feedback.

Area for Improvement 2: Meeting Learners' Needs

'Connect' – previously known as 'the Store' has a bespoke curriculum in school and the community – for Enhanced Provision pupils, some have Ready 2 Learn plans, perhaps neurodiverse, or issues at home. Support for Learning, Dyslexia Collective.

Area for Improvement 3: Leadership and Attainment

There are definite tangible improvements already, with the culture and ethos of the school, whole school tracking, leadership framework with clarity of roles and remits.

Story so far 5

Evaluation of How good our school is, using Scottish Government framework. We are being honest, and harsh, to seek improvement. Moving 'Satisfactory' elements to 'Good'.

School Improvement Priorities (what the inspectors asked us to do):

- Learning, Teaching and assessment, with a priority of BGE planning. To assess in other ways, not just using tests.
- Inclusion – Ready to Learn plans incl Dyslexia and Autism; Whole School Tracking; Connect (Inclusion Service)
- Leadership & Attainment

2. Attainment

Attainment over time slide of statistics was explained - see slides 11 – 18 for detailed statistics

An improvement area for the senior phase is in the less able pupils, the lowest 20%. The academically able, top 20% continue to do very well indeed, and the middle 60% will continue to work on but the least able 20% is an area of improvement.

A new policy has been brought in from January that pupils can no longer drop subjects.

Q: Why is estimate of expected results down from previous years?

A: It is based on pupil performance, not eg teaching that has changed. Staff do estimate conservatively rather than ambitiously. We're being really honest.

Grade Summary 2024

Q: Only about 50% were on a track to pass, how many are not being encouraged to go forward, that could maybe pass.

A: We have been tighter with presenting pupils for exams, not just those who staff think will pass.

Attainment Reviews - these are new, and are done 4 times per year. Detailed analysis on results data: on each pupil, each subject, each paper - why did they succeed or not do well. Expected progression from N5 to H. We

have not had this data before so staff can evaluate what worked/didn't work etc. It confirms that you need a strong N5 to pass at Higher.

Q: Do you sit down with the pupil to go through that?

A: We use it with staff at the moment

Q: What happens with curriculum if pupil is taken from class for wellbeing, and they miss some of class?

A: It's done on individual basis. Staff here are amazing at helping them catch up. It depends on the pupil.

Q: If whole class or year group has struggled with particular paper, if consistent could be related to the teaching?

A: The onus is back on the Principle Teachers to action that.

Q: Will that balance out the inconsistencies between teachers, where a teacher may need more support, for example

A: yes absolutely, they will go back to depts, what's the story where your area did less well... that's the job of leadership (area improvement 3)

Q: What's done for S1 – 3 to prepare them for that exam experience?

A: There are no exams S1-3, but there are in-class tests. Prelims are a good way of finding out how you do in that environment. Assessment Windows for S4 - 6 have been introduced and we want to have them for S1-3 too – it might be a practice essay, or part of folio to final exam, etc. Parents didn't always know this. We do more assessment before the final exam now.

Whole School Tracking slide

This is also new. For every pupil in school, there is a comprehensive tracking record: name, free school meals, literacy profile, neurodiversity, R2L, primary school went to, social work/police involvement, issues at home, etc. every subject level they're at and working towards. Staff to fill in the grade that they are at eg for S1-3 it would be Level 2. So pupils know what level they're at and working towards. These grades will be on reports, they haven't been sent home before.

Curriculum

There has previously been a lot of debate about doing 6 subjects only in S4, the norm is more than that – and also about narrowing down choices after S1. The Head confirmed this is still being looked at and considered.

Q: Is your hope that the staff will not want to change to course choices after S2?

A: We need to prepare the current P7. It's a big change.

Q: What is Applications of Maths?

A: Practical applications of maths eg finance, taxes.

Leadership Policies

Parent voice is used in all policy making, through Headteacher updates and Parent Council meetings)

New School

Head and Leadership Team visited the site last week and were genuinely blown away. The Head would like more engagement now with the community. Aim to get the whole community excited about it as it is phenomenal.

Q: The idea of an athletics track on Craigerne pitch – this has not been publicised?

A: BAM contracted to put pitches back the way they found them, ie grass. If they level it, (we would love), causes drainage problem for surrounding houses etc. There is quite a slope. It's not part of their contract to landscape that. They have said a 400m track could go there, it should be flat but it won't be level. I meet BAM regularly.

Website

Work is ongoing, there will be a new website.

Priorities for Support (including Showbie)

In response to the question '*I receive helpful regular feedback about how my child is learning and developing*', the 'disagree' figures have gone up. We need to improve that, we will use Showbie to be better at this.

'The school is well led and managed' – Disagree has gone down and Agree has gone up but a lot of Don't Knows.

'The school takes my views into account when making changes' - lots of Don't knows, needs to be looked at.

Showbie

Used across SBC as a platform for parents. Has limitations in functionality but make it work as best it can. It was inconsistent. Sarah Smith met with PC Chair on how to improve consistency, promoting it to make it easy to get support if parents have problems accessing it. Gather info on the current position so have a baseline to see improvement. We can only measure sign up, not actual use of it by parents. PC Chair is looking to get a small group (6 parents, various year groups) between now and Christmas to spend time on what we can measure as status quo and look to promote Showbie, with PTs to get staff to use it consistently. Quality of experience is key, is it giving us what we need. Improvements for it.

There followed a discussion about Showbie and use of it – it is not used consistently so parents are not accessing it as know there is nothing on it. Showbie should be the one platform for organising all the assessments, assignments etc that parents can see. It just needs to be used well and consistently.

General Q&A

Uniform - there was a general discussion on uniform following the introduction of uniform merits & demerits, these are done once a week, for every pupil, getting an email home. Most parents had received something. The merits do not count towards anything but wider achievement generally is being looked at.

Q: What counts as not uniform ?

A: There are posters – it is very flexible. Uniform debate will always go on. School is better when an effort has been made with uniform. We need to focus on learning & teaching.

Q: What is school doing about vaping? Will the new school have detectors?

A: A letter goes home if caught, so parents know that day. If it's in school there's a detention after school. If more serious = exclusion. Not sure if detectors in the new school. It's a real worry for young people who are getting addicted.

Q: Still a problem with younger girls not going into toilets, could snr pupils go in at breaks?

A: Cleaners and janitors are outside toilets at lunchtimes. I think it's better than it was, there is less vandalism. They know there are staff around. The new school will have cubicles, (there is not a door to get into the cubicle area) so that will help. There are less fire alarms happening. The portacabin loos are only open break and lunch.

Q: Is there use of the Iris cameras in classes? (these were purchased for school by Parent Council for observation and feedback on teaching)

A: I will look at that. Every teacher will have been observed and visited and given feedback but not currently using them.

Q: 3 x SEN children given Mrs Riddell as pastoral teacher, when known she was leaving. Pastoral is meant to be the main contact when they transition to high school, for stability.

A: Every pastoral teacher has a wide group of learners, including SEN pupils. We managed to replace her quickly, I'll feed that back.

The meeting closed at: 9pm

Next Meeting: 8 October, 7pm

Please get in touch around any of the issues raised at phspc@outlook.com

Helpful Info/Reminders

Parent Council Meeting Dates for 2024/25	Post Holders
Wednesday 11 September 2024	Chair – Ellie Johnstone
Tuesday 08/10/2024	Vice Chair – Tristan Compton
Thursday 28/11/2024	Secretary – Claire Barrett
Wednesday 29/01/2024	Communications Officer – Dawn Johnstone
Thursday 06/03/2024	Event Coordinator – Gillian Moran
Tuesday 13/05/2024	Friends of Peebles High School SCIO representative
	Property Working Group Lead – Tristan Compton
	Taskforce Coordinator – post vacant

We welcome interested parents & carers 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: phspc@outlook.com

Any parent or carer interested in supporting the Friends of PHS charity with running fundraising activities should get in touch at <mailto:FriendsOfPHS@outlook.com>

Website: phsparents.org.uk **Facebook:** **PHS Parents** – can contact us via Messenger
Twitter: [@PHSparents](https://twitter.com/PHSparents) [@PeeblesHigh](https://twitter.com/PeeblesHigh)

Parent Council Action tracker 2024/25

Meeting	Item/Issue	Action	Who	Update
June 24	Raising awareness of Uni aspirations group	Action: Dawn to send University aspirations letter to Kevin to send out to S4 – S6 parents to encourage uptake amongst that age group.	Dawn/Head	Done
June 24	Attendance at PC meetings. Is there another way we could meet digitally?	Action: Dawn to investigate another digital platform.	Dawn Johnstone	Done

HT Update Parent Council 11 9 24

1. School Improvement
2. Attainment Attainment Reviews Senior Phase policy
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SIR
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Leadership Framework CC and RAP
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HMI Areas for Improvement

- AFI 1 - BGE Planning and LTA
- AFI 2 - Meeting Learners' Needs
- AFI 3 - Leadership and Attainment

Purpose of my session

You will have a clear understanding of the school's improvement priorities in this area and the role you play in this.
Operational updates in Update to come later.

3 parts -

1. outcomes and purpose
2. story so far
3. what now – our priorities and your role



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Outcomes and purpose

The end, if not it is all stuff, we do the means, we do not get to the end so need to be clear about the outcomes and purpose.

Pupils say

I know what level I am working at, I know how to improve, my work is the correct level, my teachers know me as a learner.

Staff say

I have a clear sense of direction and sense of purpose, I am growing as a professional, I have ownership on how I deliver school priorities.

Leaders say

Through clear communication, I know what is expected of me and my team know what is expected of them, I am accountable, I am empowered and I empower my team.



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Parents say?



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Story so far 1

AFI 1 - BGE Planning and LTA Toolkit

- ✓ Behaviour policy
- ✓ BGE planning sheets
- ✓ LTA Evaluation toolkit
- ✓ Improvements in attainment
- ✓ Curriculum pathways
- ✓ S5 and S6 Leadership and School Service



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Story so far 2

AFI 2 - Meeting Learners' Needs

- ✓ Connect
- ✓ Enhanced Provision more mainstream
- ✓ Whole school tracking for attainment
- ✓ R2L plans
- ✓ SfL Referrals
- ✓ Dyslexia Collective
- ✓ PSAs impact on attendance and inclusion



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Story so far 3

AFI 3 Leadership and Attainment

- ✓ Culture and ethos of school
- ✓ Whole School Tracking
- ✓ Leadership Framework – clarity of roles and remits, self and team evaluation of leadership with HGIOS4
- ✓ Breakspear Clarify Canvas and Rapid Action Plan
- ✓ HMI surveys show clear improvements across the board



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Story so far 4

School Improvement Report June 2024 Satisfactory

1.3 Leadership of Change

2.3 LTA

3.1 Ensuring Wellbeing Equality and Inclusion

3.2 Raising Attainment and Achievement

Now - need to see impact/fruits of labour

- HMI 9 Dec Selling our house!
- We will do a further self-evaluation then
- VG by 2027



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Story so far 5

Satisfactory

- strengths just outweigh the weaknesses
- learners have access to a basic level of provision
- strengths have a positive impact on learners' experiences
- weaknesses do not have a substantially adverse impact, but they constrain the overall quality of learners' experiences

Good

- there are important strengths yet there remains some aspects which require improvement
- strengths have a significantly positive impact on almost all young people (90%)
- The quality of learners' experiences is diminished in some way by aspects in which improvement is required



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School Improvement Priorities 2024-25



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	<p>Clarify Canvases and Rapid Action Plans Short Term - Focus Term 1 August to October Medium Term - Focus Term 2 October to December Long Term - Focus Term 3 January to March</p>
<p>Learning, teaching and assessment assessment (incl. pedagogy, pathways and digital)</p>	<p>SIP focus - BGE Planning Learning Visits with Lesson Evaluation Toolkit</p>
<p>Inclusion (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)</p>	<p>Ready to Learn Plans <u>incl</u> Dyslexia and Autism Whole School Tracking Connect (Inclusion Service)</p>
<p>Leadership and Attainment</p>	<p>Leadership Framework <u>incl</u> Pupil Leadership Whole School Tracking and Attainment Reviews</p>



Attainment over time



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%	S4 5@L4	S4 5@L5	S5 5@L4	S5 5@L5	S5 3@L6	S5 5@L6	S6 5@L4	S6 5@L5	S6 3@L6	S6 5@L6	S6 1@L7
PHS 2023	81	62	88	75	59	37	93	79	67	59	36
VC 2023	86	66	90	74	56	33	92	79	65	50	31
PHS 2024	84	72	81	66	55	38	89	76	62	51	40
VC 2024	88	70	89	75	57	34	90	76	62	48	32

L – Level VC – Virtual Comparator School

S5 and S6 based on the roll when they were in S4

No drop policy from January
QA calendar - comprehensive



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Grade Summary 2024 (external examinations)

View:

Level	Presentations	As	Bs	Cs	Ds	NAs	% Fails	% Passes (A-C)
National 5	1489	55%	18%	12%	8%	7%	15	85
Higher	940	39%	24%	18%	11%	9%	20	80
Adv. Higher	188	37%	21%	19%	15%	8%	23	77

Attainment Review 1	2024- 2025	SQA Results
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Throughout this self evaluation exercise please remember the words of Lewis Patterson from INSIGHT. When explaining the data are we giving a reason, spotting a missed opportunity or giving an excuse.

Using the Results machine analysis - Course Summary	Whole school Fail/Pass rates for comparison.									
What are the Pass/Fail percentages in comparison to the whole school cohort.	<table border="0"> <tr> <td>N5</td> <td>15%</td> <td>85% (A-C)</td> </tr> <tr> <td>Higher</td> <td>20%</td> <td>80%</td> </tr> <tr> <td>Adv Higher</td> <td>23%</td> <td>77%</td> </tr> </table>	N5	15%	85% (A-C)	Higher	20%	80%	Adv Higher	23%	77%
N5	15%	85% (A-C)								
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Adv Higher	23%	77%								



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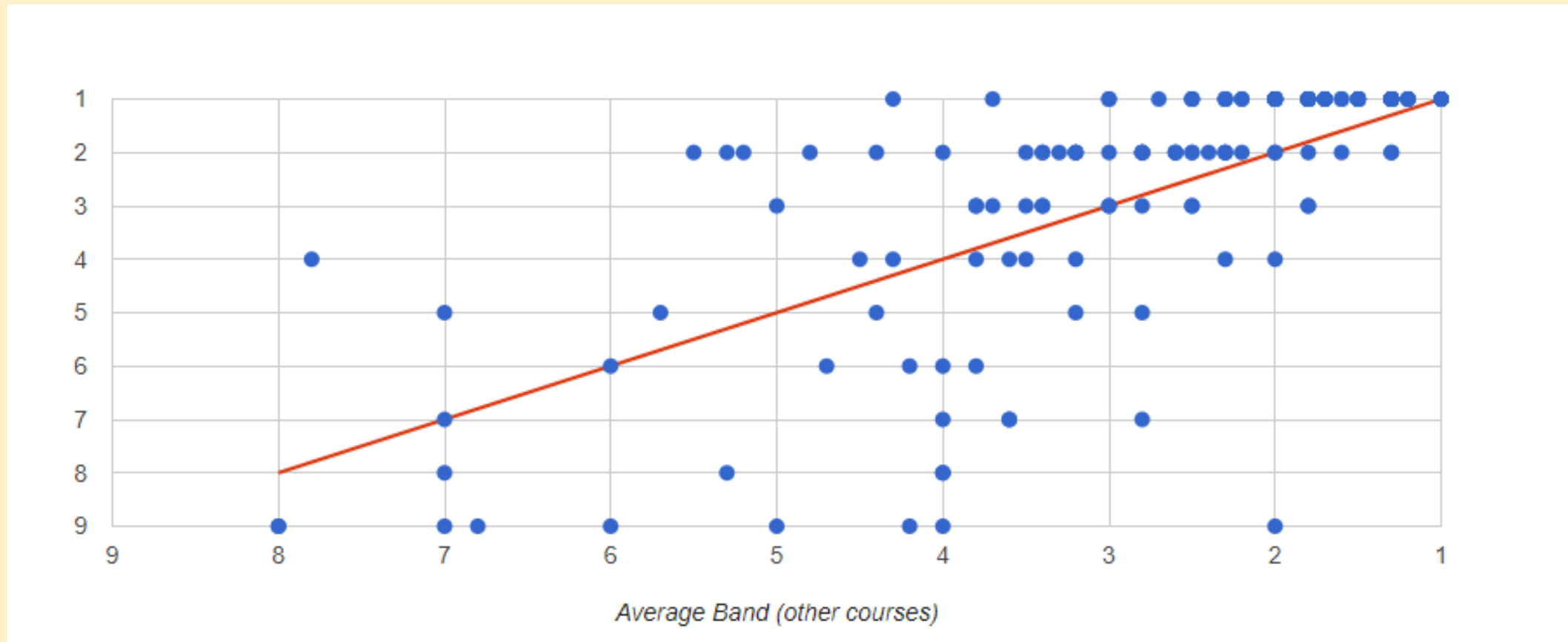
Using the Results machine analysis – Scatterplot

Looking at courses and levels are their young people with a significant difference between their dot and the line. How can we improve this picture for this session?

Who are the successes and why did they do so well. Who achieved disappointing results and why did this happen?



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Using the Results machine
analysis –
Pupil summary or RV Summary

Do any of your courses/levels
stand out among others as
positive/negative stories.

Where are the successes and
why did they do so well.

Where achieved disappointing
results and why did this
happen?

Pupil Relative Values 2024

Course	Level	Band	Other Courses	Band	RV
Mathematics	N5	1	English	1	
			Physics	3	+2
			Music	2	+1
			Applications of Mathematics	1	
			Graphic Communication	2	+1
			French	1	
					Overall: + 0.67

Mathematics	N5	1	Computing Science	2	+1
			Chemistry	2	+1
			Physics	1	
			Modern Studies	1	
			Applications of Mathematics	1	
			English	2	+1
					Overall: + 0.5



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Using the Results machine analysis –

Component mark analysis

Are there any mismatches of colour which would indicate a difference in the success of elements of the course.

Note. All greens or all reds only indicates a consistent grade as the cohort may have been strong or weak, the RV highlights this.



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Level	Candidates	Component	Comparison	Component	Comparison	Component	Comparison	Component	Comparison
N5	31	Question Paper...	89.9%	Assignment...	94.2%				
N5	178	Paper 1 (Non Ca...	133.3%	Paper 2 (Calcul...	127.1%				
N5	25	Question Paper...	115.2%	Portfolio: Expr...	110.4%	Portfolio: Desi...	100%		
N5	88	Section 2...	121.6%	Section 1 - Obj...	114.7%	Assignment...	106.2%		
N5	42	Question Paper...	108%	Assignment...	100.7%				
N5	69	Section 2...	108.9%	Section 1 - Obj...	109.3%	Assignment...	96.6%		
N5	32	Question Paper...	109.5%	Assignment...	102.4%				
N5	15	Question Paper...	127.1%	Assignment: Des...	138%	Assignment: Pra...	116.7%		
N5	36	Question Paper...	125.2%	Performance...	111.2%				
N5	229	Reading for Und...	109.2%	Critical Readin...	108.3%	Portfolio: Writ...	111.3%		
N5	7	Question Paper...	87.8%	Assignment...	148.9%	Practical Activ...	119.1%		

Using the Results machine analysis –
Progression (by course)

In the grid numbers in the top left are best and bottom right are worst. A diagonal from top right to bottom left is expected.

Retakes are on the right hand side.

Crash courses are shown below without a tick or cross. Do your courses provide good progression for young people?



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6	N5	2	✓
6	N5	2	✓
6	N5	2	✓
6	N5	2	✓
6	N5	3	✓
<hr/>			
7	N5	1	✗
7	N5	2	✗

Progression from N5 to H

>>

H	Previous N5 Band								
	9	8	7	6	5	4	3	2	1
1	(22)							3	19
2	(23)						2	13	8
3	(10)				1		1	4	4
4	(6)			1			1	3	1
5	(9)					1	5	2	1
6	(5)						1	4	
7	(6)				1		2	2	1
8	(0)								
9	(2)			1				1	

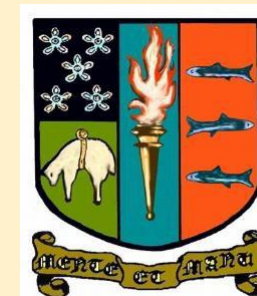
<https://blogs.glowscotland.org.uk/sb/public/peebleshighschool/uploads/sites/3558/2024/08/23150246/Senior-Phase-Expectations-June-2024.pdf>



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Peebles High School Leadership Policy Paper		Wisdom Compassion Integrity Justice
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Title	Leadership Framework
Quality Indicator	1.3 Leadership of Change
Strategic Lead	Kevin Ryalls
Date	August 2024
Vision	Create a visible and accessible leadership <u>framework</u> :- <ul style="list-style-type: none"> to show who leads what and what they do based on the principles of communication, empowerment and accountability to improve leadership and improve outcomes for young people
Outcome Statement 2024-25	<ul style="list-style-type: none"> The framework will be communicated and embedded. All leaders will be empowered to deliver and are accountable for demonstrating improvements to outcomes for young people.
What? How? When? Who?	<p>Structure</p> <ol style="list-style-type: none"> SLT and ELT remits <p>Processes</p> <ol style="list-style-type: none"> SIP and SIR School Improvement Calendar INSET surveys and HMI surveys PTCs - mini schools and FIP (BGE and mini schools) SLT, PTs Pastoral, PTIs - Leadership Policy Papers <p>Methodology</p> <ol style="list-style-type: none"> Simon Breakspear's Clarify Canvas and Rapid Action Plan 3 focus terms Aug-Oct, Oct-Dec, Jan- March Line managers complete self and team evaluations of their leadership and identify an area for improvement PTCs and SLT complete scoping documents on HGIOS4
Parent input	Parent Council
Pupil input	Student Parliament
Next Steps 2025-26	Embed and refine the framework Further develop parent, pupil and partner leadership



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Clarify Canvas

Improvement area _____

Date _____

IMPACT

Q1. What impact do we want to have?

CHANGE

Q3. What change/s could we make that will result in improvement?

Research evidence base supporting this approach

PROBLEM

Q2. What problem/s are we trying to solve?

EVIDENCE

Q4. How will we judge whether or not we have been successful?



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Rapid Action Plan

Improvement Area: _____

Start Date _____ Finish _____

Q1. What are the next most important DELIVERABLES

Q2. Responsibility

Who will take the lead?
Who else will be involved?

Q3. Timeline

What is the timeframe for delivery?

Q4. Resources

What resources, time or support will be needed?

Q5. Barriers

What could get in the way of successful completion? How will we work to minimise this impact?



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[HMI survey Parent Data over time.xlsx \(sharepoint.com\)](#)

[HMI survey Pupil Data over time.xlsx \(sharepoint.com\)](#)

Curriculum – timeline

New School - Engagement Calendar

Uniform – merits and demerits

Website



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The school gives me advice on how to support my child's learning at home.



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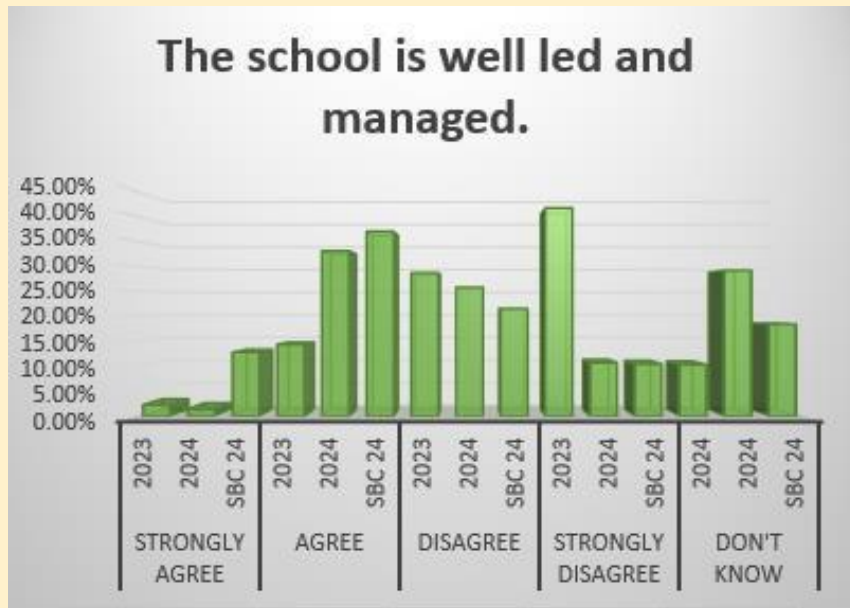
ACTION - Showbie

I receive helpful, regular feedback about how my child is learning and developing





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ACTION – Explain parent voice in policy making through HT Updates

