

Parent Council Agenda - November 17th 2014

Venue - Ruber Aurum room.

Time - 7.p.m

1.School Prayer and Chairs Welcome

"Be near us Father as we meet today. Inspire our thoughts and light our understanding. Guide us towards Your vision for our school and grant that we may wisely lead and ever humbly serve this community of St Modan's entrusted to our care."

2. Attendance

An attendance list will be passed round. Please sign the list and include an e-mail address if you wish to be included on circulation lists for Parent Council information/minutes.

We will not use your personal information for any other purpose.

3. Changes to our school (County and internally initiated) - *See notes below*

4. Report on Examination results and monitoring procedures

New format using a 'virtual comparator school' but with the addition of an explanation regarding school results monitoring procedures when subject results exceed or fall below predicted performance levels.

5. Bullying Policy - discussion so a formal P.C response can be minuted.

Please read the bullying policy and come equipped with points/questions. Find it here <http://stmodans.co.uk/wp-content/uploads/2014/10/Anti-Bullying-Policy-2014-Draft.pdf>

Next Meeting

*If the meeting becomes unreasonably long we will schedule an additional meeting to complete the business before we close (bring your diary in case this happens). Next scheduled meetng is **January 26th 2015 7p.m - All welcome!***

A few notes ...

The secondary school 'headlines' given to all P.C chairs by David Leng are that some changes are being initiated at a county level including ... changing start/ end times of school day, having days of varying length across the week , having 33 periods in the school day, sharing teaching of Highers/Advance Highers (in larger groups & across multiple schools in the county on rotational system) plus the loss of 3 teachers in each High School over 5 years. This last point is only if/when the ring fencing of teachers jobs ends. No subjects will being mandated by the county (other than English and Maths) for study after the end of S3.

Changes initiated by our school include offering 7 Nationals to S4 students rather than the previously planned 6 but making French (or possibly Spanish) a compulsory subject i.e on a par with English and Maths. This would happen from next session and this would be even for children currently in S2 and S3 who have engaged in their Broad General Education phase believing Languages would be optional at the end of it.

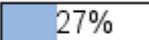
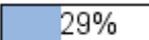
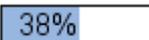
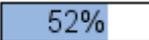
The school is surveymonkeying parents views go to <http://www.surveymonkey.com/s/33Parents> and asking for e-mail responses addressed to Mrs P. Crawford. They also have a Parent Drop-in Question and Answer Session on Wednesday 12th November 4 -5.30pm and a Parent Briefing on Wednesday 19th November (7-8pm)

The wider budget cuts are described here www.stirling.gov.uk/educationstrategicplan and feedback is requested by December 15th to Fiona Macdonald.

I propose we write an official response appealing for the cuts to education to be minimal (Neil has already found financial facts and figures we can use). Councillors will make final decisions on the budget in February 2015 and we may well go directly to them and not just limit our response to Fiona Macdonald.

As well as all that we may decide to fill in suggestions/feedback for Fiona MacDonald (Education Service) about what the council should “Keep doing”, “Stop doing” and “Start doing”. To help us do this she has circulated what Stirling council said they would do in each area and added a little graphic to say how much progress has been made (3 years to complete all and we are 1 year in).

Children, Young People and Families Team

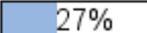
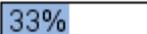
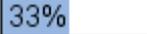
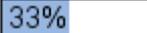
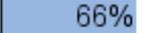
Due Date	Description	Progress Bar	Latest Note
30-Jun-2017	To progress the implementation of 'Getting it Right for Every Child' by improving the delivery of the core components and to achieve positive outcomes for children and young people at the earliest opportunity.	 27%	Draft guidance for schools: <i>GIRFEC: Involving Children and Young People in Decisions about Their Education</i> has been completed and used to inform the training for key staff. 42 staff from Early Years, Primary and Secondary Schools attended training events and gave positive feedback. Staff also requested follow-up training on the use of a tool to seek and analyse children's views: Viewpoint. Guidance on planning for schools has been updated and will be finalised following consultation with Named Persons and key education staff involved in planning for children. Education Officers have attended national information sharing events. The second round of quality assurance is in progress and information will continue to inform both guidance training updates.
30-Jun-2017	To improve early and effective support and intervention for all children, young people and families through well-developed multi-agency partnerships	 29%	For the Early Years Collaborative (EYC) successful workstream meetings have taken place. Those directly involved have a well-developed understanding of the improvement science methodology. Since last report, there has been an increase in the number of tests of change being undertaken. The Education Service has representation across all multi-agency working groups of Autism Spectrum Disorders local strategy group. These representatives will form a single agency working group due to meet in October to begin work to develop an action plan. A process of self-evaluation and improvement planning for meeting learning needs is now embedded in Stirling Learning Communities and is in development in Clackmannanshire Learning Communities. A pilot is planned to develop an activity to support schools to self-evaluate against GIRFEC well-being indicators. The Principal Educational Psychologist is coordinating actions around transitions. A steering group and sub-groups have been established.
30-Jun-2017	To provide effective support and intervention for parents, families and communities so that children and young people are safe, nurtured and achieve positive outcomes.	 38%	The draft Parenting, Family Support and Play Strategy paper is complete. Engagement with services internal and external to the Council is underway. A schedule of parenting programmes is complete and is published. There is an improved capacity across the Council for the recruitment of parents onto Triple P and Incredible Years programmes. The revised Commissioning Framework for 600hrs is being consulted upon currently. The new tender process will begin in October 2014. The Nurture working group coordinator has been identified and with colleagues has designed an audit tool which will be used throughout the service to identify current areas of strength and improvement. To help support staff in responding to the needs of children with communication difficulties a series of supports has been put in place. The first of these has been issuing staff with guidance on different approaches to either augment the current preferred communication method which children use or suggest alternative communication methods.
30-Jun-2017	To strengthen the capacity of the workforce in building resilience and improving	 52%	Several meetings of the Early Years Workforce Development Group have taken place. A skills pathway has been devised. Networks for lead practitioners have taken place. These have been very well attended and positively evaluated. In order to address the needs of support staff beyond Early Years a mapping of existing qualifications of support staff and current staff development available is underway. A Promoting Positive Behaviour Working group has been established and lead identified. The group are researching guidance from other authorities and

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	learning outcomes of children and young people with additional support needs		identifying good practice in order to inform new guidance.
30-Jun-2017	To improve the health and well-being of our children, young people and their families and to better support their capacity for resilience	29%	<p>Corporate Parenting working group has identified a sub-group to take forward the assessment of emotional health and well-being for LAC. This is being led by the depute Principal Psychologist. A number of tools have been considered and agreed in order to provide a continuum of assessment from universal to intensive need.</p> <p>Together with colleagues from NHS the Education service are looking to review a range of health and well-being programmes.</p> <p>Educational Psychologists have a significant role in ensuring that children who would be experiencing emotional difficulties have access to support. This support is often in the form of programmes such as FRIENDS or Seasons for Growth. By training staff in schools on these programmes children are able to receive such support from staff with whom they have already established positive relationships.</p>

Curriculum, Youth and Adult Learning Team

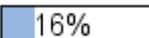
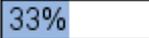
Due Date	Description	Progress Bar	Latest Note
30-Jun-2017	To progress the implementation of 'Curriculum for Excellence' across all establishments to meet learners' needs and improve their learning outcomes	34%	<p>The numeracy strategy group has drafted a strategy framework to provide support for numeracy developments. A programme of professional learning to support the strategy has been planned and implementation has begun. A seconded officer has been appointed to support literacy development as part of her remit. A group has been formed to develop a literacy strategy and initial scoping meetings have been held. Implementation of the strategy for implementing 1+2 Modern Languages is in the early stages with a programme of professional learning begun, with very good initial uptake. Engagement in national networks has supported the implementation of the Gaelic plan. Interim arrangements for the management of the music service have been put in place pending the review of the music.</p> <p>Discussions with colleagues at national level have taken place and planned engagement with national colleagues and resources will support further development of tracking progression in learning over the next six months. A seconded officer has been appointed who will offer support to schools and nurseries in developing clearer understanding of progression in line with national guidance. Scoping work has been undertaken to inform the development of manageable and sustainable tracking systems in the Broad General Education. Curriculum practice has been shared through the Education Matters newsletter and through professional learning events. Exemplification of curriculum development from national inspection evidence was shared with senior colleagues to support practice, develop understanding and stimulate thinking. Secondary schools are continuing implementation of the new Highers and the second year of the National qualifications. A network of secondary depute co-ordinators support for subject networks in sharing practice and standards. Co-ordinators in schools are continuing to liaise with SQA. A seconded officer has provided support to SQA co-ordinators in schools and ensures effective communication with SQA to support the implementation of new qualifications.</p>
30-Jun-2017	To raise educational achievement and attainment with a key focus on the	26%	<p>An officer has been seconded to support practice in assessment. Further professional learning events are in preparation to support effective assessment practice. Further engagement with national resources has been promoted and exemplified through professional learning and sharing practice to support effective planning for learning. Discussions are currently underway to further extend this work. Further work has been undertaken to raise awareness of moderation with peripatetic staff.</p>

	lowest performing 20% of learners		<p>Professional learning events have been held to further develop expertise in using evaluative language to enable children to reflect on their progress and achievement and build skills for profiling with pupils.</p> <p>Professional learning events to support profiling have been held. The sampling and evaluation of profiles has been postponed until November due to a delay in the seconded officer responsible taking up the post. Informal feedback has been sampled from staff and was used to inform professional learning activity.</p> <p>Consistency in approaches to learning and teaching has been further improved in line with Curriculum for Excellence values and principles. A further cohort of teachers has completed level one designing learning training with very positive feedback. The level four cohort has met again to plan practice to support colleagues. Preparations have been made for level two training. Individual schools have demonstrated the impact of this work in their development of literacy.</p> <p>A further follow up educational visit has been arranged to London in November with a group of senior staff in order to enable the embedding of school partnerships within the Council. The pilot programmes have begun across the two initial schools with a number of others now being involved voluntarily. For example, in the secondary sector 3 further partnerships have been agreed. The approach is one of 'Self Improving Schools'.</p>
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30-Jun-2017	To develop academic and vocational learning pathways that support learners into positive post – school destinations		<p>The teams are establishing stronger links with business partners and an audit of school partnership has been carried out. Plans have been made for an engagement event between local business partners and all secondary head teachers as well as other local partners.</p> <p>A seconded officer has begun an audit of partnership need in order to establish a framework of skills for schools to implement.</p> <p>We have established a transitional approach to the senior school which includes a new timetable structure in order to establish flexible learning pathways in a more coherent manner.</p>
30-Jun-2017	To improve opportunities for career long professional learning to raising attainment and provide opportunities for local innovation		<p>Initial partnership professional learning opportunities to support leadership development have been well attended and received positive feedback. Continued partnership with universities has supported staff in beginning further study including Masters level learning. Implementation of a professional learning programme to support recently appointed headteachers has begun. A professional network for deputies has also been established and has held initial meetings.</p> <p>Professional learning opportunities with Stirling University, Glasgow University and with Central Scotland Partnership local authorities have begun and are well attended. Feedback has been positive.</p>
30-Jun-2017	To enable access to quality community learning and development opportunities for targeted young people and adults		<p>All IT systems have now been reviewed. We have identified a single platform (IO) that all Community Learning and Development (CLD) activity will be processed through. This will enable effective data gathering and analysis. From this we will be able to identify key strengths and areas for improvement, thus ensuring overall improvements in our quality assurance processes.</p> <p>All data has now been transferred. Data gathering dates agreed for 18/11 and 4/12</p>
30-Jun-2017	To improve the life chances and employability of young people at risk and/or facing multiple barriers		<p>Current employability provision has been reviewed in light of the current priorities. Proposals for new approaches are being planned. We are currently awaiting Scottish Government and ESF clarification with regard to 2015 funding.</p>
Jun-2017	Support individuals,		<p>A 2 year CPD programme running to September 2016 has been agreed that involves learning community partners. The first set of learning community</p>

	communities and organisations to build their capacity to meet their identified needs and aspirations		workshops is planned to run between October 29 and December 19
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Performance, Culture and Sport Team

Due Date	Description	Progress Bar	Latest Note
30-Jun-2017	Build capacity in service delivery through the further integration of Education Services across Stirling and Clackmannan shire.	 39%	Across the Education Service we are seeking to streamline our processes in order that we make efficient use of our resources. We have audited across all current policies and are now seeking to streamline and organise these in a way which is supportive to staff and service users. We are undertaking a review of our management information system, SEEMiS, and following this review will develop an action plan for its improved use throughout the Service. Recognising the significant role that parents play as partners in the successful on-going development of the service we have initiated a number of new development which will support a more robust consultation process on the future plans for improvement.
30-Jun-2017	Use all resources efficiently and effectively, including financial, administrative and business support, ICT and staff resources	 20%	Regular reports on budget savings are provided to PBB Steering group (Stirling) and via the Budget Challenge process (Clacks), in addition monthly budget reports are discussed at Education Business Meeting. Quarterly updates also are given to relevant committees. To date all budgets are on target.
30-Jun-2017	Review the school estate in order to ensure that the Service has capacity to provide education for children and young people in Clackmannan shire and Stirling until 2020 and beyond	 90%	Extensive work has been undertaken by the service in the development of a proposal to provide establishments within Clackmannanshire which would be supportive of 21st Century Learning. This proposal will shortly be presented to committee within Clackmannanshire. A seconded officer will shortly begin to undertake an audit of the school estate within Stirling.
30-Jun-2017	Support the development of creativity in all learners	 16%	Work in underway to produce a creativity strategy across Stirling and Clackmannanshire.
30-Jun-2017	Provide opportunities for learners to improve	 33%	Sports Development are looking to build on existing strengths by sharing best practice across the Education Service and with partners. A number of key activities have taken place, many of which are linked to targets agreed nationally with Sports Scotland. A major focus is that of the development of

	their health through the provision of high quality physical activities		<p>ASMOs. All schools have registered on this exciting and innovative national framework and will be working with colleagues from the Sports Development team to evaluate against their current practice and look to gain bronze, silver or gold awards via this scheme.</p> <p>In addition an audit of current practice in Movement coordination training is currently underway across Stirling and Clacks. This will be used to identify key strengths and areas for improvement, thus allowing an accurate targeting of training.</p>
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