

**NOTE OF MEETING OF PARENT COUNCIL REPRESENTATIVES HELD
ON WEDNESDAY 2 SEPTEMBER 2015
MOORFOOT PRIMARY SCHOOL**

1 NOTE OF PREVIOUS MEETING

The note of the meeting held on 26 May 2015 was agreed.

Matters Arising:

- **Staged Intervention – Presentation by Psychological Services:** As discussed previously, once the review and update of the Staged Intervention process had been completed, Psychological Services would be invited to do a presentation and answer any questions on how this operated in schools
- **Budget Update** – Ruth indicated that budget discussions were ongoing and there will be a further round of consultation to look at identifying areas where further savings could be made
- **Attainment Challenge** – Ruth gave further information on the Attainment Challenge. A project Leader will be appointed and it may be useful to have her/him at a future meeting
- **Parental Involvement on Working Groups** – Ruth intimated that 2 short term working groups were being established. Parental representation was agreed as follows:
 - *Working Group to set School Holidays for the next 2 years – Heather James*
 - *Working Group looking at Adverse Weather Procedures – Mhairi Gilchrist*
- Robust discussion took place regarding the running of effective meetings. Sheena agreed to circulate the agenda and minute template which had been discussed at the training event by SPTC which Parent Council Chairs may find this useful to focus meetings on a few agenda items, reports from sub groups and actions identified
- **National Parent Forum of Scotland** – Rolyann Oliver had tendered her apologies for the meeting but had provided Sheena with a leaflet (attached) which gave an update on work that the NPFS were currently involved. Sheena also reminded the meeting that the NPFS Annual Conference is being held on Saturday 14 November at the University of Strathclyde Technology and Innovation Centre. Gayle McSheffery agreed to shadow Roslynn Oliver with the National Parent Forum of Scotland.

2 UPDATING OF PARENTAL INVOLVEMENT STRATEGY

The Parental Involvement Strategy document requires to be updated and to start the process those present were asked to consider several questions both in terms of input required by Parent Councils and the local authority. Feedback is attached and Sheena asked that individual Parent Councils discuss this at their meeting.

3 SHARING GOOD PRACTICE

General discussion took place around:

- Schools sharing **attainment** data with Parent Councils
- Update and relaunch of the **Parentzone website**, which had a wealth of information on it
- **School websites** and Parent Council involvement in updating these and having an input into content
- **School Handbooks** – this is a statutory document and the handbook must be with the authority by 8 December. Parent Councils must be involved in the collation of the handbook. Sheena indicated that schools should consider a joint Foreword with the Head Teacher and should have involvement in the ‘Parental Involvement’ section of the handbook. Attached are the guidelines for school handbooks. These are national guidelines and the National Parent Forum of Scotland are heavily involved in writing them
- **Cost of School Day** – Discussion took place around funding, non-uniform days, school trips etc. A Health & Wellbeing survey and subsequent pupil-led conference would explore this. Elizabeth Robertson, Health & Wellbeing Development Officer will be asked to a future representative’s meeting to give feedback on findings

4 DATES OF FUTURE MEETINGS

The dates for the Parent Council Representative’s meetings for the remainder of the school session are as follows:

- ***Thursday 26 November 2015 – Ardgowan Primary School (with tour of refurbished school at 6.30 pm and meeting commencing at 7.00 pm)***
- ***Tuesday 1 March 2016 – St Joseph’s Primary School at 7.00 pm***
- ***Wednesday 26 May 2016 – St John’s Primary School (tour of refurbished school at 6.30 pm and meeting commencing at 7.00 pm)***

	Parent Council Involvement	Local Authority Involvement
All parents/carers are able to access relevant and useful information either online or in person	<ul style="list-style-type: none"> • Individual schools website – time to do this • Part of the campus: • Depends on what information – static • Twitter • Newsletter – emailing 	<ul style="list-style-type: none"> • Twitter • Website – opt in • Setting up account – guidelines • Facebook page – sharing practice/pictures
Attendance at school and authority level events increases	<ul style="list-style-type: none"> • Sufficient notice • Timings – day and evenings • Trying not to clash • Involve children • Getting grants 	<ul style="list-style-type: none"> • Supporting schools to access grants etc
Parent Councils share information with the Parent Forum	<ul style="list-style-type: none"> • Online surveys • Parent friendly School Improvement Plan feedbacks 	<ul style="list-style-type: none"> • Leaflet – what is a Parent Council for?
All Parent Councils are involved in school improvement planning, including curriculum development and the school handbook	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Reminder to schools and Parent Council
Schools and Early Years establishments continue to develop approaches to involve parents in supporting all children and young people in their learning, with all parents informed about and encouraged to engage with young people's learning	<ul style="list-style-type: none"> • Homework lessons • Common language • Methodology • What do parents need to know 	<ul style="list-style-type: none"> • Event - methodology

PARENT COUNCIL REPRESENTATIVES MEETING
Wednesday 2 September 2015
Moorfoot Primary School

ATTENDING:

Sheena Beaton	Education Services
Ruth Binks	Head of Education
Morag Duffy	St Columba's High School
Mhairi Gilchrist	Moorfoot Primary School
Heather James	Moorfoot Primary School
Morag McCracken	Craigmarloch School
Anna McMillan	Moorfoot Primary School
Gayle McSheffery	Moorfoot Primary School

INVERCLYDE COUNCIL

EDUCATION SERVICES

GUIDELINES FOR SCHOOL HANDBOOKS (ISSUE DECEMBER 2015)

The following information areas for inclusion in school handbooks meet the requirements of the Education (School and Placing Information) (Scotland) regulations 2012. When designing the School Handbook reference to both this guidance and the information issued by the Scottish Government in 'School Handbook Guidance Information for local authorities and schools following the Education (School and Placing Information) (Scotland) Regulations 2012' should be made.

Everything in bold must be included as it is either a requirement of the Scottish Government Guidance or something that the authority wishes to include. At the discretion of the establishment, handbooks may include information beyond that required by statute should it be considered that such information could be useful to parents. *The guidance in italics offers suggestions as to how the required information could be extended.*

The purpose of the handbook is to communicate the ethos of the school and provide a welcome for parents to the school, help parents to choose a school, prepare their child for school and act as a reference tool while their child is at school. The handbook also communicates with the parent about the child's learning journey and in doing so, supports parental involvement in the school and helps the parents support their children.

The school handbook must be reviewed and revised by 8th December in each calendar year to ensure the information provided is up to date. Online information can be updated and amended throughout the year as necessary. Other publications will become available throughout the year and the school handbook can signpost parents to where and when these can be accessed e.g. Standards and Quality Reports, School Improvement Plans.

School Handbooks are to be made available on the school's website, Glow page, blog etc. **There will also be a link to all School handbooks on the local authority site.**

As well as being available online, the school handbook must be available on request to a parent in an alternative form including in a language other than English (if it is reasonable to do so). This also includes providing a hard copy to a parent if online access is an issue. You may wish to ask parents annually what their preferred means of receiving the School handbook is.

The format of the School Handbook should be accessible to all parents, avoiding the use of jargon. Schools should involve Parent Councils in its development. You may wish to include a Pupil Voice section which may be written or designed by pupils.

This guidance sets out what information is required. It is for individual schools to decide how the information is organised and laid out.

All authorities are required by law to provide a copy of the establishment handbook incorporating current policies and practices of both the Council and the establishment by no later than 15th December each year.

Contents	
Introduction by Head of Establishment	
Contact Details (Communication)	<ul style="list-style-type: none"> • Name of Head of Establishment <i>You may wish to add a photograph of the HT, and possibly other staff.</i> • Name(s) of SMT, names and designations of staff in the establishment • The name, address and telephone number of the school, website, e-mail address, stages of education provided for, present roll, denominational status of the school, if the school provides teaching in Gaelic. • The arrangements for when a pupil's parent has a concern about the pupil and an overview of how these concerns will be dealt with. • The procedure in cases of a pupil's absence or sickness. • How parents can voice a concern and how these concerns will be dealt with. • The complaints procedure • The arrangements for a parent, offered or seeking a place for the parent's child in the school, to visit the school • Term and holiday dates for the forthcoming session including staff in service days with note that children do not attend on these occasions. <p><i>How the school communicates with parents – parents evenings, parents surgeries, school assemblies and events, classroom visits, e-mail, website, text messaging, radio, phone calls, letters, newsletters etc</i></p>
Parental Involvement	<ul style="list-style-type: none"> • The opportunities provided for a pupil's parent to become involved in the school. <i>You may wish to signpost to the authority parental involvement strategy and school policy.</i> • Details of how the school involves a pupil's parent in the pupils education including how information, support and advice is given to a parent to help the parent support the pupil's learning and help the pupil at key stages, particularly when choices are being made. <p><i>How the school gathers parent opinion and encourages parents to share their views</i></p>

	<p><i>You may wish to include information highlighting the school's efforts to be an 'open' school – direct and easy access to who parents want to talk to, responsive within 24 hours, tools for continuous engagement, e.g. homework diaries, open access times, 'drop ins'</i></p> <ul style="list-style-type: none"> • How the Parent Council represents parents views on education matters and how they can be contacted. <p><i>The dates of PC meetings, the role in supporting the school and the school SMT, the existence of and role of a Parent group which supports fundraising.</i></p>
School Ethos	<ul style="list-style-type: none"> • A statement of the school's culture, ethos and values, its aspirations for pupils and how it celebrates achievements • Details of the schools partnerships with denominational bodies at local and national level (if any) • Details of the school's role in the community and how it works with organisations, bodies and persons who work with the school. <i>The list could include sport, business, scouts, cultural links etc. Fairtrade, Rights Respecting Schools, Eco-Schools etc</i> • How it promotes positive behaviour, good relationships and motivates pupils. <i>The values that the school displays and expects of the young people and staff. Emphasis on positive behaviour such as restorative, solution oriented and nurturing approaches. How pupils are supported throughout their learning</i> <p><i>The Parent Council or pupils could help to convey the ethos and values of the school by including quotes, photos etc.</i></p>
Child Protection	<p>Inverclyde Council Education Services has Child Protection Guidelines and Procedures which all schools and establishments are required to follow. Education Services work very closely with other agencies namely Strathclyde Police, Social Work Services, NHS Greater Glasgow and Clyde and the Children's Reporter to support children. Common responsibilities of all staff are to protect children from abuse and exploitation, to respond appropriately when abuse is identified, and to ensure whenever possible that all children are able to exercise their right to be raised in a warm, stimulating and safe environment with the support of staff, their families and carers.</p>
Equalities	<p>The Equality Statement for Inverclyde Establishments</p> <p>'Inverclyde Education Service is committed to ensuring that no children or members of staff or service users receive less</p>

	<p>favourable treatment on any ground including gender, race, disability, age, sexual orientation, religion or belief. We have a moral, social and legal obligation to mainstream and put equality at the heart of everything we do. We aim to promote a culture in which equality of opportunity exists for all. We are opposed to all forms of discrimination, direct or indirect, and aim to eliminate all discriminatory practices. We will ensure that, in our schools and other educational establishments, equality permeates the curriculum and underpins all our policies and practices in terms of access to education. We must ensure that all our children achieve their full potential to develop physically, emotionally and academically. Finally, we believe that equality and inclusion should be a given right, where everyone is valued and treated with respect.'</p>
<p>The Curriculum</p>	<p>How the curriculum is planned and provided at a school, including:-</p> <ul style="list-style-type: none"> • The different subjects and learning opportunities that are available for pupils and when these are available. <i>The pattern of the year, any particular activities planned, e.g. school trips or outdoor activities, language learning, interdisciplinary learning – What does the learner's journey look like?</i> • How pupils develop skills for learning, life and work, including literacy, numeracy and health and well-being in and out of the classroom; • How pupils will be given choices in what they learn, how they are involved in planning what they learn, and how parents are consulted and involved. • Where and how a parent can find out more information about the curriculum at school, at local and at national level; <i>How is Curriculum for Excellence being implemented in the school, Experiences and Outcomes, broad general education, progression through curriculum levels, national qualifications. You may wish to signpost to national websites for some of this information.</i> • The arrangements for providing support to pupils in relation to leaving school, including how career guidance and financial advice is provided. <i>How to find further information locally</i> • How a pupil's parent will be informed of any sensitive aspects of learning; eg relationships, sexual health, parenthood, drugs awareness • The provision for religious instruction and observance for pupils and arrangements for a pupil's parent who wishes

	to exercise the parent's right to withdraw that pupil.
Assessment	<ul style="list-style-type: none"> The school's arrangements and approaches for tracking and assessing pupils' progress and planning their future learning. <i>How parents are involved in the assessment process</i>
Reporting	<ul style="list-style-type: none"> The school's arrangements for ongoing and end of year reporting to a pupil's parent on that pupil's progress in curriculum areas, achievements and their future learning. Opportunities for parents to discuss pupil progress, what written reports will be sent out. <i>What the written report will cover, what are pupil profiles and when will they be available. You may wish to signpost parents to further information about this, e.g.; Education Scotland websites</i>
Transition	<p><i>Information should relate to – transitions to primary school, from primary to secondary school, to Senior Phase and leaving school to post school learning training or work as appropriate</i></p> <ul style="list-style-type: none"> The arrangements that are in place to support pupils making transitions and the role of parents, partners, pupils and school staff The contact details of the school to which pupils will normally transfer for the subsequent stages of their education Arrangements to support pupils with additional needs to make successful transitions <p><i>Information about school enrolment, placing requests, including key deadlines could be included or links to a website where this information is posted.</i></p>
Support for Pupils	<p><u>Support for Pupils – information about provision for additional support needs must be integrated into the main school information and not dealt with by e.g. issuing a separate booklet.</u></p> <ul style="list-style-type: none"> Information about how pupils' additional support needs will be identified and addressed; Provisions made for pupils having additional support needs, whether the school is a special school or has a special class or unit, Who to contact if a parent of a pupil thinks that pupil needs additional support and where to get more information and advice;

- The ongoing support arrangements for pupils including how pastoral care arrangements and pupil support arrangements are provided. *You may wish to signpost parents to GIRFEC information or Child Protection procedures. You may wish to include practical information at this stage, for example, layout of building, supervision of playground etc, depending on the needs of the pupils.*
- How to contact the key adult who has the overall picture of how a pupil is progressing, and who that adult is.

In addition to the information shown above, the school handbook must include information specified by the Education (Additional Support for Learning) (Scotland) Act 2009 which includes –

(a) the authority’s policy in relation to provision for additional support needs,

A child or young person’s needs are identified at the earliest possible stage and can be met in a number of ways, for example by adaptations to the curriculum or learning environment, as well as input from the Support for Learning Teacher and on occasion support from visiting specialists. The appropriateness of the support is determined through a process of assessment, planning and monitoring, working jointly with parents and carers, and is regularly reviewed.

(b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.

Learning outcomes for children and young people with additional support needs are set out in a plan and all educational establishments hold regular review meetings with parents and carers to determine needs and the most appropriate supports. Everyone’s views are equally important in order to consider what is currently working and how to determine next steps

c) the other opportunities available under this Act for the identification of children and young persons who -

a) have additional support needs,

Children and young person’s needs are identified in a number of ways, and the process of assessment is an ongoing, shared process with partnerships with parents and carers at the forefront. On some occasions health service staff or other partner agencies make children known to Education Services. Other additional support needs may be

notified to Education Services by parents themselves or identified by one of a range of staff working closely with the child.

b) require, or would require, a co-ordinated support plan,

Some children and young people will have additional support needs arising from complex or multiple factors which require a high degree of co-ordination of support from both education and other agencies in order that their needs can be met. In these cases, the school will hold a meeting to decide whether the child or young person meets the criteria for a co-ordinated support plan.

The coordinated support plan is a statutory document which ensures regular monitoring and review for those children and young people who have one.

c) the role of parents, children and young persons in the arrangements referred to in paragraph (b),

You have the right to ask the education authority to establish whether your child needs a coordinated support plan. Your child can make this request themselves, if they are aged 16 or over. You and your child, if they want to, will attend a meeting with staff at their school. Other professionals from different agencies who may be involved in providing support for your child will also attend. If your child does not want to attend meetings or feels unable to, their views must still be sought and considered.

d) the mediation services provided

Inverclyde's mediation service can be accessed by contacting Angela Edwards, Head of Inclusive Education, Culture and Corporate Policy at the address below

e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

For further advice please telephone 01475 712842

Or write to;

Education Services

105 Dalrymple Street

GREENOCK PA15 1HU

School Handbooks must also contain information of any organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011

as:

(a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

© Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.”

It will be sufficient to signpost these giving the hyperlinks below.

www.enquire.org.uk

www.siaa.org.uk

www.sclc.org.uk/

<p>School Improvement</p>	<ul style="list-style-type: none"> • The main achievements of the school over the last 12 months, or details of where this can be obtained. <i>This information may already be contained in the school's Standards and Quality Report which may already be on the school's website. Is this information parent friendly, jargon free?</i> • The trends and information which give an overall picture of how the school is performing including achievements at SCQF Levels and other awards, leaver destinations, and any other significant achievements, over the past 3 years; • How the school has improved standards for pupils in relation to literacy, numeracy and health and well-being; • The plans for future improvement of the school's performance over the next 3 years, including the school's plans to involve parents in that future improvement. <i>This information may already be contained in the school improvement plan, which may already be on the school website. You may wish to have your Parent Council or a focus group of parents ensure that this information is parent friendly</i> • Details of where information regarding the school's performance at local and at national level can be obtained. <i>If there is an up to date school inspection, you may wish to include a link to the Education Scotland Website</i> <p><i>You may wish to discuss with the Parent Council how the performance data can be presented clearly. Instead of duplicating information held elsewhere the Parent Council could create a parent friendly summary of this information.</i></p>
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<p>School Policies and Practical Information</p>	<ul style="list-style-type: none"> • A list of the available school and authority policies and how they can be accessed, or a link to another source where the policies are listed. <i>This could include information on homework, composite classes, school meals, school uniform – including information on how to apply for funding to help with uniform costs, restorative practice, transport, including eligibility for free school transport, emergency plans, inclement weather arrangements, health checks, etc.</i> • Information on activities, groups, clubs and opportunities for pupils to be involved in the school including sports and outdoor activities; • The opportunity for pupil representation and involvement in the Pupil Council or any similar body; • The arrangements for school meals and other food and drink, including eligibility and how parents of pupils apply for free school lunches; • The organisation of a school day, including times of arrival and dismissal, break times, school term dates and holidays. <i>You may wish to add supplementary information appropriate to your school, gym days, assemblies, regular events</i>
<p>Clothing</p>	<p>A brief statement about the need for suitable clothing to be worn including Inverclyde’s policy on the wearing of jewellery.</p> <p>There are forms of dress which are unacceptable in school, such as items of clothing which:</p> <ol style="list-style-type: none"> i. Potentially, encourage faction (such as football colours) ii. Could cause offence (such as anti-religious symbolism or political slogans) iii. Could cause health and safety difficulties such as loose fitting clothing, dangling earrings or clothing made from flammable material for example shell suits in practical classes iv. Could cause damage to flooring v. Carry advertising, particularly for alcohol or tobacco and vi. Could be used to inflict damage on other pupils or be used to do so <p>The council is concerned at the level of claims being received</p>

	<p>regarding the loss of children's' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to the establishment. Parents should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.</p> <p>Parents should note that the activities the children may become involved in may be restricted because health and safety requirements state that jewellery of any kind must not be worn where children are undertaking physical activities. This includes jewellery worn as a result of body piercing.</p>
Addresses	<p>Important addresses should be listed:</p> <p>Education Offices and relevant staff.</p> <p>Name of local councillor(s) n.b. Please ensure that you have taken into account any changes as the result of the election. Please ensure correct spelling.</p>
Data Protection Act	<p>DATA PROTECTION ACT 1998</p> <p>Information on children, parents and guardian is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and my only be disclosed in accordance with the Codes of Practice. For further information please contact the establishment.</p>
<p>Please quote at the end of the handbook:</p> <p><u>Although this information is correct at time of presenting, there could be changes affecting any of the matters dealt with in the document –</u></p> <p>(a) <u>before the commencement or during the course of the school year in question.</u></p> <p>(b) <u>in relation to subsequent years.</u></p>	

Here at National Parent Forum of Scotland we aim to ensure the parental voice is heard in all discussions around education in Scotland. We gather parents' views through focus groups, web surveys and through our local representatives and their networks. If you'd like to get in touch with your local representative you can find their details here: <http://www.npfs.org.uk/npfs-area-representatives/>

Here's a selection of where we provided an authentic parental perspective at a National level in May and June – all meetings were attended by our volunteer parent representatives. Please email office@npfs.org.uk if you would like more information about any of these meetings, or indeed any other information about NPFS.

Calls for Evidence:

- **Education and Culture Committee**

The Committee scrutinises the policies and performance of the Scottish Government and its agencies by considering relevant legislation; conducting inquiries; scrutinising spending proposals; and carrying out any other work that it considers appropriate.

Our written submission on the Education (Scotland) Bill can be viewed here: http://www.scottish.parliament.uk/S4_EducationandCultureCommittee/Education%20Scotland%20Bill/NationalParentForum_of_Scotland.pdf

- **Children and Young People (Scotland) Act**

In May we also responded to a consultation from Scottish Government on the Draft Statutory Guidance of the Children and Young People (Scotland) Act. Our response can be found here:

<http://www.npfs.org.uk/wp-content/uploads/2015/08/CYP-Act-Draft-Stat-Guidance-Consultation-NPFS-response-Apr-15-FINAL.pdf>

National Policy Meetings:

- **AGASL**

The Advisory Group for Additional Support for Learning formally advise the Scottish Government and Scottish Ministers of issues relating to the implementation of the Additional Support for Learning legislation. This may relate to policy and practice development and may include issues that impact on the successful implementation of Additional Support for Learning.

- **Doran Strategic Commissioning Project Board**

The strategic review of learning provision for children and young people with complex additional support needs was commissioned by the Cabinet Secretary for Education and Lifelong Learning. The final Doran Review report provides a set of recommendations aimed at providing better outcomes and experiences for children and young people with complex additional support needs. A Project Board was set up in June 2013 to oversee the delivery of the Strategic Commissioning Project.

- **Early Years Forum Meeting at Care Inspectorate**

Attended by our Early Years representative Julie Wild the forum brings together representatives from organisations working in the Early Years field.

- **Food for Life Education Advisory Group**

Food for Life works in partnership with a range of local and national organisations across the public, private, and voluntary sectors to transform food culture and food systems across the country, so that we can all eat food that is good for us, our communities, and the planet. Nearly one-half of Scottish primary schools now serve school meals that have been awarded the Food for Life Catering Mark. Their Education Framework is now being used by schools across the country to connect the four key areas of 'Culture, Catering, Curriculum, and Community' and empower schools to use food as a learning tool. We are delighted to now provide a parental perspective to the educational advisory team through our Perth and Kinross representative Jason O'Flynn.

- **GIRFEC National Implementation Support Group**

Reporting to the GIRFEC Programme Board, the main purpose of the National Implementation Support Group (NISG) is to support the development and implementation of Getting It Right For Every Child (GIRFEC) across Scotland. Our representative is currently involved in making sure that there are clear coherent publications explaining the implementation of GIRFEC to parents. In June we were involved in the GELL/VEI Event with partner organisations that aimed to help create a GIRFEC communications strategy for Scottish Government.

- **National Digital Learning Forum**

The National Digital Learning Forum (NDLF) aims to get practitioners involved in evaluating and recommending approaches to digital learning and teaching. The forum has recently redefined its purpose as:
"The National Digital Learning Forum has a national strategic remit and is charged with making recommendations to the national CALTAS forums on matters relating to the use of digital technology for learning and teaching."

The National Parent Forum of Scotland's annual conference which is being held on Saturday 14th November at the University of Strathclyde Technology and Innovation Centre in central Glasgow. The theme of the conference will be attainment and achievement from a parental perspective. The conference is completely free to attend and all are welcome. We are keen to get as many parents along as possible so please spread this information widely! On the day there will be a keynote speech and Q&A session, along with full agenda of seminars and workshops run by leading figures in education, and an exciting kids' programme, including a creche.

Twitter @parentforumscot

<https://www.npfs.org.uk>

<https://www.facebook.com/parentforumscotland>

inverclyde@npfs.org.uk

@npfs_rockymoliner

- **OECD**

The Scottish Government has commissioned the Organisation for Economic Co-operation and Development (OECD) to undertake an independent review of the implementation of Curriculum for Excellence (CfE) and the quality of the associated learning and teaching being provided in Scotland's schools. Our chair, vice chair, secondary lead and early years leads were delighted to be invited to speak to the team as part of the review.

- **Royal Society of Edinburgh**

Our South Ayrshire representative is working with the society on discussions around their 'Vision for Science and Maths Education'. The latest meeting was on the sub-section of the vision: 'teachers have high professional status and there is a strong supply of science and mathematics specialists.

- **Skills Development Scotland Parents Panel**

Our vice chair Joanna Murphy and secondary lead John Lamont attended this meeting of the parents panel where there was a discussion of new materials to be available to learners and parents, as well as the new Draft Standard for Career Guidance.

Conferences:

- **Choices for Life Launch Event**

On Wednesday 13th May 2015, Police Scotland in partnership with Young Scot launched a new interactive tool 'Choices' at an event at Hampden Park as part of the Choices for Life campaign. The campaign targets a range of issues such as alcohol, tobacco and drug use. It aims to provide young people with credible information to enable them to make positive choices and informed personal decisions about the risks and dangers surrounding such issues.

<http://www.youngscot.scot.nhs.uk>

- **EIS – Instrumental Music Tuition, A Shared Vision**

Our East Dunbartonshire representative Douglas Chappelle attended this event (Douglas sits on the Music Education Strategy Group too) with some excellent speakers, some great ideas about how to develop music education in schools and the wider community.

- **EYC Key Change event on child development, attachment and learning.**

The EYC Key Change Event took place on Wednesday 17th June in Glasgow. The event was an opportunity to develop a 'driver diagram' for one aspect of the EYC work on attachment, child development and learning. It was attended by about 40 people from a whole range of organisations including our Early Years lead Julie Wild.

- **Improving Social Equity through Education**

Organised by EFFE and hosted in conjunction with Education Scotland, British Council and Human Scale Education, this event was attended by approximately 100 people for all over the EU, including our Early Years lead

Julie Wild. The programme for the day was fairly mixed but generally looking at what the stats are telling us in relation to this agenda (PISA results) and innovative practice in this area from a variety of countries.

• **Learning Through Technology Conference**

Our Secondary lead John Lamont attended this conference (organised by Holyrood) as panel member in Glow Debate, stating his concerns that parental engagement is not at the forefront of the digital learning agenda.

• **Literacy Matters Conference**

Conference themes included:

- The Big Picture: Equipping young people with the necessary skills for the future movement towards not only improved reading, but also writing;
- Presenting and digital literacy;
- Whole school approach to Literacy - involving parents and the community
- Inspiring 21st century learners: A look at practical approaches to increasing attainment with innovative approaches.

• **SLF Extra Events**

Part of the Scottish Learning Festival Extra programme, the events were run in partnership between Education Scotland and Children in Scotland. Open to headteachers, deputy headteachers, teaching staff and others involved in education, SLF Extra aims to bring some of the benefits of the Scottish Learning Festival to local areas throughout Scotland. An NPFS representative spoke as part of the parental involvement session at each of the six events.

Lecture by Angela Constance

Lecture at the Robert Owen Centre at Glasgow University. Joanna Murphy our vice chair asked a question around funding and resourcing the parental part of the Attainment Challenge and hopes to follow this up further with the Cabinet Secretary.

• **Focus Group**

NPFS held a well attended focus group in May, to explore parents' experiences of the first year of the CIE Highers, and the 2nd year of the NA and N5s. The report can be read here: <http://www.npfs.org.uk/wp-content/uploads/2015/06/Note-of-Focus-Group-26-May-2015-Glasgow-FINAL.pdf> and was presented by our chair Iain Ellis to the CIE Management Board, as well as being sent to all relevant Ministers and policy officials at Scottish Government.

Meetings with:

- Craig Furler, Scottish Government Skills, Numeracy, Literacy and Parents Team Leader
- Education Scotland Comms Team

- Graeme Logan, Education Scotland, Strategic Director
- The Education Bill Team
- Alan Johnston, Deputy Director, Curriculum, Assessment and Gaelic, Learning Directorate
- Clare Hicks, Deputy Director, People and Infrastructure, Learning Directorate
- Delegation from the Welsh Education Department who were in Scotland for 2 days meeting with key members of the CIE journey and visiting schools.
- Scottish Parental Involvement Network
- Developing Scotland's Young Workforce Comms team
- National Improvement Framework

PARENT COUNCIL MEETING AGENDA

1	Welcome and apologies	5 mins
2	Minutes of the last meeting	5 mins
3	Matters arising (not already on the agenda) - letter to Community Council - wish list	10 mins
4	Treasurer's report	5 mins
5	Communications team report - website - newsletter	5 mins
6	Events team report - Spring Fete - 200 club	5 mins
7	Discussion on literacy project - Targets - members for a subcommittee	30 mins
8	Headteachers report (written report previously distributed)	10 mins
9	Correspondence - Backchat - Letter from local authority	5 mins
10	AOB - Items for next agenda	5 mins
11	Date of next meeting	



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TEMPLATE FOR PARENT COUNCIL/PTA MINUTES

(Insert name) Parent Council
Date of meeting:

Agenda item	Detail	Decision	Action
Welcome and attendees	Chair should welcome all those attending, including any visitors/guests. List of names (initials after each to be used in minutes)		
Apologies	List of names who have said they can't attend		
Minutes of the last meeting	Minutes of each meeting should be distributed as soon as possible after the meeting and committee members should be encouraged to read these and follow up on any actions they have been given. Minutes should also be displayed within the school and, if possible on websites/social networking sites. The Chair should ask for approval of these minutes by a show of hands or getting someone to propose and second. This can be done section by section, or overall		
Matters arising (items raised at last meeting but not on the agenda for this one)	A brief update on any matters discussed at the last meeting and confirmation that items have been dealt with as agreed.	If this is not the case then a date should be agreed for the matter to be dealt with or it should be handed to someone else to complete. Matters that arise more than once should either be put on the next agenda as	Person to take this forward. If necessary Chair/Secretary to take appropriate

		a separate item or discarded.	action.
Treasurer's/Financial report	The treasurer should report on any income/expenditure and give the current balance. If treasurer cannot attend meeting then a written report should be sent to the Chairperson.		
Separate items of business (each item is given a different slot on the agenda)	The Chair should give more time to the important items on the agenda. It is a good idea to time agenda items to keep discussions on track. Any lengthy discussions should be bullet-pointed in the minutes.	Note any decisions taken.	Name of person/s allocated tasks
Headteacher's report	The Parent Council/PTA can invite the headteacher to report but this item should not dominate a meeting. If the headteacher has a lot to report ask them to send the information in advance of the meeting so that everyone has a chance to read it and be ready with questions.	Note any matters that should be taken forward as an agenda item for the next meeting.	
Correspondence	The Secretary/PC Clerk should briefly mention any correspondence received.		
AOCB (Any other competent business)	No major items should be brought up at this point. Good point for suggestions for next agenda, apologies, etc.		
Date of next meeting			
	Relevant papers could be attached to the minutes along with useful contacts/email addresses		