

Garrowhill Primary School Parent Council Meeting
14th March, 2017 6.30 p.m. - 8.00 p.m.

Present: Linda Logue (Head Teacher)
 Shona Hynes-Paterson SP
 Angela Patrick AP
 Alan Young (Depute Head Teacher)
 Lee Marnock LM
 Lawrence Hay LH
 Amanda Giraud AG
 Gillian Dickson GD
 Stuart Forrester SF
 Sharon McKibbon SM
 Lynn Mortimer LM

Apologies: Stuart Arthur SA
 Nicola McGrath NMcG
 Alasdair Cameron AC (Chairperson)
 Grant Andrew GA (Vice Chair)
 Christopher Doran CD
 Diane Cunningham DC
 Amanda McCafferty AMcC
 C. Chatterton CC
 Mel Kincaid MK
 Judith Rennie JR
 Sarah Jane Lafferty SR
 Deborah Black DB
 Robin McChesney RMcC
 Tracy Byrne TB (Teaching Staff Representative)
 John Forbes JF
 Alison Carter

Minutes Angela Patrick

1. **Welcome**
2. **a) Apologies**
 Apologies were noted.
- b) Review Previous Minutes**
 The previous minutes from 24th January were reviewed by the members and approved by Lee Marnock, seconded by Gillian Dickson.

Action	Who
Prepare a simple account statement for the Fundraising Committee Account for each Parent Council meeting. Garrowhill Fundraising Accounts will be prepared by LM. AC will carry out the audit. <i>Update September 2016: AC given accounts to be audited</i> <i>Update January 2017: AC completed audit on accounts. LM to prepare update for each meeting.</i> <i>Update March 2017: see Fundraising update</i>	LM
AC to write to Cordia to raise issues regarding portion sizes and change of menus. Update March 2017: AC attended meeting with Cordia who advised portion sizes were adequate and they have only changed the menu once.	AC

School will prepare survey on quantity of homework Update March 2017: survey completed still compiling results	LL
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3 Head Teachers Report

Staffing Allocation for 2017-18

Staffing has been confirmed at 20.9 FTE. This creates a vacancy of 1.7 The FTE vacancy will be offered to staff on the surplus staffing exercise or to those entitled to full time employment. School has requested 2 probationers for the 0.7 vacancy as part of our Pupil Equity Fund Plans.

Pupil Equity Fund

Refer to attached proposal

Staffing and absence cover

Miss Carr and Mrs Forrester remain absent from work. Cover now in place for both.

Mrs Moorhead has taken up post as SFL

Mr Steven also currently absent.

Budget

We have managed fairly well despite the setback of the My Print costs at the start of the year. We also have in reserve funds owed to us by Scholastic in commission which will cover the purchase of most books we need. We have a very healthy absence cover budget but cannot find anyone to help with cover needed to allow us to release staff from class to undertake development work etc.

School Improvement Planning

Priorities for 2017-18:

- * Inclusion: The attainment challenge and inclusion
- * Literacy: phonics and Implementation of Read Write Inc
- * Digital Learning: Global Citizenship and Partnership with JDO
- * Assessment & moderation: new tracking procedures implemented which include gathering standardized data in reading and maths. Staff meet regularly to moderate standards against Education Scotland's newly published guidance.

(As part of the Read Write implementation School will twin with a school in America and receive 48 Ipad to allow pupils to skype and email there American buddies)

Road Safety Week

Alan Barclay and his team will be in school all of next week working with children at all stages on road safety. This will include workshop and groups of children conducting surveys with speed cameras with the assistance of Police Scotland.

4. Fundraising Committee Report

Balance currently £572.98

LM chasing cheque from Christmas card company which amounts to £519. Burns night went well and everyone enjoyed it, haggis suppers cost £512 and £23 for hamper.

Next event is spring discos, agreed to charge £2, LM to get Easter eggs for best dancer prizes. AP to get juice and crisps and paper cups. Need more helpers, ask Linda to send out text. Separate meeting set up for Tuesday 21st March to organise spring fair.

LL asked if we can help with money for Living eggs, butterflies and hoots owls totalling £465 -all agreed this was ok with current budget. Will be looking for money for P7 buffet and autograph books also.

Action: AC to email LH to ask for direct feedback on how the project manager position for Halloween disco went.

Update March 2017: LH advised all went well at the Halloween Disco and both staff and parents worked well together

5. AOB

Discussed Sumdog, request made for parents to get report on children's usage and to check baseline and see if any improvement. Parents having problems with application "hanging" on Android devices.

Helpers from recent P3 trip noted that although packed lunches supplied by Cordia lots of children took their own and had lots of waste. School will send slip out in future asking who requires lunch. Growth mind set is staying and more workshops will be held for parents.

Action: School to report back issue with Android devices using Sumdog and issue reports to parents on usage.

8. Date and Time of Next Meeting

7th June 2017 18:30-20:00

Improvement Framework: Bid Guidance

Appendix A

Proposal Period	April 2017 to March 2018
Local Authority:	Glasgow City Council
Name of School	Garrowhill Primary School
Amount of money allocated	£55,200

Data and analysis	Proposed Interventions	Impact measurement	Governance
<ul style="list-style-type: none"> •Presentation of data in the local context •Analysis of what this reveals in terms of the attainment gap •Identification of target populations •Rationale behind proposals 	<ul style="list-style-type: none"> •Proposals to address identified issues •Rationale and evidence behind proposals •Aim and expected impact of proposals •Initial assessment of funding requirement •See Annex B for menu of interventions 	<ul style="list-style-type: none"> •Proposals for measuring impact •Data, new and existing, which will be required •Plans for how data will be collected and reported 	<ul style="list-style-type: none"> •Proposals for how the work will be managed locally •Plans for local governance and reporting

1. Data and analysis

Data collection

- Attainment data recorded on BGE (Edict) from professional dialogue
- Standardised assessment results from MALT, HODDER and ACER
- Benchmarking data
- Attendance and late coming Information
- SIMD data from SEEMIS
- Learning conversations and work sampling
- Assessments – formative, diagnostic and summative
- Records of moderation meetings

a. Parent Consultation

An attainment focus group has been established to review attainment data and discuss identified gaps. Our Parent Council have also been consulted and both forums fully support the outlined proposal.

b. DSM Consultation

SMT and all staff groups have been fully involved in the preparation of the proposal and fully support the outlined plans.

c. Pupil Consultation

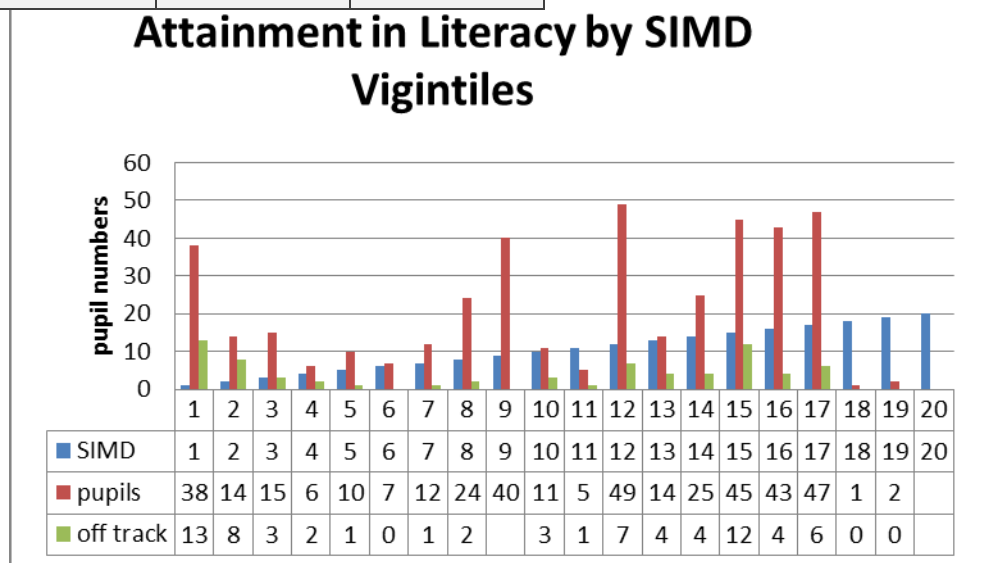
School Captain and Vice Captain were briefed on the proposal and presented this to the School Parliament and House meetings. Children have also given their views on the barriers to good literacy attainment.

Background

The current school roll is 428 pupils. 17% of pupils live in the top 20% most deprived areas of the city. While attainment has remained consistently very good in literacy and numeracy in recent years (table 1), 35% of pupils living in SIMD 1-4 are not on track in literacy.(table 2)

Table 1				
	2013	2014	2015	2016
reading	93%	89%	91%	90%
	2013	2014	2015	2016
Maths	84%	85%	86%	93%
	2013	2014	2015	2016
writing	63%	72%	85%	85%

Table



Our improvement actions in the last 2 years have focused not only on sustaining this overall positive picture but also on improving resilience in learning and developing a growth mind-set culture across the school community. However, analysis of data does indicate a pattern between poverty and attainment in literacy.

Analysis

- Tracking attainment from BGE tracker from EDICT (app 1)
- Standardises assessment data
- Quality assurance of learner experience and support through classroom observations, learner conversations and professional dialogue
- Observations in Learning Walks
- Measuring impact of supports put in place through tracking of attainment against learning pathways and Wellbeing Assessment and Plans

Baseline and on-going formative assessment, professional dialogue, tracking and moderation work across the school has indicated a growing gap in phonological awareness at early level with an increased number of interventions necessary to support inclusion. While the range of needs across the school is relatively narrow, most barriers are attributable to gaps in speech, language and communication development with an increasing number of children struggling to acquire appropriate blending skills by the end of P1.

School staff have already engaged in partnership work with Educational Psychology to improve skills in analysing needs and have prioritised the need to use information communication technology more effectively to develop a wide range of learning and teaching approaches which will improve attainment for learners and close this emerging gap.

Rationale

“Early years settings and schools develop children and young people’s basic and advanced literacy skills and in adulthood the on-going development of literacy skills helps to advance personal achievements, employment prospects and participation in society”.

Scottish Government (2010) Literacy Action Plan

Within Curriculum for Excellence, literacy is defined as:

“the set of skills which allow an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful.”

Our analysis of attainment and assessment data indicates the need for a set of interventions which will target improvements in the teaching approaches used to ensure early acquisition of literacy skills, remove the poverty gap and improve our children’s ability to apply those skills across all areas and at all levels using a range of media to support and enhance their experiences. In doing and achieving this we will better develop our children as lifelong learners, giving them the tools to remain resilient when faced with challenge.

Professional review and development discussions coupled with self-evaluation records indicate a need for improved approaches to the teaching of phonics, assessment of phonological awareness, reading, writing and spelling to ensure all pupils are being supported to attain expected levels in literacy.

The most effective way to do achieve this is to improve the pedagogy of all teachers and equip them with the skills and resources to plan, implement and effectively track progress in partnership with learners, parents and other agencies and schools. School staff have reviewed the work of Dundee Council in improving literacy through training from Ruth Miskin and have been encouraged by the efficacy reports from Dundee's Read Write Inc programme indicating only 3% of pupils unable to blend by the end of P1 last year.

Alongside this we have identified key staff who will develop our plans to improve digital learning aimed at supporting speech language and communication needs and improving the impact digital learning has on engagement and attainment literacy and numeracy across the curriculum.

Learning conversations and feedback from parents on the use of Sumdog for numeracy indicate increased levels of motivation through the use of digital approaches with many families reporting this is a less stressful means of supporting learning at home. Investment in some additional hardware and implementation of supported study plans would assist families with restricted access due to financial constraints.

Supported study sessions after school would help children who have experienced adverse family issues to close gaps in their learning and enable participation in Global Partnerships.

Throughout all of the proposed interventions, our school is committed to continuing to implement its work on growth mind-set with actions taken from John Hattie's research on Visible Learning.

2. Proposed interventions (refer to appA Action Plan)

- Appointment of Acting PT1 with remit of Digital Learning P1-7
- Appointment of 0.4 class teacher as additionality to our agreed 20.9 staffing entitlement. This will release PTs from class and offer additional support for early literacy intervention
- Investment in teacher training in literacy from Ruth Miskin training and development team;
- Investment in resources; Improved phonological awareness through introduction of Read, Write, Inc phonics programme
- Supported study sessions after school targeting children who most need support
- Partnership with JDO foundation and commitment to joint teacher training with Google to take forward global citizenship and digital learning
- Investment to increase broadband width and Wi-Fi capacity
- Investment in Sumdog numeracy for P1,2,5 and 6
- Investment in Sumdog reading P1-7

3. Impact Measurement

Desired Outcomes

- Improved analysis phonological development at early level
- Improved approaches to assessment, tracking and consultation at transitions stages to ensure early interventions are being implemented and that every child has equal opportunities to ensure they attain and achieve.
- Support in place to assess through Primary One Literacy Assessment and Action Resource (POLAAR)
- Implementation of POLAAR literacy strategies to support learning and introduction of Read Write Inc to teach literacy – reading, writing and spelling
- Improved staff pedagogy in teaching reading

- Improved pedagogy and understanding of the role of digital learning and how it can be used to support children who need additional support or challenge
- Improve attainment in literacy and numeracy across all stages as a result of focus on digital learning throughout the school
- Glasgow Counts to become embedded now in practice with new policy in place to teach numeracy and maths. Impact measured over time.
- Robust planning, assessment and tracking guidance to ensure clearer identification of gaps in learning/ attainment being identified, addressed and supported through use of all staff of BGE tracker as supplied by EDICT and linked to SEEMIS for each class. Tracker to be updated at termly intervals by teachers.

Measurement of Impact

- Benchmark Guidance – achieving a level in P1, 4 and 7
- Summative assessments completed in classes
- Standardised testing for numeracy and reading
- Benchmarking of reading and records shared as well as diagnostic strategies to support
- Observations by teachers and SLT
- Conversations with all stakeholders, pupils, parents and staff
- Professional discussions on termly and ad hoc basis
- Planning, Assessment and Moderation meeting conversations
- Raising attainment Focus Group
- Questionnaires

Sharing Practice and Building Capacity

- Glasgow Counts training ongoing
- PTs participating on Glasgow Counts Training
- PT and P7 class teacher participating in training from JDO foundation as part of three year commitment to global partnership
- GDSS training and Getting Started continued from this session
- Training of Staff in collaboration with Garrowhill Primary on Read Write Inc
- Development team in partnership in school with Read, Write Inc
- Digital Learning being led through school by Acting PT
- CDO working with early and first level staff in PAM meetings organised twice termly
- Building capacity in knowledge and understanding of POLAAR resource
- Looking at building vocabulary as was implemented in exemplars on National Improvement Hub
- Staff Development Plan and Development days in partnership with Ruth Miskn trainers
- School showcase events/ workshops/ induction
- Cluster and Learning Community moderation (LIG NE3 and BNLC)
- Sharing practice via GLOW
- Working with JDO Foundation

Data – Collection and reporting

Term 1	Term 2	Term 3	Term 4
Baseline Literacy and Numeracy Assessments Audit of Digital learning in place across the school Planning for partnership working with JDO Foundation in Denver POLAAR assessments completed in P1 Planning meetings with staff WAPS written for terms 1 and 2 Feedback to parents on Sumdog impact	Tracking meetings with staff Summative assessments; numeracy and reading at P3 and P6 Weekly planning and assessment tracked WAPS tracked and updated Observations of pupils learning in class Sampling; of pupil work Learning Walks Learning Conversations Updating BGE tracker Open day Assessment of value added	Tracking meetings with staff Summative assessments; reading and numeracy P1, P4 and P7 Weekly planning and assessment tracked WAPS tracked and updated Observations of pupils learning in class Sampling of pupil work Learning Walks Learning Conversations Updating BGE tracker Assessment of value added Draft EPR	Transition assessment Summative assessments Diagnostic assessments Focus Group feedback stakeholder views gathered Comparative Data reviewed Achieving a Level against benchmarks Measuring impact on attainment in reading and numeracy Open day Reporting on impact Writing SIP and WTA Writing S & Q

4. Expenditure

	Role	£	FTE / hours/No.
Teaching staff	Class teacher	19,200	0.4
Leadership	Acting PT 1	4378	1.0
Supported study	Class Teachers	2850	100
Ruth Miskin staff training and development days	25 staff- 8 days training	£5000	
Literacy resources	Read Write Inc teacher training materials and resources	£10 000	
Access	Increased broadband width	BEF submitted, cost TBC	
Access	installation of WIFI	BEF to be submitted TBC	
Sumdog	Reading and numeracy pupil access	1000	
Total		42428	

Supported study is £28.50 per hour

APPENDIX A : ACTION PLANNING FOR PEF – PROPOSED INTERVENTIONS

Action Point	HGIOS4	Timescale	Responsibility	Resources
0.4 additional and two for one [probationer teacher for 0.7 vacancy in staffing to allow PTs to lead reading and support literacy interventions at early level including baseline assessment	1.1 1.2 2.2 2.3 3.1 3.2	From August on-going for the year	HT DHT and PT	Ruth Miskin trainers POLAAR
Purchase of Read Write Inc for P1	1.4 1.5 2.2 2.5	From April	DHT and PTs Early and First level staff	Training Training Notes Reading books and resources Play materials
Supported study	2.4 2.6 3.3	Oct- March	After school supported study in digital learning	Materials Snacks Transport
Implementation of JDO partnership in global digital learning	1.3 2.2 2.3 3.2	June 2017 on-going for three years	Acting PT1 HT	Chrome books (provided as part of partnership)
Assessment and Tracking: Standardises assessment Baseline assessment Feedback questionnaires	1.1 3.2	October to May	SLT Teaching Staff Support Staff	Staff Tracking Data base (EDICT) Assessments
Impact <ol style="list-style-type: none"> 1. Improved pedagogy in the teaching of reading 2. Improved approaches to assessment and targeted interventions 3. Raised attainment and achievement in literacy and numeracy at early and first levels 4. Raised attainment across the school through use of digital learning 5. Increased motivation for home learning improved through use of digital learning 6. Improved parental engagement 7. Growth mind set embedded through action on research 				