

**Loretto Parent Partnership Meeting**

Meeting held on Tuesday 13<sup>th</sup> March at 6.30pm

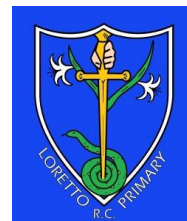
**Present:**

Name	Capacity
Margaret Anne McBean (HT) , Kate Todd (PT)	Staff
Sharon Hurley (acting chair), Krysia Meek, Kate Courtney	Parent members
Katie Mackie, Andrew Forrest	Councillors
Lynn Donohoe	Clerk

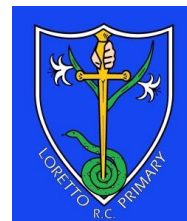
**Apologies:**

**Stuart Currie (Cllr), John Williamson (Cllr)  
Karyn Porteous, Anne Shaw, Sandra Gray, Karen Flunkert**

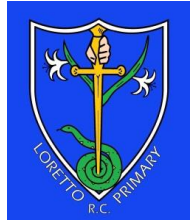
	Action
1 <b>Welcome and Introductions</b> SH welcomed everyone and introductions were made.	
2 <b>Apologies and Approval of Minutes</b> Apologies were noted as above. No minutes from previous meetings were available.	
3 <b>Finance Update:</b> Balance £3360.40  Disco £198.10 Cards: £278 (profit) Teas/Ceilidh £210.53 Calendar sales £655.25 Christmas fayre £651.15 (profit to be determined) Church teas £271.91 Ties/bags £24.50	



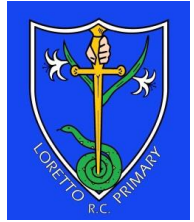
<p>4</p>	<p><b>Constitution:</b> Current constitution needs changed –proposed changes include changing the AGM time of year, change the quorum, and change the notice period required to call a special meeting and add agenda items to that.</p> <ul style="list-style-type: none"> <li>• AGM Change - a change to Sep falls in line with other PCs. SH said this had already been put forward and approved (in a 16/17 LPP meeting). AF pointed out that Pinkie had moved away from AGM in Sep to having it in Easter – parents felt they had got a term ‘under their belt’ before volunteering. MAMcB suggested using the September welcome ‘meet the teacher’ time of year to tie in with AGM.</li> <li>• Quorum - LPP are struggling to get enough parents along to make quorum. Previously two reps/class, and needed two thirds of this to be quorate; therefore eleven members. Val McIntyre suggested reducing no. of reps to one, plus one depute, therefore nine reps. (two thirds of which equal a total of six).</li> <li>• Special Meeting – change notice period to two weeks in the event of a special meeting, and two weeks to put forward agenda items.</li> </ul> <p>Any changes to constitution have to be put to the wider parent forum for feedback/comments. SH/AF suggested putting it on web as a draft updated constitution, ask parents to email parentcouncil mailbox with any concerns/feedback (by a certain date). Once everyone happy, send to legal for approval.</p>	<p>LD</p>
<p>5</p>	<p><b>Homework</b> Had been brought up at end of a previous meeting. Loretto homework policy was written in 2013 and is still adhered to. MAMcB feels homework should be ‘home learning’. Some parents cannot come to school and home learning allows parents to engage in child’s learning. Parents who are engaged in their child’s learning usually have children who do better. It can encourage independence and ownership, but for some children can become overwhelming and worrisome. Teachers’ policy is generally that homework should not cause stress at home. Research shows that project-based homework increases attainment, rather than the ‘worksheet’ approach. Many Loretto pupils enjoy reading and don’t see it as homework. KM suggested changing homework structure to fit in with project based – easier to engage child and maintain enthusiasm. MAMcB said some parents would find that difficult – can also become competitive! For project-baesd homework, there must be input in how to structure a project, and check resources are being made available to all, in order for work to be completed equally well by everyone. MAMcB relayed some information from Education Scotland on how homework helps. If the homework policy were to be changed, LPP would need to approach pupils, teachers and be quorate at the meeting concerned. Homework club is aimed at children who could benefit from quiet time and would do better with a little more practice, or who would find it useful having an adult to help. It does not continue for whole year – will probably finish at Easter. KM asked whether schools have to report which children have completed homework. Some schools use always/usually/sometimes completed. Loretto do not penalise children who do not complete it.</p>	



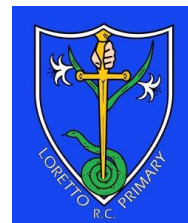
6	<p><b>1. Staffing</b></p> <ul style="list-style-type: none"> <li>• Leaving assembly for Ms Pandit on Tuesday 20<sup>th</sup> March, at 11am. Chance for Nursery-P3 pupils parents to wish her well in her retirement.</li> <li>• Nursery teacher-maternity cover in place. This has required considerable support from ELC to recruit to this post: temp to school and permanent to ELC</li> <li>• Nursery: ELC conducting a review of nursery staffing. Looking to remove nursery teachers from Nursery from Aug 18. Reviewing structure of staffing. Factors: ELC budget and move towards 1140 hrs of Early Learning and Childcare by 2020. Different models being considered across authority-broad view of provision across authority</li> <li>• National recruitment difficulties-headteacher and teachers are in short supply. Additional difficulty is recruiting RC teachers in this area. Working with ELC on this.</li> <li>• Pupil Equity Funding - had identified additional Support for Learning and class teaching 2 days per week. These posts were advertised several times, but met with lack of applications from suitable candidates. This does count as ‘exceptional circumstances’, therefore allowed to carry this through to 18/19 budget. The new allocation for 18/19 will be slightly less.</li> <li>• Be aware staffing can change</li> </ul> <p><b>2. Classes and Roll</b></p> <ul style="list-style-type: none"> <li>• Currently 199 pupils and 20/20 nursery, with 8 classes confirmed for next session.</li> <li>• P1 applications outnumber places. ELC will make decisions centrally, based on RC /catchment/sibling criteria, by the end of April. Staff are unable to ‘speak for’ parents. We are aware this can be a very emotional time for parents.</li> <li>• Nursery/P1 transition-usual arrangements – final dates to be advised, but will involve everyday familiarisation around school, Nursery/Primary joint working, collaborative planning all year. Out of nursery visits, story time, play time, lines, buddy playtime, P1 evening-request (LPP representation – may be a good idea to ‘meet the LPP’ and possibly recruit?</li> </ul> <p><b>3. Attendance and Achievement:</b> meetings with comparator schools and data show that attendance is not improving. Attendance impacts on attainment; there is a clear national, local and school focus on raising attainment. Termly &lt;90% letters sent, resulting in one request for help. It can be helpful for parents to identify any patterns. Unauthorised absences for holidays remains a factor; making little progress with this. ‘Late’ procedure has been changed - parents were not signing children in, and some children were slipping through our Health &amp; Safety procedures.</p> <p><b>4. School Handbook-</b> updated again for 2018, now on school website, as well as the School Improvement Plan and Standards &amp; Qualityurr reports. These can change; they are working documents.</p> <p><b>5. Susan Gow-</b>Attainment Advisor meeting me in school next week with David Scott-reviewing supports and impact</p> <p><b>6. Curriculum For Excellence levels</b> - still to be considered experimental data. Increasing clarity and confidence in achieving a level-due to National Benchmarks and ELC Curriculum Frameworks. Teachers’ professional judgement awards the level based on assessments, observations, ongoing pupil work. SNSA-training undertaken-second norming study -random</p>	
---	--	--



<p>pupils selected for this. Will be useful to add /confirm teacher assessments and to look at gaps and next steps for planning. All online P1 P4 and P7 adaptive; not pass/fail and not published - not league tables.</p> <p><b>7. LPP-Parental Engagement Strategy</b> - a joint action plan required. Scottish Govt. has placed extra emphasis on parental engagement. LPP have an important role in supporting and shaping the school improvement plan. Need to form a clear communication strategy with LPP to ensure all parents are engaging and reading all communications sent out by school. MAMcB asks parents to engage with school communications-eg follow us on Twitter, leave positive comments on web-these are our official communications to all parents. Might be a good idea to form a working group for communication, to work on this together and avoid duplication, e.g LPP noticeboard with photos and names of LPP-contact details, and have minutes and reports posted in this.</p> <p><b>8. Ethos and life of the School</b></p> <ul style="list-style-type: none"> <li>• Snow days - excellent communication to parents, MAMcB said a special thanks to Mrs Donohoe – not a single pupil arrived at school throughout the closures. Teaching and learning support ideas were available to pupils via blog and twitter.</li> <li>• Success and participation in variety of sports-cross country, swimming, disability sports, e.g. Boccia and table tennis</li> <li>• Junior Road Safety Officer competition - posters on railings and banner to be made</li> <li>• Big Scotland Quiz – done in House teams, with curriculum and learning covered and lots of fun!</li> <li>• P3 Confession this week, P4 First Communion in early June</li> <li>• P6 and P7 Pope Francis Faith Awards work under way</li> <li>• P5 working on their John Muir Award</li> <li>• Musselburgh Area Partnership “Your Voice Your Choice” - excellent pupil participation, genuine decision making and presenting. Final 25 but not awarded funds. Next meeting-pupils may like to request funding from LPP for playground equipment.</li> <li>• 2018 Youth Summit. Two P7s attended and were able to take pupil views, and report back. This will inform EL Service Plan. Actions from P6 SELS survey</li> <li>• Reading Month- World Book Day – Tues 20 March</li> <li>• Bedtime Story -parental request for repeat. This will focus on younger children, with parent volunteers to read stories</li> <li>• Class assemblies mostly this term-same number as previously</li> <li>• After school clubs-LEGO with S3 Musselburgh Grammar School pupils , Chinese Craft-two groups, Drama P4-P7, with a (ticketed) performance, one afternoon, one evening.</li> <li>• Family Learning: Art Exhibition rounded off programme. Plan to continue more opportunities in next session. Timeslot during the day (with pupils involved) has been much more successful than previous curriculum evenings.</li> <li>• PEEP-two more staff trained and running a parental group</li> <li>• Family Learning Homework-parent consultation for involving parents in co creation of School Improvement Plan</li> </ul> <p><b>9. P7 Transitions-underway</b> - some curriculum lessons and visits with both schools. Transitions tailored, e.g. support for learning, social and emotional behavioural requirements.</p> <ul style="list-style-type: none"> <li>• Hoodies have been ordered</li> <li>• Camp meeting date tbc</li> </ul>	
--	--



	<p><b>10. Camp</b> session 18/19 - current P6 booked for same place with Mid Lothian RC schools. As this class were consulted last session, parents have forward notice in newsletters (more than a year's notice)</p> <p><b>11.</b> Current P5-additional factors to consider-very large year group. 1:10 ratio would mean 5 adults, if they go all together. This would leave school very short-staffed, which would be prohibitively expensive. Need to consider this. Also increasingly concerned about cost. We are being urged to look at cost of school da, by the Poverty Commission. ELC urging schools to use its own provision-time to consider this.</p> <p><b>12. ELC New updated policies:</b></p> <ul style="list-style-type: none"> <li>For all schools, e.g RespectMe-Anti Bullying is in place and being followed. Central to this is working with pupils and parents;. The supports and strategies are always shared with parents. These are not fixed or automatic; they depend on children/situation. We do not have an automatic policy of separating children in playgrounds. Can be difficult and emotional for parents as we are not always able to share all information with everybody and perceptions are subjective, but partnership working is best way forward to resolve any peer difficulty. Ongoing work with children on difference between fall outs/not liking people/bullying. What is a big deal/little deal, what is the difference between reporting and telling tales, how a child can respond appropriately/show some resilience. All behaviours are communications – needs some understanding of each other. Loretto values outline Forgiveness, and research shows restorative practice most effective. Anticipate further work on this next session, e.g. more staff training , HT training.</li> <li>Draft Policy of Inclusion - presumption of mainstream school for all children, Child's Planning, GIRFEC (Getting it Right for Every Child) and HGIOS (How Good is Our School) 4 -outline restorative practices and importance of relationships. e.g. request for assistance to Educational Psychologist, referral to Speech and Language Therapy, health servicesetc. Some children have exceptional needs and need considerable support on grounds of health and safety, medical, personal care etc. to be able to access a highly individualised programme. Teachers have become increasingly expert at ways to address support needs, e.g. Attention-focus/positioning in class, visuals, ACE dictionaries, English as an Additional Language, partners, 'chunking' instructions, timers, IT. Dyslexia (probably best known)-spelling and reading difficulty – progressive phonics and reading. Support For Learning is timetabled and reviewed termly. This may be in the form of additional adult support in class/group/individual-or advice/resources to teacher</li> </ul>	
7	<p><b>AOCB</b></p> <p><b>1. Communication</b></p> <p>LPP currently use a Facebook group which is moderated and open to all members of the LPP, including councillors Andy Forrest and Stuart Currie, who are both members of the group. Staff may not join unless they are also a parent. MAMcB concerned this cannot work as a 'partnership' means of communication if only one part of partnership can see posts. LPP received complaints from several parents that non-parent staff members were not engaging with parents on the group. LPP took a poll on the Facebook group page, with the following results: of the 102 group members that read the post, 13 members preferred school email communications and 38 members preferred group Facebook posts as the easiest way to access information. There were 0 votes for Twitter. 50% of those that viewed the poll selected a preference. SH mentioned that Val suggested having a Staff Rep on the Facebook group as a school contact. School are working on</p>	



	<p>automatically pushing new blog posts through to Loretto twitter feed. LD to liaise with David Gilmour on this. School currently use Groupcall to communicate via email and text where appropriate, and use school website too.</p> <p><b>2. Parent Council budget</b></p> <p>Parent Council allocation in school budget remains unspent. Can LPP transfer this to school fund? LD to ask VM if LPP can move the unused PC budget to School Fund</p>	LD
--	--	----

DRAFT