

**Committee Meeting Agenda**

**Tuesday 16<sup>th</sup> April 2019**










**Academy Meeting Room (Hut 2) – 6.30pm - 8.30pm**

1. Welcome (6.30 – 6.32)
2. Attending/Apologies (6.32 – 6.35)
3. Matters Arising from Previous Minutes/Approval (6.35 – 6.40)
4. Treasurer Update (6.40 – 6.50)
5. Head Teacher Update and Presentation- (6.50 – 7.05 and 7.05 – 7.15)  
Update – Staffing, TED Talks, Parental Engagement, STEM subject analysis, MCR Pathways, Consultation on Term Dates, Emergency School Bags  
Main Theme – Community Campus: Update on build and involvement of school community
6. Tracking and Monitoring – changes to Reporting System to Parents (7.15 – 7.35)
7. School Uniform - (7.35 – 7.45)

8. Equalities Policy - (7.45 – 8.10)
9. Fundraising Update (8.10 – 8.15)  
Coffee Morning, Nearly New Sale, Grants
10. Communication (8.15 – 8.20)
11. AOB (8.20 – 8.28)
12. Date of next meeting (8.28 – 8.30)



By 2020, we will be 'good'  
in all measures...

-  Staffing
-  TED Talks
-  Parental Engagement
-  Improvement Plan
-  STEM Subject Analysis
-  MCR Pathways
-  Consultation on Term Dates
-  Emergency School Bags
-  Community Campus



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*...six types of involvement – parenting, communicating, volunteering, learning at home, decision-making, collaborating with the community...*

	Detail	Comments
1	Parent Education Workshops	Good idea but not priority, GOOD IDEA, Yes
2	Lunchtime interest sessions for students, staff, parents and the community.	Uptake issues, pressure on working parents, good to get parents to help, yes, No – staff and pupils need a break., YES INTERGENERATIONAL LEARNING
3	<b>Opportunities for parents to experience examples of learning in the classroom.</b>	<b>Would be really helpful so can understand what teachers are looking for. good for parental knowledge SHARE UNDERSTANDING OF NEW WAYS OF LEARNING</b>
4	<b>A joined up approach to homework</b>	<b>Really needed, Regular homework, parental involvement if possible, important., YES, yes, INCREASE GRADUALLY TO HELP STUDENTS.</b>
5	Parent Representatives on project groups in the school.	Expand if possible, expand, YES NOT ALWAYS BENEFICIAL
6	<b>Key hints and learning materials for parents to help them support young people with their progress.</b>	<b>Would be really helpful, Help for parents on materials being used, essential for understanding the curriculum, would be helpful, yes, YES YES</b>
7	We provide clear and parent friendly reports	Tracking reports are really uninformative, yes NEED TO BE CLEARER AND MORE USER FRIENDLY.
8	Parent workshops to help parents understand school subjects and learn ways to help support their child at home	All useful, talk and inform via community council, other forums. YES GETTING ACROSS THE ROLE OF PARENT IN LEARNING.
9	<i>HT Open Invitation X 2 – fortnightly, Planner interim measure until Google Classroom parental interface.</i>	How do parent support encourage and motivate students to study?

**ambition**

**inclusion**

**integrity**

**respect**










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# Parent Council 16<sup>th</sup> April 2019

		Positive			
		2016-17	2017-18	2018-19	Difference
Q4	My child likes being at this school		79	82.2	3.2
Q5	Staff treat my child fairly and with respect	92.75	79	95.5	16.5
Q6	I feel that my child is safe at the school	91.03	81	95.5	14.5
Q7	The school helps my child to feel confident	85.22	70	87.8	17.8
Q8	I feel staff really know my child as an individual	81.46	58	90.2	32.2
Q9	My child finds their learning activities hard enough		71	82.6	11.6
Q10	My child receives the help he/she needs to do well		60	92.5	32.5
Q11	My child is encouraged by the school to be healthy and take regular exercise		59	74.9	15.9
Q12	The school supports my child's emotional wellbeing		56	80.9	24.9
Q13	My child is making good progress at the school	88.22	76	92.8	16.8
Q14	My child was well supported to make choices about taking the subjects that are right for them		60	78.2	18.2
Q15	I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles		60	78.1	18.1
Q16	The information I receive about how my child is doing reaches me at the right time		58	73.1	15.1
Q17	I understand how my child's progress is assessed		71	90.7	19.7
Q18	The school gives me advice on how to support my child's learning at home		41	71.2	30.2
Q19	The school organises activities where my child and I can learn together		16	38.7	22.7
Q20	The school takes my views into account when making changes	59.89	56	61.3	5.3
Q21	I feel comfortable approaching the school with questions, suggestions and/or a problem		83	92.8	9.8
Q22	I feel encouraged to be involved in the work of the Parent Council and/or parent association		62	57.2	-4.8
Q23	I am kept informed about the work of the Parent Council and/or parent association		77	65.9	-11.1
Q24	I am satisfied with the quality of teaching in the school		57	86.5	29.5
Q25	The school is well led and managed		74	86.8	12.8
Q26	The school encourages young people to treat others with respect		76	90.1	14.1
Q27	I would recommend the school to other parents		63	85.3	22.3
Q28	Overall, I am satisfied with the school	85.31	66	90.2	24.2
Q29	My child's school deals well with bullying		33	47.6	14.6










-  Staffing
-  TED Talks
-  Parental Engagement
-  Improvement Plan
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- Coordinate strategic priorities to focus on ensuring continuing improvements in outcomes for all young people. In order to raise attainment and achievement for all, develop a more rigorous system for monitoring and tracking the progress of young people which is based on reliable evidence. ➔ **ATTAINMENT**
- Improve learning, teaching and assessment to ensure better motivation and engagement of young people. Ensure appropriate pace and challenge for all young people to maximise progress in their learning. ➔ **L&T**
- Review proposals for curriculum development, taking account of national advice, to provide appropriately flexible and progressive pathways for all learners. In designing learning pathways ensure all young people's entitlements are being met in line with national expectations. ➔ **CURRICULUM**

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Subject	2018-19			2019-20			Nat. Approx.
	Female Staff?	Year of Choice	Percentage Female Choosing Subject*	Female Staff?	Year of Choice	Percentage Female Choosing Subject*	
Biology	Y	S3	68.50%	Y	S3	64.40%	
Chemistry	Y	S3	51.60%	Y	S3	48.60%	
Physics	Y	S3	27.90%	Y	S3	46.30%	
Engineering Science	N	S3	4.80%	N	S3	0.00%	
Graphic Communication	N	S3	30.00%	N	S3	42.00%	
Practical Woodwork	N	S3	18.20%	N	S3	21.70%	
Computing	Y	S3		Y	S3	11.50%	
Biology	Y	S4/5/6	67.60%	Y	S4/5/6	72.50%	64%
Chemistry	Y	S4/5/6	48.00%	Y	S4/5/6	51.40%	50%
Physics	Y	S4/5/6	26.40%	Y	S4/5/6	28.60%	28%
Engineering Science	N	S4/5/6	4.00%	N	S4/5/6	0.00%	7%
Graphic Communication	N	S4/5/6	36.70%	N	S4/5/6	15.40%	
Practical Woodwork	N	S4/5/6	12.20%	N	S4/5/6	0.00%	
Computing	Y	S4/5/6		Y	S4/5/6	21.10%	20%



# Inverurie Community Campus - Update

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Project **still on target** with planned moving date of April 2020

Likely to **see little visible change over next while** as focus is largely now on internal works

**Recent school input** to the building has been focused on

- Colour Schemes
- Room numbering
- Exam planning
- Suggested changes to room usage
- Parking
- Campus Management

Visits to **other schools** – West Calder, Brechin, Forfar

Opportunity for **Parent Council tour**

**Any Questions?**



# TMR REFORM



## Why?

Important to regularly review processes

BGE tracking a priority area for the inspection revisit

TMR is an area that we can improve on

## Aims

To target staff time and energy in the most effective way possible

To create a TMR system that better supports students and parents

# TMR REFORM

## Where are we?

Planning stage

Decision will be informed by the views of:

Staff

Parents Council

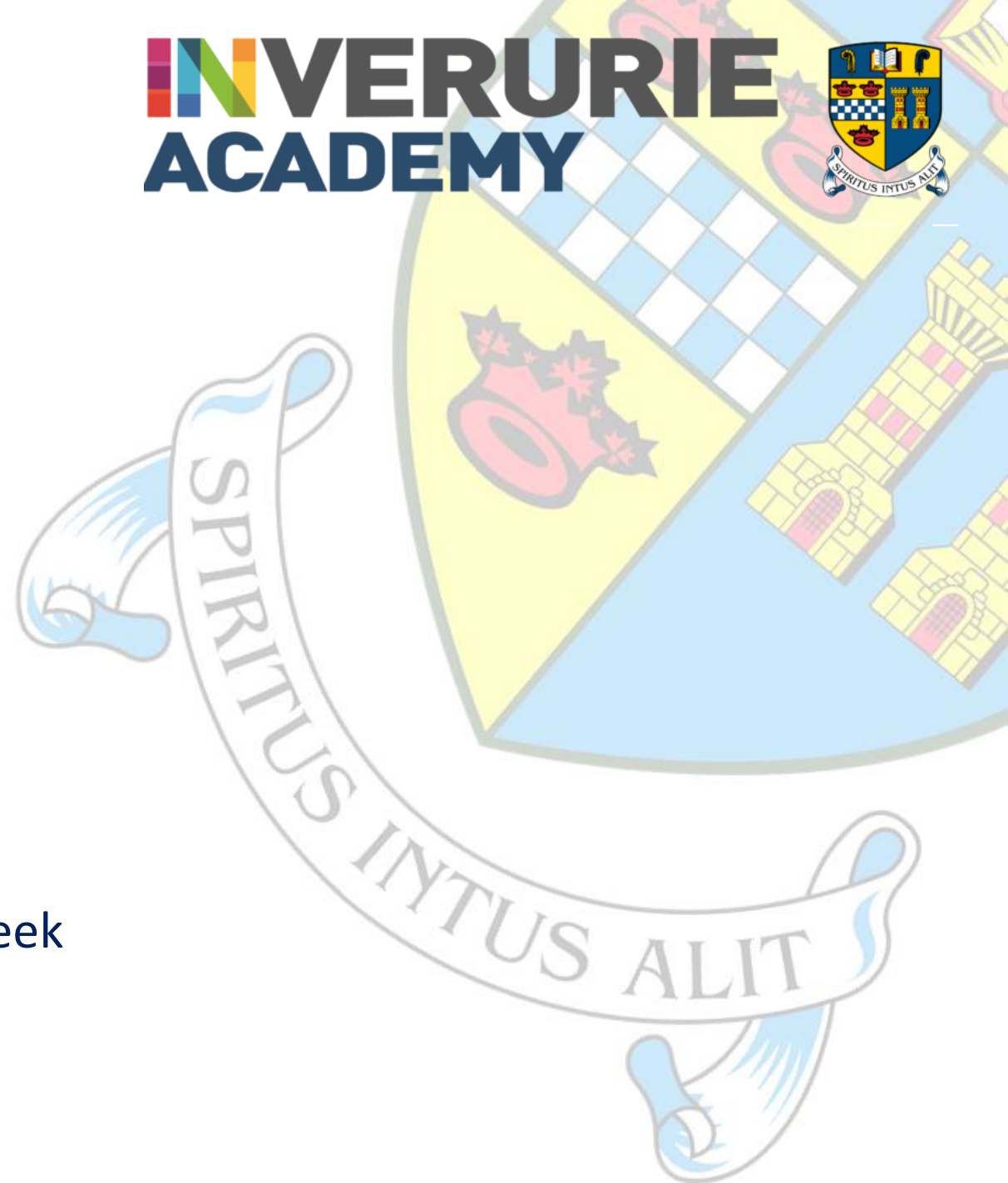
TMR Group

## Where are we going?

Hope to create a draft TMR calendar by next week

Implementation will be shaped by P+A Module

**INVERURIE**  
**ACADEMY**



# Model 1 (Status Quo)

	Jun	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
S1					P		TR				FR
S2				FR		TR		P			
S3					FR				P		TR
S4			TR			P		FR			
S5/6			TR			P		FR			

Please note, the red lines on the calendar indicate subject choice for S2, S4 & S5 and the yellow line indicates the end of 3A/start of 3B in S3



# Status Quo

- **Positives**
- **Familiar**
- **Provides each YG with TR, PE and Full Report**

- **Negatives**
- **Reporting periods scattered throughout the year – leads to inconsistency for parents about when reporting happens**
- **Volume and frequency of full reports leads to mechanical reporting**



# Model 2 (Hybrid)

	Jun	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
S1			P		TR/PA						TR/PA
S2					TR/PA		P				TR/PA
S3					TR/PA				P		
S4				TR		P	Prelim	FR			
S5/6				TR		P	Prelim	FR			

Please note, the red lines on the calendar indicate subject choice for S2, S4 & S5 and the yellow line indicates the end of 3A/start of 3B in S3

# Hybrid

- **Positives**
- **Consistent reporting periods in BGE/Senior Phase**
- **Use of P+A module provides information on progress towards CFE levels**
- **Removal of full report in BGE provides time for improving L&T and developing & differentiating courses**

- **Negatives**
- **Loss of full report comment in BGE**



02

A Few

A

B

Some

Most

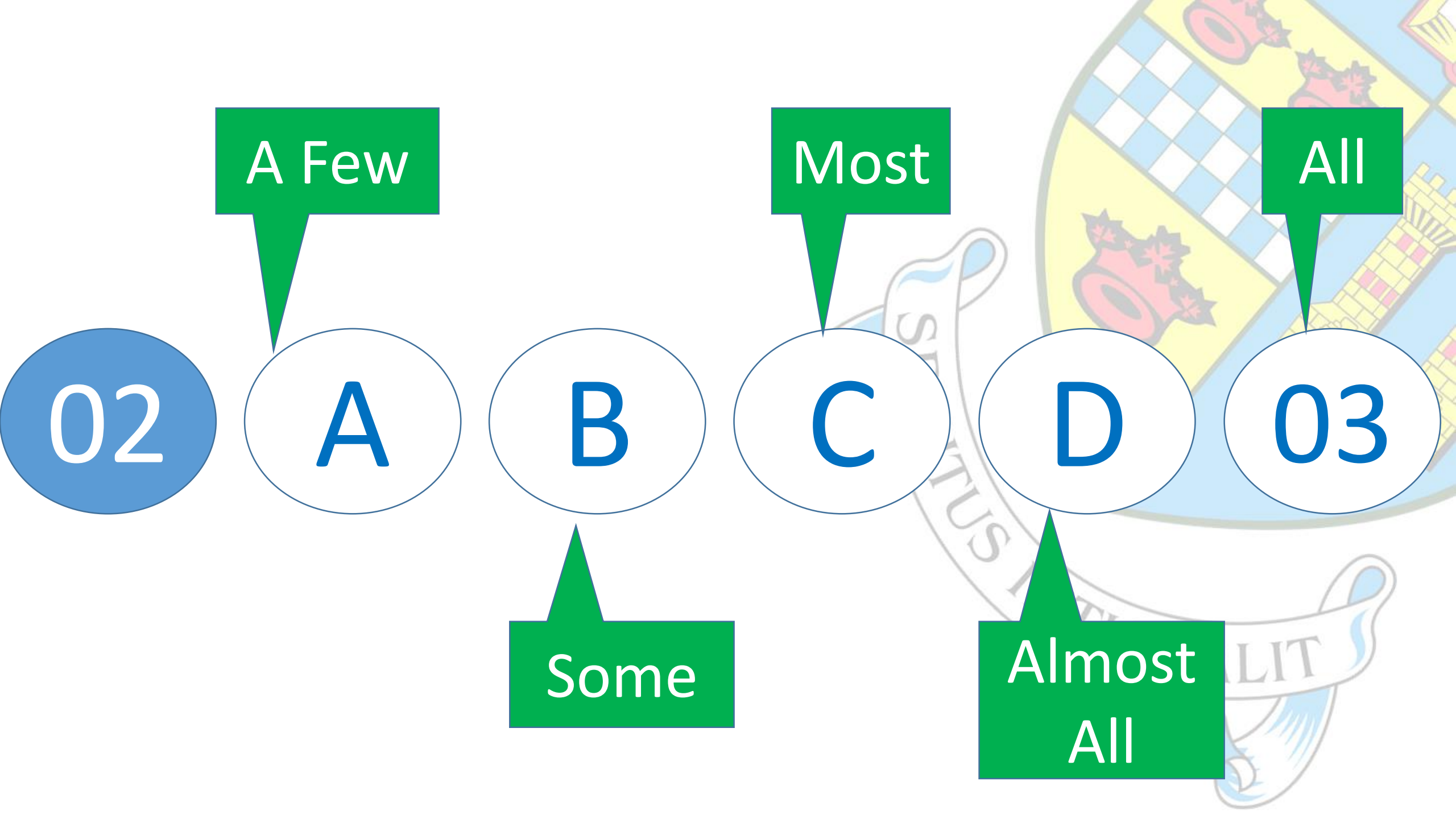
C

D

Almost  
All

All

03





# Model 3 (Full Tracking)

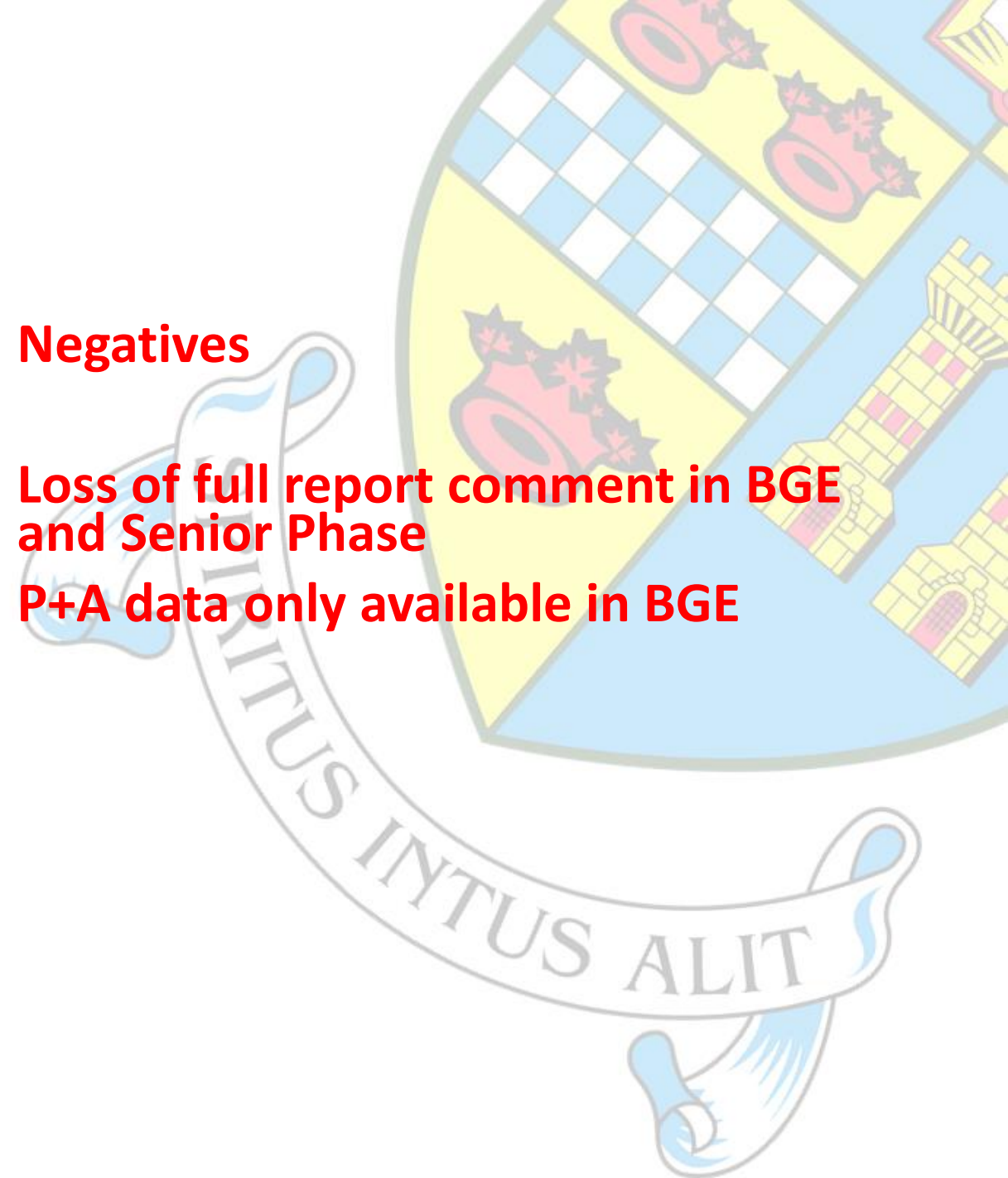
	Jun	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
S1			P		TR/PA						TR/PA
S2					TR/PA		P				TR/PA
S3					TR/PA				P		
S4				TR		TR	Prelim	P	TR		
S5/6				TR		TR	Prelim	P	TR		

Please note, the red lines on the calendar indicate subject choice for S2, S4 & S5 and the yellow line indicates the end of 3A/start of 3B in S3

# Full Tracking

- **Positives**
- **Consistent reporting periods in BGE/Senior Phase**
- **Use of P+A module provides information on progress towards CFE levels**
- **Extra reporting period in Senior Phase**
- **Removal of full reports provides time for improving L&T and developing & differentiating courses**

- **Negatives**
- **Loss of full report comment in BGE and Senior Phase**
- **P+A data only available in BGE**



# Equalities Policy

By 2020, we will be 'good' in all measures...

## Background and Rationale

### **Ever Changing Social Context –**

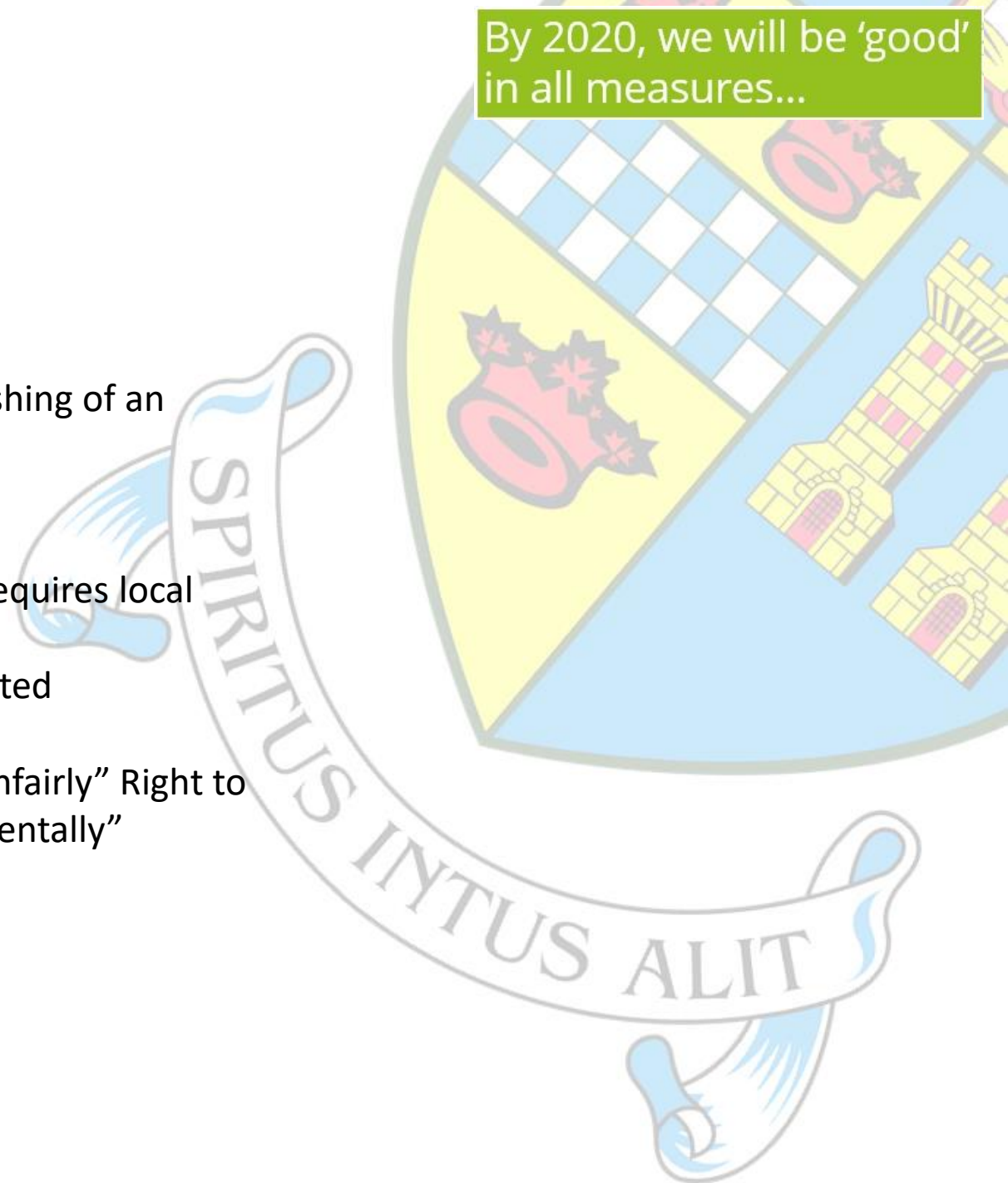
Local Authority and National Guidance recommends a refreshing of an establishment's bullying policy every 3 years

### **Legislative Context –**

The Education (Additional Support for Learning) Act (2009) requires local authorities to reduce barriers to learning

Equality Act 2010, provides a framework of 9 defined protected characteristics

UNCRC – Right not to be “discriminated against or treated unfairly” Right to be protected from “being hurt, mistreated, physically and mentally”



# Equalities or Anti-bullying?

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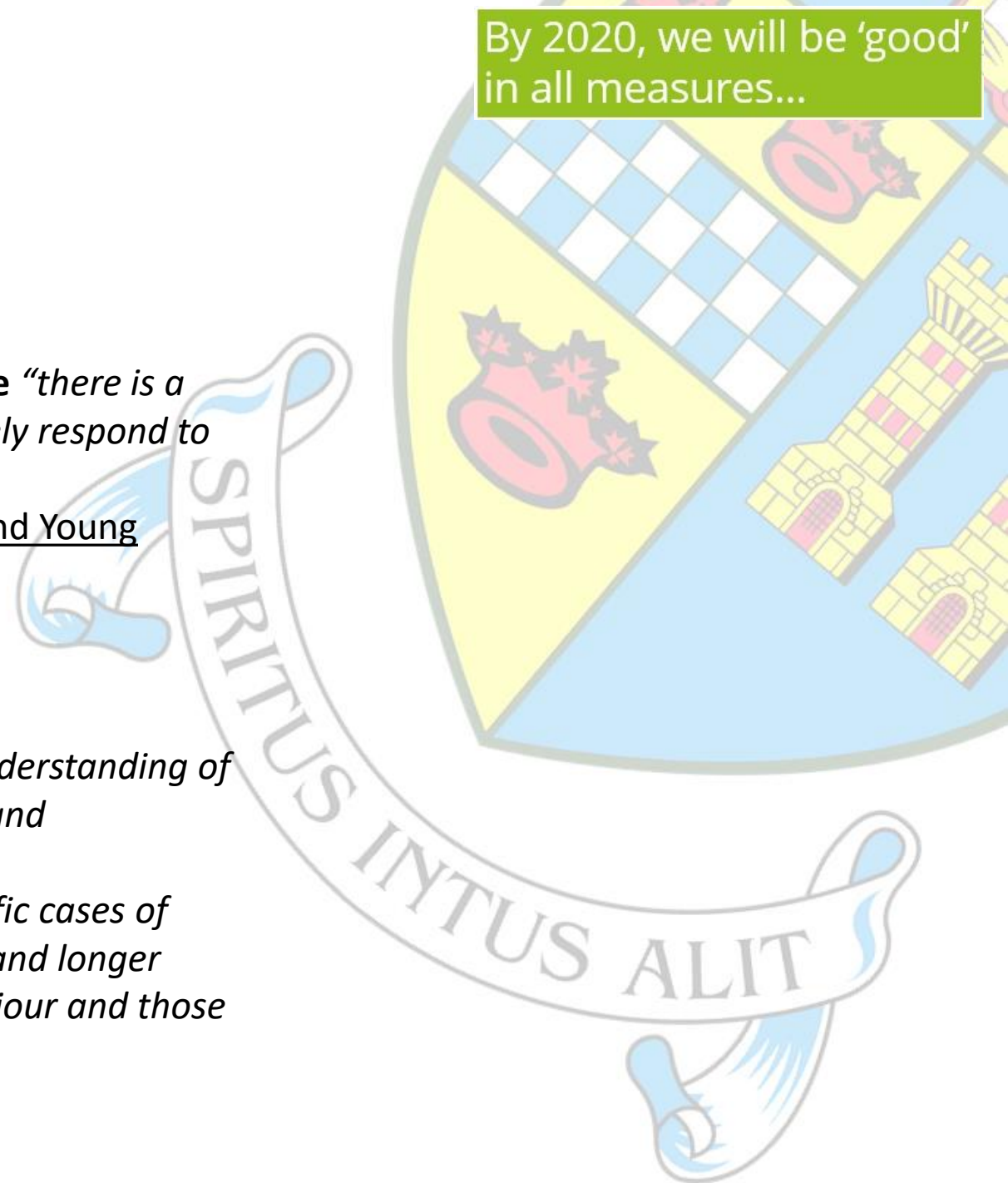
**Promoting positive behaviours instead of reacting to negative** *“there is a need to address the root cause of prejudice as well as effectively respond to incidents as they arise in all settings” -*

A National Approach to Anti-Bullying for Scotland’s Children and Young People – Scottish Government - 2010

**Policy should function on two levels:**

**Firstly, it should be preventative** – *designed to promote an understanding of equalities and a valuing of diversity. It should reduce bullying and discriminatory behaviour generally.*

**Secondly, it should be curative** – *designed to respond to specific cases of bullying and discriminatory behaviour, both in the immediate and longer term. It should ensure that both those experiencing this behaviour and those exhibiting it are provided with appropriate support.*





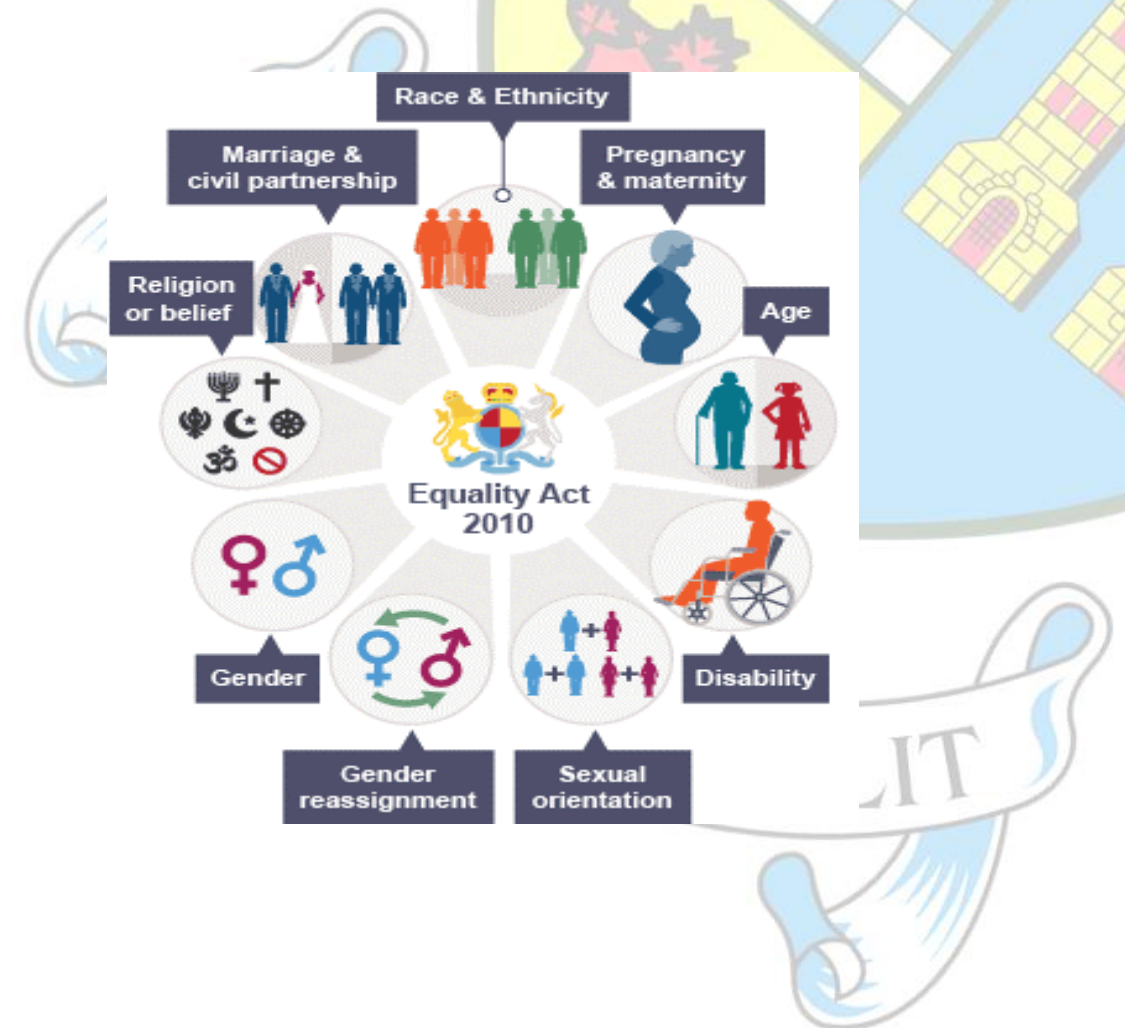
# Equalities Policy

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The definitions of “bullying behaviour” and “equalities” used in the policy are those below

- *Bullying is both behaviour and impact; the impact is on a person`s capacity to feel in control of themselves. This is what we term as their sense of `agency`. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.*

(respectme, 2015)



# Student Feedback

Two central themes emerged from the feedback of the student focus groups:

1. While most students felt that the school took active steps to address bullying many were unclear as to what those steps involved
2. A number of students highlighted feeling reluctant to report issues for fear of “making the situation worse” or being perceived as a “grass”.

**Clearly then, a key aspect of the prevention of bullying and the promotion of equalities is about both the clear communication of processes for responding to incidents and the creation of an ethos and culture where young people feel more confident about “calling out” bullying and discriminatory behaviours.**

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# Prevention

Some of the provision contained in this aspect of the draft policy includes:

- Launch of “STP Bullying” campaign (**See it, Tell it, Prevent it**) across school community including prominent display of posters.
- Teaching input in PSE and across the wider curriculum promoting diversity and a culture of zero tolerance with regard to bullying behaviours
- Advice issued at assemblies and in PSE with input from external agencies to target specific issues. For example, a focus on cyberbullying by Police Liaison Officer
- Celebration of diversity at assemblies as aspect of promotion of core values: Ambition; Respect, Inclusion and Integrity.
- **Clear communication of the role each member of the school community can play in:**
  1. **Prevention of discriminatory and bullying behaviour**
  2. **The promotion of an ethos and culture which celebrates diversity**



# Prevention

Within the wider school community all of us (students, parents/carers and staff) have a responsibility to work together to prevent bullying and discriminatory behaviour and to promote the celebration of diversity.

In order to achieve this **clear advice must be communicated** regarding the roles each of these groups can play in prevention and **all involved must have a clear understanding of the processes which will be followed in responding to specific incidents**

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# Next Steps

## **Prioritisation – (May-July 2018)**

Establishment of **Equalities Working Group** – clear remit and prioritisation established.

## **Consultation (1) – (August 2018 – April 2019)**

Gathering of wide range of stakeholder perspective and input via survey, focus groups, and SEEMIS “Bullying and Equalities” log.

## **Consultation (2) – (April 2019- July 2019)**

Draft Policy to be shared with all stakeholders for review and input. **Equalities Forum** to be established with representation from all Inverurie Community Campus Stakeholders to finalise, implement and review policy.

## **Implementation – (August 2019)**

Staff Meetings, Parental Communication, Student-led assemblies

## **Review – Ongoing via Equalities Forum**

National guidance recommends that anti-bullying policies be formally reviewed every three years. This will be done via feedback to Equalities Forum, Survey, Focus Group, SEEMIS “Bullying and Equalities” log

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## Activity

**Feedback Sheet 1** : Comments and suggestions on Response section of draft Equalities Policy

**Feedback Sheet 2**: Suggestions on ways of improving whole school communication

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