PHS Parent Council
13 May 2025
In person meeting

Attendees

Ellie Johnstone, PC Chair (Chair)
Kevin Ryalls, Head Teacher (HT)
Claire Barrett, PC Secretary
Dawn Johnstone, Communications Lead

6 parents joined the Parent Council meeting. ***Parent comments and questions are shown in bold italics*** *with answers given below.* Actions are in red and action tracker is at the end of these minutes.

Welcome, Minutes and Actions

The Chair welcomed everyone to the meeting. Apologies were received from Gillian Moran, Tristan Compton, Connie Flynn.

Chair's update

- A Fundraising meeting was held on 2 April – there were lots of good ideas around old school/new school activities and plans made for taking these forward.
- School catering – prices have increased by 20% across the board. There was no communication from SBC either to the school or the community, and no good reason given for this. There were menu changes too which can be stressful for young people and they need to prepare themselves for the change. The HT confirmed that any child without enough money still got their lunch. PC Chairs group has drafted a letter for the Council to feedback that it should have been communicated sooner to school and parents, and parents & pupils could be consulted on this. SBC change menu selections in April and October – this will also be highlighted in the letter, there could be better communication with parents on this.
- Inspection report (parent/carer elements) – published last week (see HT Update). Good to see the measure about parents knowing about PC has increased a little. We still have the highest attended PC meetings of all the Borders high schools.
- This is the last PC meeting of this year. Next meeting will be in the new session in August, this will be the AGM where postholders will be agreed. New meeting dates will be circulated then. We will think about the mix of Online v F2F meetings for next year, what works best? The HT advised there is a big meeting room at the front door of the new school which may have a camera etc in it for these meetings.
- Mobile phone pilot - 2 schools in Edinburgh (Portobello is one) are restricting use of mobile phones throughout the day. We should wait for the results of the pilot before doing anything here. The HT commented that we have had nothing from SBC on this. HT is on a group with Portobello so will keep up to date on this. PHS is not doing anything on this just now. SBC has a policy that mobiles are not taken away, but they are put away in trays at the start of class. There are not that many issues with phones at PHS but it's not off the table (to restrict use of them) if the pilot in Edinburgh is successful.

Headteacher's update

The Headteacher shared slides which are attached to these minutes. The key points covered are below.

Inspection Report (staff/pupil elements) (slides 3 – 5)

It's been 5 months since the re-inspection happened which feels a long time ago. Significant messages in the report to be understood – the report the school gets has much more detail than the letter issued to parents. We have made big inroads in culture, process, leadership structures, now to embed them and keep the standard. The survey return was huge – 700+ Differences from Oct 23' to Dec 24' analysed.

Notable increases in staff survey:

Question	Strongly agree/Agree Oct 23'	Strongly agree/Agree Dec 24'
I feel appropriately supported by the school to undertake my role	59%	89%
GTCS standards are used to support professional dialogue	71%	88%
The school is well led and managed	23%	95%
I am aware of and involved in the school's strategies for raising attainment for all	66%	95%

Smallest increase in staff survey (mirrors parent survey):

Question	Strongly agree/Agree Oct 23'	Strongly agree/Agree Dec 24'
The school's arrangements for engaging parents in their child's learning	63%	79%

This is an area of focus. Eg help with exams, through to families in crisis.

Highlights from pupils:
I am happy with the quality of teaching in my school.
The feedback I receive on my work helps me to improve my learning.

Q: Are there any stats on staff turnover? This felt like an issue before
A: Not to hand, but we will have fewer teachers next year because the roll is smaller.

Q: Tell us about the school roll?
School roll has reduced by just over 100 in 2 years. This (current) S4 is 240, that's the last big year group. Current S1/2/3 are 210 each. Going down to c180 for those coming up. We are being more efficient and so are able to maintain and expand curriculum

Slide 6 - May 2025 what we have achieved so far:

We have

- started to develop a vision
- set up processes
- developing a culture

We now need to

- bring clarity to the vision
- embed and improve the processes
- Keep developing a culture

So all staff and pupils can be the very best they can be. There has been a lot of change, which needs to be embedded and not change too much more on top of what has already been done. Should be mindful of the pace of change.

Showbie – the school still wants feedback from parents on what we are seeing and if it's timely and effective. Parents raised that it would be really useful to have test reminders from teachers – this is inconsistent currently.

It emerged that some pupils got an email from teachers with their estimated results during exam study leave. The HT acknowledged that this was not done correctly and will be discussed with Principal Teachers soon.

Slide 17 AFI2 We know how to identify and respond to individual learning needs

We have stronger processes for identifying young people's individual learning needs … as a result … young people who are recorded as requiring additional support with their learning has increased from 30% to 47%. We had a lot of complaints about dyslexia support before, this is much improved now.

Q: Re pupils with individual learning needs - how are these identified?
A: Teachers have to meet the needs of the learners. We are equipping them with the knowledge to identify these needs. We have done a lot on dyslexia and young people with dyslexia are being very well supported in class. We will be looking at the whole spectrum soon, as well as behavioural needs, etc. It can take a long time to identify dyslexia but we should be keeping parents up to date on the process.

Other areas discussed:
Advanced Highers - choices could expand if online methods are used, using iPads linking up with other Borders schools. The process would need to be explained to parents. It is not feasible to continue to run classes for 3 or 4 pupils doing an Adv Higher.

Toilets – this is still the place that pupils feel least safe.
In the new school there are 10 toilet areas – suggestion is this will be 4 x boys, 4 x girls, 1 x staff and 1 x unisex.

Refresh of uniform policy – the process will be started soon, with a communication in the first week back after exam leave. There is only so much that can be done as it has to be as cheap as possible but it has to be refreshed as it's not great the way it is. Suggestion that S5 & S6 may need to stand out - in the new building there are areas only they can be. Parents made the points that staff also should be smart, and that whatever we do it must be enforced.

House time – this will be removed with new timetables. To enable more remote learning, all schools in Borders need to have the same timetable: 7 x 50min periods with normal times. However this means the removal of House Time. The functions that House Time delivered will be covered by Pastoral teachers in PSE (weekly) – doing the notices, etc.

There was a discussion about **Merits** and how pupils don't really know they've been awarded one, they're inconsistent. These will be looked at as part of the Vision and Values work later in the year and the community will be included in this work.

New School - There will be display cabinets and boards in the new building, as posters are not to be put on many of the walls.

Follow up Fundraising meeting – may have to wait and see what the entry date for the new school is before setting up a further meeting, but will endeavour to have this before Summer.

The meeting ran out of time to discuss the agenda item; 'How can the school better support parents to help children at home'.

AOB

A parent who is a physiotherapist raised the issue of the use of iPads and young people's posture. There is lots of evidence about the problems it can cause for heads & necks. What can we do to improve our young people's posture at school while using iPads? It was pointed out that in the workplace we are all given guidance from HSE about the correct use of equipment/posture etc. One suggestion is to have a boxes or risers to raise up iPads in every class. Could Friends of PHS fund the purchase of keyboards and risers, or could risers even be made in school? Could start with some classrooms, or some year groups. The HT suggested it could be talked about in PSE. The Chair will raise it with other Parent Councils in the Borders as the issue will apply to other schools too.

Action: Chair to raise issue of iPads and posture at PC Chairs Forum as this will apply to the other schools in the Borders.

The meeting closed at: 9.20pm **Next Meeting: TBC August 2025 (AGM)**

Headteacher slides:

One Peebles

Parent Council 13 May 2025

Friday May 2, 2025 www.peebleshirenews.com

'Bright future' at Peebles HS amid improvements

Paul Kelly

PEEBLES High School has a "bright future ahead" after standards were raised following a call for improvements from inspectors.

Education Scotland recognised continued development at the site, which was found to be working well in supporting young people's learning and achievements.

After reviewing all the evidence and in discussion with Scottish Borders Council, the national body said it was confident that the school had the capacity to keep improving and would make no further visits in connection with the earlier inspection report.

Headteacher Kevin Ryalls said: "I am very pleased that Education Scotland have recognised the progress we have made as a school community. We have a bright future ahead of us by working together under the One Peebles vision and we will press forward to build on the progress we have made so far.

"I am very grateful for all the support, honesty and dedication from the community to keep working towards making our school a brilliant place for everybody to learn and work.

"We can look forward with confidence and optimism as we move into our fantastic new building. This gives us a chance to enjoy and flourish and develop a fantastic learning environment for all."

The initial report, from January 2024, set out a number of areas for improvement which were agreed with the school and council.

A further visit was made in January this year, where inspectors worked closely with the headteacher and staff and found positive progress had been made since their initial inspection.

An Education Scotland spokesperson said that staff had improved the planning of learning, teaching and assessment.

They added that they found greater consistency in the quality of learning and teaching.

The spokesperson said: "Senior leaders have successfully developed and implemented a school wide system for checking young people's progress.

"Senior leaders have made significant progress in how they identify and address young people's individual learning needs."

They added that teachers used feedback from pupils and parents to target improvements within this area.

Ellie Johnstone, chairperson of the Parent Council, said: "The Parent Council welcome the publication of the report, following the recent inspection.

"We have consistently encouraged the wider parent body to engage in the process and were pleased to see the inclusion of the parent voice. We are committed to working in partnership with the school to achieve the best experience and outcomes for all our young people".

The report is available on Education Scotland's website.

A new Peebles High School is currently under construction.

The £45m 'state-of-the-art' development is expected to be ready by October.

The new school starting to take shape last year. Image: SBC

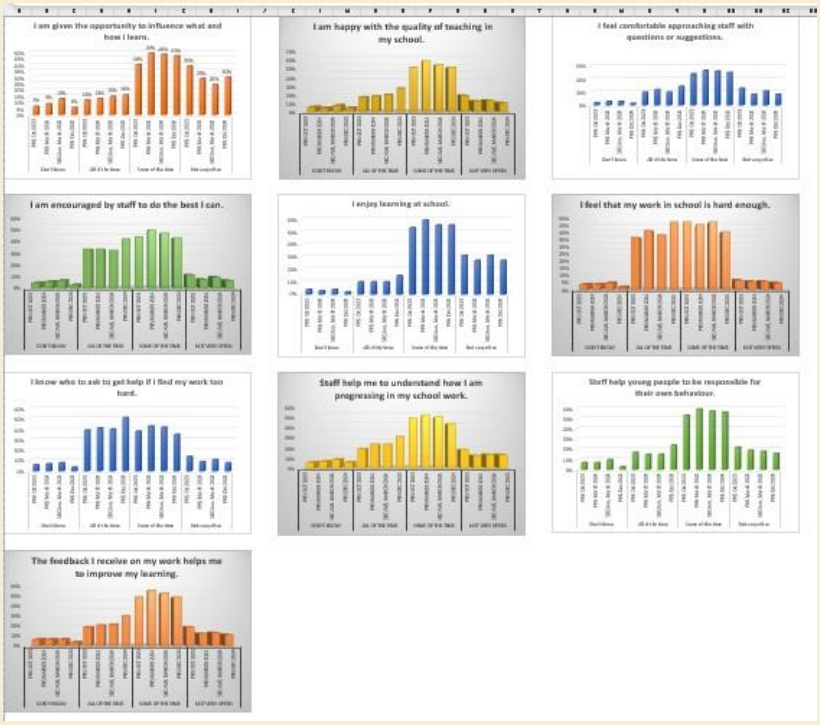
[HMI survey Pupil Data over time Dec 24 AD (1).xlsx]

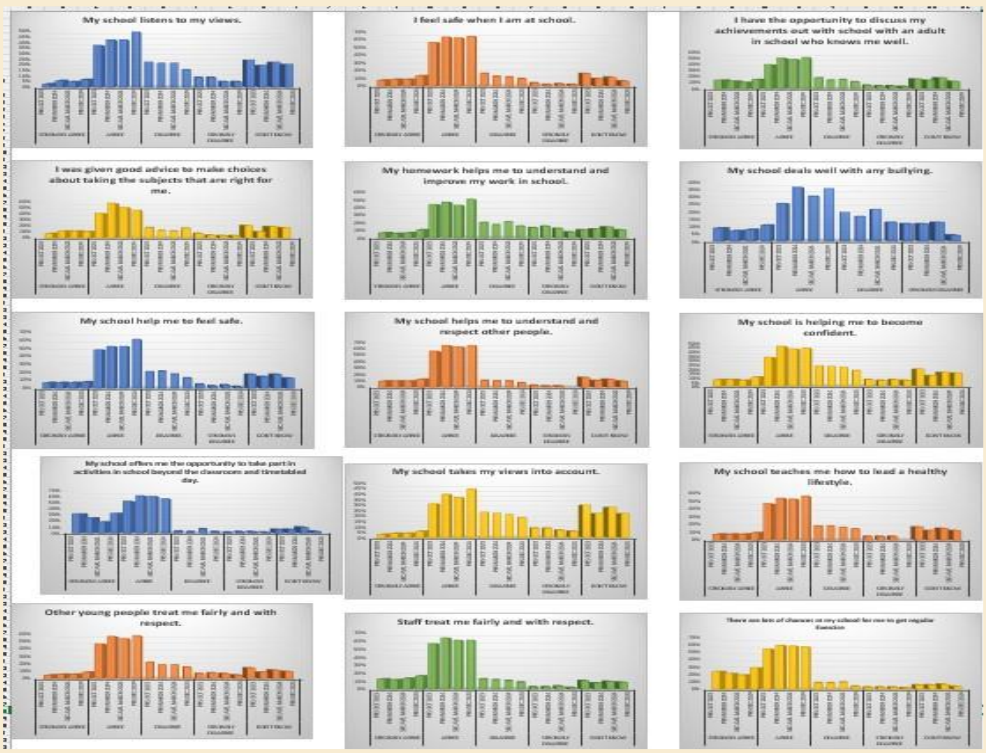
[HMI survey Parent Data over time Dec 24 PHS AD (1).xlsx]

[HMI survey Staff Data over time Ded 24 PHS (2).xlsx]

[New School Tracker 12.5.25 .xlsx]

QNo.	Question	Response Count		Strongly agree %		Agree %		Disagree %		Strongly disagree	
		Oct 2023	Dec 2024	Oct 2023	Dec 2024	Oct 2023	Dec 2024	Oct 2023	Dec 2024	Oct 2023	Dec 2024
2	I find it rewarding to be a member of staff at this school.	87	74	37	39	72	54	11	5	1	0
3	I feel a valued part of the school's community.	87	74	8	30	60	55	14	7	3	1
4	I am encouraged to learn and share practice with colleagues from other schools.	87	74	11	14	34	72	32	12	3	0
5	I am given the opportunity to learn and share practice with colleagues from other sch	87	74	5	15	32	69	38	12	2	1
6	I have a clear understanding of the social, cultural and economic context of the scho	87	74	41	59	49	38	2	3	1	0
7	I feel appropriately supported by the school toundertake my role.	87	74	2	27	47	62	34	9	1	0
8	I am supported to engage in professional learning.	87	74	40	42	53	55	3	1	3	0
9	My professional learning enables me to reflect on and improve my practice.	87	74	41	45	54	51	1	1	2	0
10	I have regular opportunities to undertake leadership roles.	87	74	23	31	34	32	17	16	2	3
11	I have opportunities to be involved in agreeing priorities for the school.	87	74	13	19	36	49	31	18	3	5
12	I am actively involved in the school's ongoing self-evaluation.	87	74	11	34	56	59	21	4	2	0
13	GTCS standards are used to support professionaldialogue.	87	74	9	26	62	62	16	8	2	0
14	I use information, including data, effectively to identifyand reduce inequalities in chi	87	74	16	45	53	53	17	1	1	0
15	I understand how to apply the school's procedures relating to child protection and sa	87	74	67	82	30	16	1	0	1	0
16	The school's vision and values underpins my work.	87	74	14	38	64	58	8	1	2	0
17	Staff treat all children and young people fairly and withrespect.	87	74	24	53	54	45	11	0	2	0
18	Colleagues treat each other with respect.	87	74	17	30	61	59	13	4	1	0
19	Children and young people are encouraged and supported to treat others with respe	87	74	22	54	62	43	8	1	2	0
20	Children and young people are well behaved.		74	6	12	51	80	32	8	8	0
21	The school deals effectively with any bullying.		74	3	16	29	54	30	5	5	0
22	I am provided with feedback when I report an incident.		74	5	14	26	54	45	20	10	1
23	Staff at all levels within the school communicate effectively with each other.	87	74	3	9	14	57	56	26	21	1
24	The school's arrangements for engaging parents intheir child's learnir	87	74	8	24	55	55	10	9	3	0
25	The school is well led and managed.	87	74	7	27	16	68	44	3	20	0
26	Collaborative working across the school is effective intaking forward improvement.	87	74	8	16	53	69	24	11	1	0
27	Children and young people are engaged in their learning.	87	74	9	23	84	73	1	0	0	1
28	I give children and young people regular feedback which helps them to progress.	87	74	36	42	61	54	0	1	0	0
29	Children and young people are provided with experiences which meet their learning	87	74	8	36	67	61	15	1	5	0
30	Children and young people are involved in talking about and planning their learning	87	74	3	15	57	69	23	14	2	0
31	Children and young people are involved in setting theirlearning targets.	87	74	2	20	62	65	21	11	0	0
32	Children and young people have the opportunity to lead their learning.	87	74	2	16	61	57	24	19	0	0
33	I receive appropriate support for planning, preparation and assessment.	87	74	7	22	55	58	28	18	5	1
34	The school has effective strategies to support children and young people with their l	87	74	1	23	38	65	40	9	14	3
35	Staff have a shared understanding of their 'responsibility of all' in literacy and nume	87	74	3	27	62	58	21	8	1	0
36	Moderation activities are helping me to make sound professional judgements.	87	74	11	35	66	51	7	8	2	0
37	I have regular opportunities to help shape the curriculum through discussions with c	87	74	6	23	47	54	25	18	7	1
38	I am aware of and involved in the school's strategiesfor raising attainment for all.	87	74	10	42	56	53	17	3	2	0





May 2025 – what we have achieved so far

We have

- ✓ started to develop a vision
- ✓ set up processes
- ✓ developing a culture

We now need to

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So all staff and pupils can be the very best they can be

AFI 3 Leadership - we know why we are doing what we are doing and that we know it is making a difference

Staff

- culture, morale and ethos have improved significantly
- staff feel valued, trusted and empowered
- communication has improved significantly
- staff recognise their role in improving young people's outcomes
- collectively, staff are making significant progress in addressing agreed priorities … recognise that their actions are having a positive impact on the learning and wellbeing of learners.
- staff, parents and young people are engaged and motivated as they understand the strategic direction of the school
- the "One Peebles" statements underpin the school's approach to planning for effective learning

AFI 3 Leadership - we know why we are doing what we are doing and that we know it is making a difference

Leadership

- building the capacity of leadership at all levels: -
- a greater number of staff are leading change effectively
- middle leaders are improving learning and teaching across their faculty areas
- range of successful approaches to ensure that self -evaluation evidence informs and evaluates the impact of improvement actions
- leadership policy papers linked to the school's vision for learning which successfully frame school improvement priorities
- strengthened collegiate working through the canvas approach and rapid action planning
- professional reflection opportunities and collegiate planning with staff, sharing the rationale for change
- range of successful approaches to monitor and evaluate the work of the school more effectively.

AFI 3 Leadership - we know why we are doing what we are doing and that we know it is making a difference

- develop leadership opportunities going forward
- in managing the pace of change, senior leaders should ensure that practices introduced, and improvements made, are firmly embedded so that they are sustainable

AFI 3 Leadership - we know why we are doing what we are doing and that we know it is making a difference

Young people

- An increasing number of young people are leading initiatives through peer support and the pupil parliament
- Young people enthusiastically undertake a range of roles through the pupil parliament and peer support.

- While the majority of young people feel that their views are listened to, they are still less sure of the extent to which their opinions influence decisions.
- Staff are well-placed to develop a wider range of leadership opportunities to enable more young people to lead change.
- Senior leaders and staff should now build on existing opportunities to enable greater involvement of young people in influencing improvement priorities

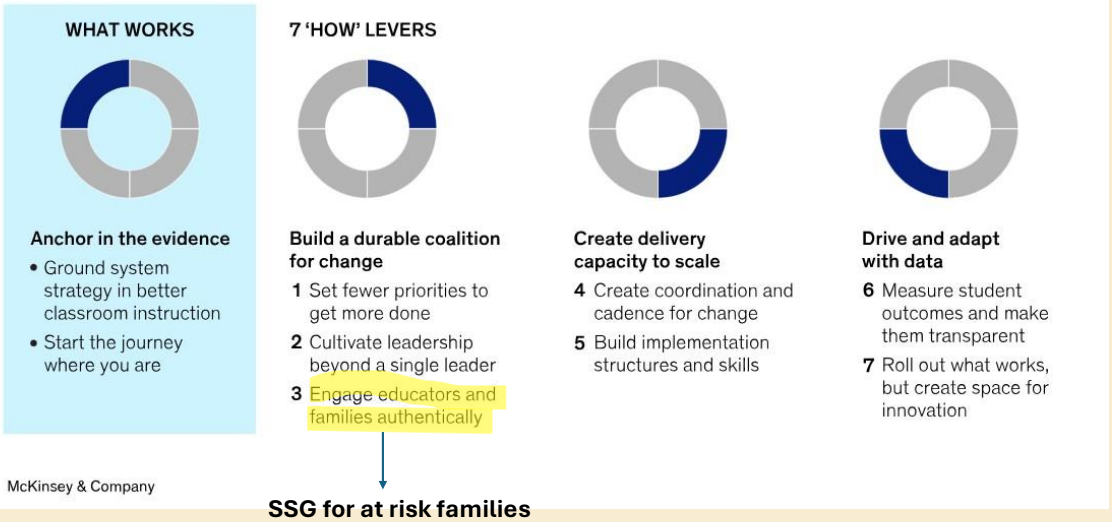
AFI 3 Leadership - we know why we are doing what we are doing and that we know it is making a difference

Parents

- The Parent Council has a greater role in school improvement

- Parents would welcome clearer information on their child's individual progress. and are helping shape new policies and planned change in school.
- As planned, staff should continue to explore and develop strategies to enhance parental engagement.
- Parents would welcome more support in how to support their children at home

Improving school systems use reinforcing strategies to create a virtuous cycle of outsized gains in learning.



SSG for at risk families
Attendance Action Plan

Spark & Sustain: How all of the world's school systems can improve learning at scale | McKinsey

AFI 3 Leadership Tracking and monitoring S1-6 to ensure all pupils attain and achieve, and knowing our gap

S1-6 Whole School Tracker

- more effective systems and processes to raise the attainment and achievement of young people
- tracking and monitoring processes for those who may be affected by barriers to learning, including those impacted by deprivation
- understanding how attendance or socio-economic disadvantage are impacting adversely on the attainment of groups of young people
- clear focus on improving the attainment of the lowest attaining 20%
- senior leaders have worked well with staff to improve their understanding of attainment data
- better interventions for young people … supported well by regular attainment reviews between senior leaders and staff across curricular areas

AFI 3 Leadership Tracking and monitoring S1-6 to ensure all pupils attain and achieve, and knowing our gap

- continue to develop their use of data to identify all gaps in young people's learning
- continue to work with staff to improve the attendance of different groups of young people
- improving successfully the attainment of young people in S4 – extend focus to S5 and S6 attainment
- progress in improving the attainment of young people who require additional support, however, attainment for this group of young people remains below the VC
- The attainment of young people entitled to free school meals continues to be an area for improvement.

AFI 3 Leadership Tracking and monitoring S1-6 to ensure all pupils attain and achieve, and knowing our gap

BGE

- successfully developed and implemented a school wide system for checking young people's progress in the BGE
- clearer understanding of young people's attainment as they progress from S1 to S3
- staff use this information effectively to identify gaps in young people's attainment

- senior leaders and staff need to develop further their understanding of attainment gaps for different groups of young people … use this information consistently to ensure all young people make the best progress through the BGE

AFI 3 Leadership Tracking and monitoring S1-6 to ensure all pupils attain and achieve, and knowing our gap

Wider Achievement

- wide variety of school clubs, leadership groups, pupil parliament and volunteering opportunities
- valuable leadership, communication and teamwork skills
- track young people's participation in achievement opportunities and are using this information well to

- improve engagement and reduce barriers to participation.
- beginning to reflect on their development of meta-skills related to their participation in activities

AFI 2 We know how to identify and respond to individual learning needs

- significant progress in how they identify and address young people's individual learning needs
- staff who lead in this area have developed effective approaches to check how well young people are being supported
- staff report a significant improvement in the accessibility of information about young people through a range of more helpful school systems
- stronger processes for identifying young people's individual learning needs … as a result … young people who are recorded as requiring additional support with their learning has increased from 30% to 47%.
- considerably more young people report that their needs are being met more effectively by most staff in school

- Staff acknowledge that this area is a work in progress.

AFI 2 We know how to identify and respond to individual learning needs

Dyslexia

- a range of impactful professional learning and use this to help them address young people's additional support needs more effectively
- successful focus on improving how they support young people with dyslexia
- young people with dyslexia being very well supported in class

Connect

- clear and aspirational vision … a clear referral process
- plan learning carefully through … measurable targets … rigorous review process to measure the impact
- beginning to show that young people are included in their learning and making appropriate progress.
- carefully-considered partners to enhance the offer to young people

AFI 2 Curriculum

- greater range of courses beyond National Qualifications
- more courses or supervised study time
- service, volunteering and leadership activities in S6
- increased accreditation and a greater understanding of the range of skills they are developing
- improved course choice process

- Senior leaders, staff, young people and the Parent Council are reviewing the curriculum offer
- They should continue with plans to develop this work to ensure that all young people follow the most aspirational pathways

AFI 1 BGE planning to ensure all learners make progress

- overall, the quality of planning of learning and teaching is improving
- in particular, there are clear improvements in how teachers plan for a more appropriate pace of learning and how to engage young people in their learning … as a result, young people's behaviour and motivation for learning is improving
- Staff now use information about young people's progress to plan greater levels of challenge
- teachers work well together to improve their planning of assessments
- teachers measure pupil progress more rigorously
- teachers are improving the reliability of their assessment data
- young people experience a wider range of assessment methods which help inform their next steps in learning

Safeguarding

- Senior leaders have devised a range of effective systems to ensure safeguarding and child protection procedures are enacted appropriately
- Most young people agree they feel safe in school. This has increased substantially
- Staff use data to monitor patterns of bullying and have identified the next steps in further promoting an anti-bullying culture.
- They have analysed the reasons for young people not feeling safe and have supported young people to lead the development of an effective anti-bullying strategy.
- There has been a significant increase in the number of young people who agree that the school deals well with bullying.
- A minority of young people still do not feel safe as a result of toilet provision in the school.
- Senior leaders need to continue to develop approaches to ensure that young people feel safe and comfortable when using toilet facilities.

AFI 1 LTA

- staff use the Learning and Teaching Framework effectively which is leading to greater consistency in the quality of learning and teaching
- staff have undertaken a range of impactful professional learning to improve their practice.
- staff learn from colleagues who share effective practice
- most young people experience appropriate pace and challenge in their learning.
- more effective feedback which helps most young people to understand better how to improve

- Senior leaders should continue to develop teachers' practice to ensure all young people experience high-quality learning and teaching across the school.

AFI 1 BGE Moderation

- Middle leaders have improved moderation activities within their faculties.
- Teachers now have greater confidence in making judgements about young people's progress and achievement of a level in the BGE.

- Senior leaders should also continue to work with middle leaders and teachers to improve the reliability and robustness of young people's achievement of levels in the BGE
- senior leaders should continue to develop teachers' practice
- build on these successful approaches and include meeting learners' needs in their established learning observation processes.
- continue to improve the quality and clarity of targets and strategies to support young people

May 2025 – what we have achieved so far

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Areas for Improvement 2025-26

Based on school, local and national priorities

	Improve / New *Think key priority* *Action plans needed for these* ***ITEMS IN BOLD WILL BE USED FOR INSET AND ASMs***	Consolidating / Continue *Think 'embed, expand'* *Building on previous activity*	Explore / Understand *Think 'questions, wicked issues'* *May be key priorities next session*
1.3 Leadership of Change	• **New Vision, Values and Aims – One Peebles** • **Parent Leadership - looking at how we can support pupils at home** • Refreshed Uniform policy	• Embed AFI 3 Leadership processes eg mini-schools and improvement methodology • All ELT and SLT will complete and work with FIPs and SLT/PTs Pupil Support will complete Leadership Policy Papers • Student Leadership - develop existing processes	• Explore Social Enterprise possibilities
2.2 Curriculum	• Engagement with SBC Way Breakthrough Curriculum • Wider Leadership Opportunity - Academies/Challenge Based curriculum for S2/Project Based Learning with DYW and meta-skills	• Flexibility and innovation in Faculties to meet all learners needs • Embed new BGE Curriculum Structure • Embed Pastoral input into coursing • DYW profiling meta skills through My World of Work • Develop Pupil and Parent leadership	• SQA Baccalaureate Awards • L7 Leadership Awards • How to make the best of senior core time

2.3 Learning, teaching, assessment	• **BGE Planning for new curriculum structure that is seen in the classroom through the delivery of high quality learning, teaching and assessment** • **Enhancement of digital offer to improve learning, teaching and assessment** • Wider Leadership Opportunity – Digital Schools Award	• Learning visits:- ✓ Develop PTC Leadership of processes and next steps ✓ Extend learning visits to Pastoral and SfL • Tiny Habits • Develop Pupil Leadership of Learning, Teaching and Assessment • Develop Parent Leadership to evaluate use of Showbie	• Lesson Study pilot group
3.1 Inclusion and Wellbeing	• **Supporting autistic young people** • Development of whole Pupil Support Team in new school	• Embed Meeting Learners' Needs (Pupil Support Information processes) • Embed Pupil and Parent Leadership • Strategic Support Group (SSG) to look at cross House issues • Attendance focus led by Pupil Support Team	• House structure in the event of no House Time
3.2 Attainment and Achievement	• Wider Leadership Opportunity – Wider Achievement and Meta-cognition Skills Tracking	• Embed Whole School Tracker, and develop by including:- ✓ BGE levels from Primary (not just Literacy and Numeracy) ✓ Attainment gaps in BGE ✓ Projected attainment ✓ S3 attainment ✓ Cumulative attainment	• Use of SNSA data in BGE Attainment monitoring

Parent Council Action tracker 2024/25

Meeting	Item/Issue	Action	Who	Update
May 25	Concerns about young people's posture using iPads.	Chair to raise issue of iPads and posture at PC Chairs Forum as this will apply to the other schools in the Borders.	Chair	
Mar 25	University Aspirations Group – Medicine parent helper	HT to follow up with replacement for Medicine parent helper	HT	
Mar 25	PC Parent Survey questions	Tristan & Alex to consider questions for the PC parent survey and send to Chair and HT for review.	Tristan Compton/Alex Corbishley	
Mar 25	Duke of Edinburgh Awards presentation	HT to look into why these have not been presented to pupils	HT	
Feb 25	Fundraising (new school)	Bring back list of fundraising ideas (and helpers) to the next PC meeting for discussion.	PC	Meeting agreed for 2 April
Feb 25	Parent FAQs on new school and move	PC (Tristan/Ellie) to send Mr Ryalls the collated FAQs and comments from parents to form basis of communication to parents.	PC	
Nov 24	Smoking/vaping on school bus	Chair to pass this onto HT	HT	
Nov 24	Parent Council Survey	Chair & HT to discuss best timing for 2025 survey	Chair/HT	
Nov 24	Street lighting concern	Chair to contact SBC about faulty street lighting in Craigerne Lane and future plans for lighting around new school	PC Chair	
Nov 24	Career Pathways Resource	Career Pathways resource to be shared on the new school website under Curriculum and/or DYW	Mrs Boyd	Done?
Nov 24	Upcoming Further Inspection	Parent Council will share our enthusiasm for continuity of leadership and feed this into the inspection report/SBC	PC Chair	Done
June 24	Raising awareness of Uni aspirations group	Action: Dawn to send University aspirations letter to Kevin to send out to S4 – S6 parents to encourage uptake amongst that age group.	Dawn/Head	Done
June 24	Attendance at PC meetings. Is there another way we could meet digitally?	Action: Dawn to investigate another digital platform.	Dawn Johnstone	Done

Please get in touch around any of the issues raised at phspc@outlook.com

Helpful Info/Reminders

Parent Council Meeting Dates for 2025/26	Post Holders
TBD in new session – the first meeting will be in August 2025. This will be the AGM and postholders will be agreed then.	Chair – Ellie Johnstone
	Vice Chair – Tristan Compton
	Secretary – Claire Barrett
	Communications Officer – Dawn Johnstone
	Event Coordinator – Gillian Moran
	Friends of Peebles High School SCIO representative
	Property Working Group Lead – Tristan Compton
	Taskforce Coordinator – post vacant

We welcome interested parents & carers on the Parent Council as general members or working group members. We simply ask that you try to attend meetings regularly. If you would like to be an ordinary member or join a specific working group, please email your details to**: phspc@outlook.com**

Any parent or carer interested in supporting the Friends of PHS charity with running fundraising activities should get in touch at mailto:FriendsofPHS@outlook.com

Website: **phsparents.org.uk** **Facebook:** **PHS Parents –** can contact us via Messenger

Twitter: @PHSparents @PeeblesHigh