

Towerbank Parent Group AGM

10th September 2025

Bellfield Community Hall, approx 60 people present

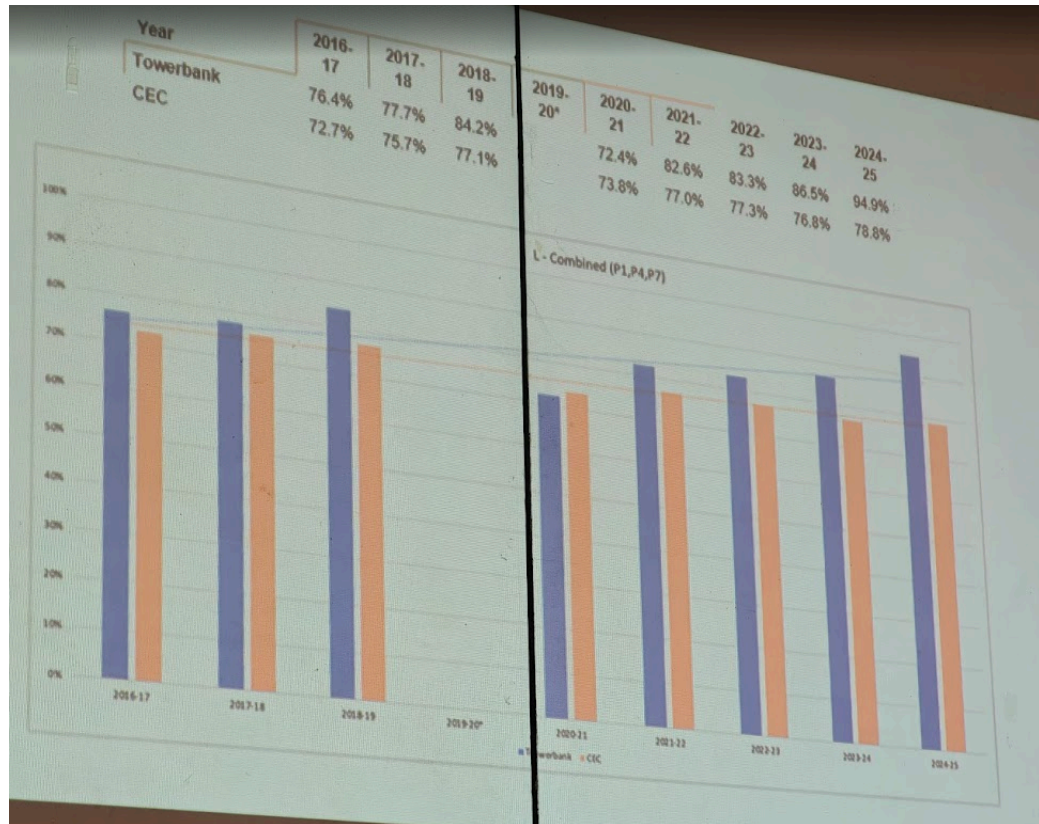
Agenda

1. Welcome address - 5 mins
2. Head Teacher's report including SSE report - 40 mins
3. Chair's report - 15 mins
4. Treasurer's report - 5 mins
5. Plans for the year ahead - 10 mins
6. Any other business? - 5-10 mins

Meeting Minutes

1. Welcome to everyone, overview of agenda
2. Head Teacher's report and SSE report
 - a. The school is going to be inspected by HMIE in 2 weeks
 - b. The last time Towerbank was inspected was 14 years ago so quite a lot has changed since then
 - c. A lot of pressure on staff and the senior leadership team at Towerbank at the moment
 - d. Over the last 2 years we've worked hard on
 - i. Improving the children's writing across the school
 - ii. Sustainability and equalities work
 - iii. Review the way we report progress to families
 1. Tested out different method of reporting which wasn't very well received so changed that to a third parent consultation during the year plus the report at the end of the year
 - e. SSE Inspection quality indicators
 - i. 1.3 Leadership of change - 5
 1. Embracing of change throughout the school
 - ii. 2.3 Teaching, Learning and Assessment - 4
 1. The heart of the school - learning and development
 - iii. 3.1 Ensuring well being, equality and inclusion - 5
 1. Making sure children are safe and secure, because otherwise they can't learn
 - iv. 3.2 Attainment and achievement - 5
 1. How well the children are learning using internal and external standards
 - f. HMIE Inspection is only interested in
 - i. 2.3 and 3.2
 1. How are they doing, what's the impact of teaching on that
 - ii. Rated 1-6 with 6 being the best
 - g. SSE Report found
 - i. The vision and values at Towerbank have been shaped with children, staff and families. They support a warm, inclusive environment where children, staff and families feel valued. These principles are consistently reflected in daily practice across the school and nursery, fostering a strong sense of belonging.
 - ii. The Senior Leadership Team strategically guide continuous improvement across both the school and nursery. They support professional enquiry and staff engage with a wide variety of professional learning opportunities. They are committed to ensuring positive outcomes for children and families.

- iii. The learning environments across the school and nursery are defined by positive relationships between staff and learners, fostering a culture of respect, enthusiasm and collaboration where almost all children demonstrate appropriate behaviours, engage actively and work together.
- iv. Learners are making strong progress in literacy and numeracy across the school. There is a range of opportunities to develop skills through a variety of leadership experiences.
- h. Performance in literacy and numeracy over the last 10 years or so is doing significantly better than the Edinburgh Council average (with lack of data and dip due to Covid-19)
 - i. Last year 70% of children are exceeding the expected levels at the end of P7
 - ii. Literacy results:



- iii.
- iv. Numeracy results:



- v.
- vi. Mr Friend believes this is a direct result in improvements in the quality of teaching
- i. Areas for improvement
 - i. The report identified 3 areas of improvement
 1. Senior leaders are establishing effective strategies to demonstrate the impact of changes on outcomes for learners. They now need to ensure that quality assurance processes continue to monitor and evaluate the work of the school.
 2. Where the purpose of learning is clear and learners co-constructed their success criteria, learners' ability to articulate their understanding of learning is very strong in the school. Senior leaders should now work with teachers to ensure that the purpose of learning is clear in all learning experiences.
 3. In the best examples, tasks and activities are well matched to children's needs, interests and abilities. Senior leaders should continue to ensure that all learning experiences are differentiated appropriately, including appropriate pace and challenge within their learning.
 - ii. In a classroom all the children might be doing the same piece of work, but each child will have an experience tailored to their needs
- j. Current priorities
 - i. 2.3 Teaching and learning of maths using concrete, pictorial and abstract - CPA
 1. Some children need physical things in front of them to help understand a maths problem, then they might be able to move onto pictorial representations of those things, then they might move onto abstract ideas like numbers to do that
 2. This approach leads to a deeper understanding of numeracy and that's what they're pursuing
 - ii. Teaching and Learning Policy
 - iii. Assessment Systems
 - iv. Sustainability
 - v. Outdoor learning environment
 - vi. Equalities work
 - vii. Use of PEF - Pupil Equity Fund - additional money given to schools for children who live in poverty or need additional support

1. SIMD - Scottish Index of Multiple Deprivation

3. Welcome to TPG, who we are and what we do

- a. Good turnout from all year groups
- b. What we do each year - list of activities
 - i. Residentials, theatre trips, wildlife garden, library
- c. How we raise money
 - i. Fairs, discos, calendars, volleyball tournament, creative festival, beach race, 200 club
- d. Had our first grown up social event - Ceilidh
- e. What if some of these events are the child's only opportunity to do some of these things
- f. Residentials are really important for the kids, not all children can afford it so we raise £15k per year to support so that all children can go - a lot of the funds raised by Tamsin, Zoe and Esther
- g. Discos organised by Angie and huge success with the kids and raise approx £1,200 per year
- h. Fairs now organised by Will and together the fairs raised £3,500
 - i. Enough to pay for Scottish Opera, library books and P1/2 theatre
- i. Creative Festival run by Alexa and Caroline with a vision of inspiring kids and showing them how art translates in the real world, it raised £1,500
- j. ASN Awareness, working with ASN parent group to support and provide resources for both children with ASN and all children in the school
- k. Wildlife garden improvements - team working on improvements and council fully engaged and supporting
 - i. Will get £700/year from the airport as we're on the flight path
 - ii. Last Friday first hands on session doing work in it, next one on 3rd October
- l. Library has been run by Jenny for the last few years and now handed over to Tamara and Kate
 - i. Some volunteers are moving on so spaces for new people to get involved
 - ii. Currently school funds some money every year and TPG fund £500 or so for books
 - iii. Library could benefit from having a paid librarian who's properly integrated with the school
 - iv. Kids have free access to the books but having someone there could be very helpful
 - v. Can be a useful quiet place for break times

4. Treasurer's report

- a. Summary of pots, income and outgoings for the year and ending bank balance of just under £24,000 which equates to 1.5x annual expenses
- b. We have some space to spend more this year so if people have ideas, please share

5. Looking ahead

- a. Call for volunteers to join into the activities that we do, get involved if you want to see something happen

6. AOB

- a. Feedback on tonight
- b. Smartphone use and adoption in schools and for children in general
 - i. Can we keep it on the agenda
 - ii. We can help spread that message as a parent group
- c. Funding for additional signage for cars coming down the road
 - i. Can put signs on the road, next to Scotmid and maybe paint on the promenade
- d. Volunteering
 - i. If we have a list of tasks that need done - those that can be done remotely or flexible on time
 - ii. Can we also communicate the problem we're trying to solve and see if we can get help for that