

# Glengarnock Primary School



## School Handbook 2016 -17



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## WELCOME

Dear Parents/Carers,

Welcome to Glengarnock Primary School & Early Years Class!

Starting school or Early Years is a very exciting time for you and your child. At Glengarnock Primary School & EYC, we have a very caring team of staff who will help your child to settle in quickly and start their educational journey positively.

In our school we offer a variety of experiences and opportunities for your child to learn many new skills and to develop their talents – not only through the curriculum but also through events such as school shows, enterprise activities, competitions, choirs, clubs and festivals.

We aim to make every child feel special and to feel part of our community. We also encourage our pupils to care for and show respect to everyone in the school.

We look forward to working in partnership with you as your child learns and grows at Glengarnock Primary School and EYC. With your encouragement, help and cooperation, our school will do the best we can to ensure that your child benefits fully from the experiences offered and becomes a valuable member of the community.

As we move forward to an exciting time in the school's life at our new home in the shared campus site, our ethos and support for your child remains the same.

We are always here to offer support and advice. Please feel free to come in to school to discuss any queries or worries at any time.

Yours sincerely

Janice Ross-Hays  
Acting Head Teacher

## SCHOOL VALUES

In 2012 we adopted the Values of the Olympic movement as our school values:

**INSPIRATION      RESPECT      EQUALITY      EXCELLENCE**  
**DETERMINATION      COURAGE      FRIENDSHIP**

## SCHOOL AIMS

Glengarnock Primary School will be a safe school where:

- ❖ We build friendships, are always fair and like the fact that we are all different.
- ❖ Everyone feels welcome and always tries their best.
- ❖ Everyone is encouraged to enjoy learning, ask lots of questions and to think for themselves.
- ❖ We can learn about our world and how we should care for it to make it a better place.
- ❖ We can learn interesting things, visit interesting places and share what we have discovered with our parents.
- ❖ Our health is important and we try to help everyone make the most of their lives.
- ❖ We ask people who live and work in our town to be part of our school and share in our learning.

**North Ayrshire Council  
Education and Youth Employment Directorate  
What we want to achieve**

**Our Overall Aim**

To work in a sustainable way with our partners to build a better North Ayrshire in which all citizens can participate, learn and contribute to the community.

**Our Values**

- Excellence
- Openness
- Respect
- Inclusion
- Equity

**Our Priorities**

- Increasing Educational attainment and achievement.
- Developing confident individuals, responsible citizens, effective contributors and successful learners.
- Increasing the number of young people moving to positive post-school destinations.
- Promoting better health and more physical activity.
- Reducing disadvantage and promoting equality.
- Empowering community through participation in cultural and lifelong learning.
- Supporting the professional development of staff.
- Providing high quality facilities making best use of resources.



## School Information

### Contact Details

Glengarnock Primary School  
Grahamston Avenue  
Glengarnock  
Beith  
KA14 3AF

**Telephone:** 01505 683395

Glengarnock Early Years Class  
Ladeside Pavilion  
Kirkland Road  
Kilbirnie  
KA25 6HR

**Telephone:** 01505 683667

**Website:** <http://www.glengarnock.northayrshireschools.co.uk>

**Email address:** [glengarnock@ea.n-ayrshire.sch.uk](mailto:glengarnock@ea.n-ayrshire.sch.uk)

### Stages of Education:

Children can begin learning in the Early Years Class from age 3, normally for two years. They will then complete 7 years in primary school before transferring to Garnock Academy.

Our part-time Early Years class was opened in August 2007 in Ladeside Pavillion. We have 25 places available for children each afternoon. The Early Years class offers a wide range of learning experiences and activities. Nursery children regularly visit the school which helps to forge closer links with the rest of the school community as well as extending their learning experiences. We involve our youngest children in as many whole school events as is possible. (A separate Early Years class handbook is available).

### Present roll:

In session 2015 – 16, there are 165 children in the primary school and by November 2015 there will be 17 children in the Early Years Class

### Denominational Status:

The school provides a non-denominational education.

### **School Day**

Morning: 9.00 a.m. - 10.45 a.m.  
11.00 a.m. - 12.15 p.m.  
1.00 p.m. - 3.00 p.m.

There is a 15 minute interval in the morning.

### **Early Years Class**

Afternoon: 12.15 p.m. - 3.30 p.m.

## **Staff Team**

Acting Head Teacher: Janice Ross-Hays

It is the duty of the Head Teacher to manage the school to the benefit of the pupils and the wider community in compliance with the requirements of the statutes relating to the provision of education and the general duty of care owed to staff and pupils. The Head Teacher must formulate aims and policies for the school and ensure their communication to all appropriate parties. It is also the duty of the Head Teacher to act as adviser to the Parent Council and to develop the corporate life of the school.

Acting Principal Teacher: Mrs Graham

#### Teaching Staff

Primary 1	Mrs Gallacher
Primary 3/2	Mrs Graham/ Mrs Burns
Primary 4/3	Mrs Shepherd/ Mrs McGrath
Primary 5/4	Miss McGregor
Primary 6/5	Mrs McNamara
Primary 7/6	Mrs McLaren
Primary 7	Mrs Sutherland

PE	Mrs McNerlin
Music	Miss McGregor
Pupil Support Teacher (0.6)	Miss Perritt

#### Instrumental tuition

Mr Kerr, Mr Sharp, Mrs Muir and Mrs Ramsay

#### Classroom assistants

Mrs McLaughlan  
Mrs Smith  
Mrs Donaldson  
Mrs Dickson  
Mrs Dornan

### Parent Council

The school has an active and supportive Parent Council, and can be reached via the school office. The office-bearing committee members are as follows:

Mrs Tracy Stevenson, Chair;

Mrs Janette Buttle, Treasurer;

Ms Jamie Millar, Secretary.

### Parental Concerns

If you have a concern about your child, you should make contact with the class teacher in the first instance. Contact can be made by letter, in person via the school office or by telephone, and a mutually convenient time agreed to discuss the matter. It is also possible to speak with the Headteacher if parents feel that this is the best course of action. All matters will be dealt with promptly and in confidence. If your child is experiencing any problems at school, please do not hesitate to contact us. It is important that we are aware of medical and other circumstances which may affect your child's well being at school.

### Pupil Attendance, Absence or Sickness

Attendance is recorded twice a day, morning and afternoon. Absence from school is recorded as authorised, unauthorised or temporarily excluded.

#### Arrival at school

It is important that our pupils arrive on time for school each day. The school building will not be open until 9.00am, so it is important that children do not arrive too early for school. On wet days, the doors will be opened at 8.45am. If children are late for school, we ask them to report to the office, so that we are aware they have arrived. Latecomers are given a note for their teacher, and all instances of lateness are recorded in the class register.

#### Absence

Parents are asked to inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for absence.

Schools have a general duty of care for their pupils during the school day. However situations may arise if a pupil fails to report to school and an assumption is made that the pupil is unwell, when in fact, the parents believe that their child is at school.

To ensure against this:

- Parents are required to inform the school on the first day of absence before 10 am and indicate when they anticipate the child will return.
- If a child is absent and no information is available then the parent will be contacted by the school office and informed of the position.

Parents are required to keep contact details up to date.

If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents should inform the school by letter, before going on holiday, of the dates. Such absence will be authorised only where certain and very specific family circumstances exist. The majority of family holidays taken during term time will be categorised as unauthorised absence.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted. Such extended absences will be recorded separately from the normal attendance and absence information.

The school attendance officer investigates unexplained absence, and the authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

Illness or accidents Sometimes children can become unwell during the school day or have an accident. If this happens, every effort will be made to contact you directly or if you are unavailable, the emergency contact person you have detailed. Parents are often the best to judge how ill a child is, or how severe an injury may be, so we will contact parents when we have concerns. If we cannot contact anyone, we will act in *loco parentis* and follow advice from the school first-aider or a qualified medical practitioner. Please keep the school informed of any changes to your contact details to ensure we can contact you if your child becomes unwell.

### **Complaints Procedure**

Parents may contact the school at any time to register a complaint, or concern. North Ayrshire Council's Listening and Learning policy offers further advice about how you may complain.

Listening and Learning: It is the policy of North Ayrshire Council to try to encourage feedback on the education service from parents and pupils. This is part of our overall commitment to giving the best possible service and to working in partnership. We are, therefore, interested in feedback of all kinds, whether complimentary, suggestions or complaints.

If you wish to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch with you.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the home/school relationship. There will be no negative consequences arising from making a complaint and we will deal with

the issue as confidentially as possible. If we have made a mistake we will apologise quickly and clearly and try to put things right.

There are some things which you should take note of in relation to making a complaint:

- It is helpful if complaints are made initially to the Headteacher. This makes sure that the school knows what is going on and has the opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and need time to investigate. It is therefore helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- If you are not satisfied with our response, then you will have the right to take the matter up with the Executive Director, Education & Youth Employment, Cunninghame House, IRVINE KA12 8EE (01294 324400).
- You should also note that you have the right to raise unresolved concerns with your local councillor or MSP/MP.

### **Registration and Enrolment**

The date for registration of school beginners is advertised in the local press and is usually in January of each year. Pupils will be registered in the school for their catchment area and parents are provided with information about the school and procedures for making placing request, if they wish their child to attend a school other than the one in their catchment area on the North Ayrshire Council website:

<http://www.north-ayrshire.gov.uk/EducationAndLearning/EducationAndLearning.asp>

Parents of pupils who have moved to the area or who wish their child to transfer to the school should contact the school office for information about appropriate procedures and to arrange a visit to see around the school

#### **Arrangements for visiting the school:**

If you have recently moved into the local area and wish to visit the school before enrolling, please telephone the school office and make an appointment to visit. A member of the school management team will be available to take you around the building and answer any questions you may have. When you telephone, you can agree a time, and let us know who will be coming with you.

### **Communicating with Parents**

The school communicates with parents in a range of ways. Newsletters from the Headteacher are issued monthly, and each class describes what is being learned in newsletters home each term. Text messages about pupil successes are sent each week, and are used to communicate short messages routinely. The school website is regularly updated, and the media group prepare articles for the local newspaper. Parents' meetings are held in October and in March, and a range of informal events are held across the

session, such as the Christmas Fayre, Daffodil Tea and annual Christmas Show.

### **Parental Involvement**

We are keen to build strong partnerships with our parents, and do this in a range of ways.

#### Parent Council

The Scottish Schools (Parental Involvement) Act 2006 aims to encourage and support more parents to become involved in their child's education.

The main aims of the Act are to:

- help parents become more involved with their child's education and learning.
- welcome parents as active participants in the life of the school.
- provide easier ways for parents to express their views and wishes.

To help achieve these aims, all parents are automatically members of the Parent Forum at their child's school and are entitled to have a say in selecting the Parent Council (the representative body) to work on behalf of all parents at the school.

The objectives of the Parent Council are:

- to work in partnership with staff to create a welcoming school which is inclusive of all parents.
- to promote partnership between the school, its pupils and all its parents.
- to develop and engage in activities which support the education and welfare of the pupils.
- to identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of pupils.
- to be involved in the recruitment process for appointing the headteacher and depute headteacher of the school.

Any parent or carer of a child at the school can volunteer to be a member of the Parent Council. The headteacher is the professional adviser to the Parent Council and has a right to attend and speak at Parent Council or Parent Forum meetings.

#### Parent Helpers

Each session we ask for volunteers to help out in classes, or to accompany classes on visits outside school. Each Friday afternoon, pupils in primary two to primary seven take part in 'Hobbies' activities, and we ask for volunteers who may have particular expertise they can share with children in the school. Parents have helped children learn more about Arts and Crafts, knitting, gardening, sports and board games.



### Partners in Learning

You are the first and most important educator and your child has already learned vital concepts before arriving in the Early Years class or Primary School. We know your child benefits from your continuing interest and involvement in their learning and development. Before starting Primary 1, you will be invited into school to meet your child's teacher, learn about the school routines, and the types of activity that your child will experience.

Children have the opportunity to showcase their learning to parents at a Celebration of Learning afternoon. There are two planned opportunities to meet with your child's class teacher to discuss their progress each session, and children are expected to be present at these meetings. Children should be able to explain what they have learned and their next steps in learning.

We will send home a written report before the end of the school session. 'Folio jotters' are completed twice a year for an entire week and kept for the whole of your child's school career, and each session you can look through these to see what progress has been made.

The school has an 'open-door' policy and every effort will be made to allow you to meet with the Headteacher, or class teacher as the need arises. Questionnaires are used periodically to seek parental views on a variety of issues, policy and procedure. Parent focus groups are also consulted on aspects of school improvement. All views are welcomed and acted upon.

For more information on the Parental Involvement Act or becoming more involved in your child's learning, please contact the school, North Ayrshire Council or visit *ParentZone* website on <http://www.parentzone.gov.uk>. Information on North Ayrshire Council's Parental Involvement Strategy, can be found on the council's website:

<http://www.north-ayrshire.gov.uk/EducationAndLearning/EducationAndLearning.asp>

### **Homework**

Homework is an excellent way for you to know what your child has been working on at school. As a parent, you should expect your child to have homework on 4 occasions during the week. The tasks will be suitable for your child and the length of time to complete will vary from stage to stage. Information about the school policy on homework can be found on the school website: <http://www.glengarnock@northayrshireschools.co.uk>

Homework planners are provided to each pupil to ensure you are aware of what homework has to be completed each week, and if there has been any information issued. We will keep you informed of school events, changes to normal school routine and other matters important to you and your child by letter, text or newsletter.

## School Policies

A sample of the policies used to describe the work of the school are available on the school website: <http://www.glengarnock@northayrshireschools.co.uk>  
Many of the procedures the school follows are laid down by North Ayrshire Council and can be accessed via the council website at the following address: <http://www.north-ayrshire.gov.uk/EducationAndLearning/EducationAndLearning.asp>

## School Uniform

Sweatshirts, fleeces, cardigans and jackets embroidered with the school's badge and name are available from the school. Pupils may choose to wear a polo shirt of any colour contained in the school badge. If you choose to let your child wear a school shirt, the tie for Glengarnock Primary is navy with silver strips. Grey or black school trousers/skirts should be worn with black shoes/trainers. Clothing should always be fit for purpose and smart. Children must be able to remove earrings and all jewellery before being allowed to participate in Physical Education.

North Ayrshire Council has a clear policy on what should be worn in its schools and types of clothes which are not allowed include:

- Clothes which are a health & safety risk
- Clothes which may damage the school building
- Clothes which may provoke other pupils
- Clothes which are offensive or indecent
- Clothes which encourage the use of alcohol or tobacco.

The Council will support any school that takes disciplinary procedures against pupils in serious or persistent breach of these.

All items of clothing should be clearly labelled with your child's name. We appreciate that parents and pupils can be distressed over the occasional loss of clothing and you can assist in this area by ensuring that valuable items of clothing or personal belongings are not brought to school. You should be aware that North Ayrshire Council does not carry insurance to cover the loss of such items.

### Footwear and Clothing Grants

Information concerning eligibility and how to apply can be found on North Ayrshire's website:

<http://www.north-ayrshire.gov.uk/EducationAndLearning/EducationAndLearning.asp>

## School Security

North Ayrshire Council introduced procedures to ensure the safety and security of the children and staff working in its schools. The security measures include the use of a visitor sign-in book, badges and escorts to guide visitors during their time in our school building. If you visit the school for any reason, you will be asked to report to the school office. The school staff will make any necessary arrangements for you in connection with your visit.

### **School Meals**

School meals are provided each day in our school kitchen, main meals are brought in from Beith Primary school, Glengarnock operates a cash cafeteria system. A weekly menu will be available each term on the school website. Your child can choose between a hot meal and a snack. If your child requires a special diet, this can be provided by the school kitchen. Requests for special meals must be accompanied by a Medical Certificate stating the type of diet required.

If you choose to have your child bring a packed lunch to school, they will eat either in a class bay, dining hall or in good weather on the picnic benches outside.

As of 5<sup>th</sup> January 2015, all children in Primary 1, 2 and 3 are entitled to a free school meal.

Information about free meal entitlement and how you can apply can be found on the North Ayrshire Council website:

<http://www.north-ayrshire.gov.uk/EducationAndLearning/EducationAndLearning.asp>

### **Playground Supervision**

An adult presence is provided in playgrounds at break times (play time and lunch time) as per the Schools (Safety and Supervision of Pupils)(Scotland) Regulations 1990. Classroom Assistants and the Janitor provide an adult presence at every break time in school.

### **Extra-Curricular Activities**

Each session at Glengarnock a variety of after-school clubs are offered for children. This session we have art, jogging, athletics, football, netball, rugby, country dancing and homework clubs.

Our P7s have organised themselves into a group called Glengarnock Activators. They provide activities for children from P1 – 3 at lunchtime. Activators are trained and supervised by the North Ayrshire Play Coordinator.

### **Opportunities for Pupil participation**

Every child from P2 – 7 is part of a *Leadership for Learning* group where they work with adults in mixed groups to improve the school in some way. Specifically, this session our groups include Charities, Fairtrade, Eco-Schools, Media, HWB & Outdoor Environment, New Campus, Community, STEM, Literacy, Scotland and Rights Respecting School.

Primary 7 pupils have many opportunities to take on leadership roles as they can apply to be House Captains, P1 Buddies and Activators.

## Medical and Health Care

Medical examinations are carried out at various times during your child's primary school career. You will be given notice of these and encouraged to attend. Vision, hearing and dental examinations may also be carried out, but as a parent you do not need to attend these. You will be advised of the results of these examinations or recommended treatments. All the examinations will be carried out by Ayrshire and Arran Primary Care Trust staff.

### In School

Any minor accidents which may happen in school will be dealt with by a qualified First Aider. If your child is taken ill or has an accident at school which requires your child to be sent home, we will ensure First Aid treatment is given and you (or your recorded emergency contact) are contacted. Because of this, you need to ensure you keep us updated with any changes to your contact details. **We will never send a child home unaccompanied.**

If your child has a serious accident or is taken seriously ill, a member of staff will accompany your child to the doctor's surgery or hospital and every attempt will be made to contact you (or your recorded emergency contact) immediately.

For minor injuries, a short note or a sticker will be given.

If your child requires medicine, it must be handed into the school office and you must complete the relevant forms to allow our First Aider to administer the medicine. Children should not bring medicine to school themselves and take it without adult supervision.

## Mobile Phones

If you wish your child to carry a mobile to school, we ask that your child has it switched off during the school day, as it may cause disruption to lessons. Phones should be handed in to the school office before the start of the school day, and collected again after 3pm. If this does not happen, your child's phone will be confiscated until the end of the school day. If your child wishes to contact you, we are happy to allow them to use the school telephone to do so. Inappropriate use of text messages and/or photographs in school may be treated as a breach of school discipline or a serious incident which could be referred to the police.

## Information in Emergencies

We make every effort to maintain a full educational service, but sometimes circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we will do all we can to let you know about the details of closure and reopening. We will keep you informed by using letters, notices in local shops and community centres, text messaging, announcements in the press and West FM. Please also check

North Ayrshire Council website for information on school closures and re-openings.

<http://www.northayrshire.gov.uk/EducationAndLearning/EducationAndLearning.asp>

### School Calendar

School holidays will be issued at the start of the school term, and are always available on North Ayrshire Council's website:

<http://www.north-ayrshire.gov.uk/EducationAndLearning/EducationAndLearning.asp>

2016 Term 1			
In-service Day 1	Staff return	Tuesday	16 <sup>th</sup> Aug
	Pupils return	Wednesday	17 <sup>th</sup> Aug
In-service Day 2	School closes	Monday	19 <sup>th</sup> Sept
	School re-opens	Tuesday	20 <sup>th</sup> Sept
October Holiday	School closes	Friday	7 <sup>th</sup> Oct
2016 Term 2			
In-service Day 3	School closes	Monday	17 <sup>th</sup> Oct
	School re-opens	Tuesday	18 <sup>th</sup> Oct
Local Holiday	School closes	Friday	11 <sup>th</sup> Nov
	School re-opens	Tuesday	15 <sup>th</sup> Nov
Christmas Holiday	School closes	Friday	23 <sup>rd</sup> Dec
2017 Term 3			
	School re-opens	Monday	9 <sup>th</sup> Jan
Local Holiday	School closes	Friday	10 <sup>th</sup> Feb
In-service Day 4	School closes	Tuesday	14 <sup>th</sup> Feb
	School re-opens	Wednesday	15 <sup>th</sup> Feb
Easter Holiday	School closes	Friday	31 <sup>st</sup> Mar
	School re-opens	Tuesday	18 <sup>th</sup> Apr
2017 Term 4			
May Day	School closes	Monday	1 <sup>st</sup> May
	School re-opens	Tuesday	2 <sup>nd</sup> May
In-service Day 5	School closes	Friday	26 <sup>th</sup> May
Local Holiday	School closes	Monday	29 <sup>th</sup> May
	School re-opens	Tuesday	30 <sup>th</sup> May
Summer Holiday	School Closes	Wednesday	28 <sup>th</sup> June

## Celebrating Pupil Success

We think it is important to celebrate the successes of our pupils, both in class and outside school, and have a number of ways of doing this.

- Star Pupil awards.
- Class awards for attendance, behaviour and tidiness.
- Annual awards for endeavour, citizenship or progress.
- Photographs displayed on the Achievement Board.
- Text messages home about successes.
- Eco awards for energy saving and recycling.
- Rights Respecting school awards
- FairAware award in recognition of Fairtrade work to date.
- 'Clean sheet' rewards for children who always behave well.
- 'Class chat' in the local press

School Assemblies are held each week, and give us the opportunity to celebrate success and learn more about moral and ethical issues. Rev Dave Whiteman from The Auld Kirk, comes along each month, and Mr Young, a local evangelical pastor, also attends monthly to provide the children with a Christian message. Children lead assemblies where they focus on issues of concern to the pupil Leadership for Learning groups. Glengarnock, also, has a termly "Children's Voice" assembly where pupils from each class discuss and display their learning for the term.

Glengarnock works with many community groups, and actively promotes local organisations such as the Boys Brigade, Brownies, Swimming club and local sports clubs. Each year the choir visits the senior citizens group in Kilbirnie and the school has formed strong links with the British Legion and local businesses that enriches learning experiences for pupils. Children in the Eco group have forged links with NAC Energy Officer and Waste Minimisation Officer to take forward energy efficiency and recycling. We work closely with the Home School worker based in Garnock Academy, the school nurse, Social Services and the Active Schools' coordinator to support children in a range of ways.

Glengarnock promotes positive behaviour and always emphasises and rewards good behaviour. This session we are working towards becoming a Rights Respecting School, and each class has agreed a class charter that sets out how everyone must behave. The values of the school form part of the behaviour contracts, and we have high expectations of pupils. There are sanctions in place for those who break the rules. We involve parents quickly if children are not behaving as we would wish, and we work in partnership to improve things at home and at school.

*Leadership for Learning* groups are striving to improve what we have learned about Fairtrade; build and create a partnership with a school in Spain; continue our learning about Eco issues so that we can retain our Eco School status; as well as deciding which charities we can support, and how we can

improve our outdoor learning environment. This session the Inter-generational *Leadership for Learning* group has visited local centres and businesses to promote good relationships with the community. Members share what has been learned with their classmates so that everyone can work together to improve the work of the school.

## Curriculum for Excellence

Curriculum for Excellence (CfE) has been introduced across Scotland for all 3 - 18 year olds wherever they learn. It aims to raise standards, prepare your child for a future they do not yet know and equip them for the jobs of tomorrow in a fast changing world.

CfE enables teaching professionals to teach subjects more creatively, to work with others across the school and with other schools. Teachers will share information to plan your child's "learning journey" from 3 to 18. This will ensure your child will work at a pace that is appropriate and challenges them to learn in new and exciting ways. Every child is entitled to a broad and deep general education where every teacher and practitioner is responsible for learning more about literacy, numeracy and their own health and wellbeing. The emphasis on health and wellbeing will ensure that the school is a place where children feel safe and secure.

CfE brings real life into the classroom. It links knowledge in one subject area to others helping children understand the world and make connections. The curriculum develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There are new ways of assessing progress and ensuring children achieve their potential. Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education.

In Glengarnock, teachers plan interesting lessons which build on what is already understood by children, and subject matter is linked and relevant.

### **The Four Capacities of CfE**

CfE is encapsulated in these 4 capacities - *Successful Learners, Effective Contributors, Responsible Citizens and Confident Individuals*. Each of these 4 capacities are designed to ensure your child has a relevant, inspiring and engaging education at Glengarnock Primary School and Early Years class.

A Curriculum for Excellence aims to enable young people to meet the four capacities listed overleaf.



If you wish to learn more about CfE you can access information online at:  
<http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence>  
 And advice about how you can help your child learn can be found on line at:  
<http://www.educationscotland.gov.uk/parentzone/index.asp>

## Curriculum Policy

The work undertaken in Glengarnock Primary and Early Years class takes into account the seven main principles of CfE.

The learning must include:

**Challenge & Enjoyment** - a wide variety of experiences and activities

**Breadth** - providing a broad general education

**Progression** - building on what has gone before

**Depth** - making sure there is real understanding of what has been learned

**Personalisation & Choice** – providing opportunities for learners to exercise responsible personal choice

**Coherence** - programmes must fit together and make sense to learners

**Relevance** - to help learners prepare for the world in the future.

All teaching staff, regardless of specialism, have responsibility for teaching the three core areas of Curriculum for Excellence. These areas are Literacy, Numeracy and Health & Wellbeing.

## Literacy

In CfE, the basic literacy skills will be taught in every area of the curriculum by every teacher. Your child's class teacher will point out opportunities to apply literacy skills already learned in other subject areas, for example, reading task cards in P.E. or writing a report after a science experiment.

### Reading

Reading is taught through a combination of the 'look and say' method and the phonic method. The core reading scheme used in the Early Stages of the school is *Bug Club* and in the Middle and Upper school we use the *Literacy Evolve* scheme. Both of these schemes give your child the chance to read fiction, non-fiction and poetry. From Primary 3, all classes use "literature circles", where the pupils read novels and complete tasks related to what they have read. In class, the work pupils complete in writing, grammar and comprehension may well be linked to their novel.

It is important to hear your child reading and discuss the stories they are working on. Your child will be encouraged to extend their personal reading by borrowing books from the school library and from the local public library. We do our best to keep our library updated. As a parent, we rely on you to encourage your child to read and show that you enjoy reading. Also reading bedtime stories to your child from an early age will help develop an enthusiasm for books.

### Phonics

"Jolly Phonics" is used in the Early Stages of the school to teach basic phonics, or letter sounds. "Rhyme World" and "Discovery World" are also

available to use to develop early reading skills through rhyme, rhythm and non-fiction.

### **Writing**

Personal (about me), functional (reports, letters etc) and imaginative (creative) writing happens throughout the school, using a variety of contexts. The basic skills of grammar and punctuation are taught at every stage of the school.

### **Handwriting**

In Glengarnock, your child will be taught handwriting using the *Nelson Cursive* scheme. If you are a parent of Primary 1 child, you will be given a copy of the letters and numerals we use in school.

### **Spelling**

In the Early Years of school, spelling rules are taught through a phonic approach. Your child will start to receive spelling homework in Primary 2. We have adopted an active approach to spelling where children learn through games and activities.

### **Modern Languages**

In session 2015-16, all children in P1 to 7 have been learning Spanish and children in P5 to 7 are also learning French. Your child will learn basic conversational language and vocabulary.

## **Numeracy**

As part of Curriculum for Excellence, skills in Numeracy are taught in every area of the curriculum. Teachers encourage learners to use the skills they have learned in other areas of their school life. Examples of this are counting how fast their heart is beating during a PE lesson or working out profit and loss for the Christmas Fayre.

In Glengarnock, the pupils are given the opportunity to use their Numeracy skills in active learning situations, where we use games, play and real contexts. Money Week gives the children a chance to put their Numeracy knowledge into a real-life situation by learning about coins, shops and later on about budgeting for things like toys or holidays.

Your child will use a wide variety of resources in Numeracy and Maths learning. We expect children to improve their abilities in making mental calculations as they progress through the school, and focus on learning number facts and multiplication tables by rote to help with this. The mathematics programme includes opportunities to develop problem solving skills through a range of challenges which allow teachers to teach specific problem-solving strategies

## Health and Wellbeing

This is the third core area of Curriculum for Excellence, which is addressed throughout the curriculum. Teachers will highlight the importance of looking after ourselves, others and our environment. Many of the aspects of Health and Wellbeing will be covered using inter-disciplinary learning (or topic) approaches, e.g. looking at the importance of a healthy diet in science or discussing how exercise makes us feel in PE.

Glengarnock Primary is a health promoting school and an active school. Learning is focussed on promoting pupil health and wellbeing and making good choices in a variety of ways, including a “Health Week” where all classes take part in health-related learning activities. Sensitive issues such as sexual health are introduced from P6 and involve structured content which is introduced and explained by the school nurse. Parents will be offered the opportunity to consider the content of these lessons before they take place.

### Physical Education (PE)

Each primary class takes part in two hours of physical activity each week to improve their sense of health and wellbeing, and it is important for your child to come prepared to participate in these sessions. The best gym kit is a T-shirt, shorts and plimsolls. Trainers which are worn outside are not suitable for indoor/P.E as they may carry dirt which could be harmful. Every child should bring their gym kit for each PE session.

Jewellery can cause injury to both the wearer and/or their classmates, so jewellery must be removed during PE lessons to prevent such incidents. Please bear this in mind if you decide to have your child’s ears pierced during term time.

The Early Years class have opportunities to develop physical skills and abilities each day.

## Interdisciplinary Learning

In Glengarnock, we teach subjects such as literacy and numeracy individually to ensure children acquire basic skills, but we often use an interdisciplinary approach when planning learning and teaching. This means, for example, that instead of only learning the historical facts about the Victorians in a social subjects topic, the children will develop their skills in literacy by reading a novel set in the Victorian period; develop their understanding and appreciation of art by learning about famous artists or paintings of the time and further develop their drama skills by role-play activities set in this context. Learning is planned in this way at all stages within Glengarnock. Teachers consider as many curricular areas as are relevant to the topic, and involve the children in deciding what they want to learn. This helps learners link what they understand across subject boundaries, helping build a better knowledge of the world.

### Social Studies

At every stage of Glengarnock Primary and in the Early Years class, children are given the opportunity to learn about the society in which they live. They learn about areas or topics under the headings of 'people in the past', 'people, place and environment' and 'people in society, economy and business'. Contexts are chosen to help children develop their understanding of the world, the environment, achievements made by individuals and how society is shaped and changed. Classes may visit museums, workplaces or outdoor centres to support their learning.

### Sciences

Learning about the Sciences, is designed to give children the opportunity to develop their curiosity and understanding of the living, material and physical world. All children undertake at least two science topics each session. This session we are planning a Science, Technology, Engineering and Maths (STEM) week. The children will experience rich and challenging learning experiences in real-life contexts allowing them to develop skills and interests in these areas.

### Technologies

Your child will be given the opportunity to develop skills including using technological equipment and computer software. They will learn how to make presentations, search and find information both on the internet and from text and about communicating with others using technology.

Glengarnock is equipped with a range of Apple and Windows computers, laptops and games consoles. Each teaching bay has an interactive Promethean whiteboard, which is used as a teaching aid and as a learning tool by the pupils. Computers are used for all areas of the curriculum, and emphasis is placed on how to access the internet safely and use GLOW.

Technologies education is also about learning how technology has developed, how it affects business and how the design process works, so children are expected to learn these skills as they move through the school

### Expressive Arts

There are four areas which make up Expressive Arts.

In **Art and Design**, children build skills in drawing, painting, printing and modeling using a variety of media.

In **Dance** they are given opportunities to move rhythmically, expressing their ideas and thoughts through movement and dance.

In **Music**, children sing, use percussive instruments, learn about rhythm and musical notation, composers and different styles of music. Primary 5 children

are part of the Soundstart programme this session and are learning to play a brass, woodwind or percussion instrument. Pupils are given the opportunity to receive a range of musical tuition, including guitar, chanter, woodwind, from qualified music instructors, a fee is payable for this tuition.

In **Drama**, children are encouraged to express their ideas through mime and role-play, perform in and create plays. Our annual school show is an excellent opportunity for P7 children to act and perform for parents/carers and visitors.

## Religious and Moral Education

In Glengarnock, Religious Education focuses on three of the world's religions, Christianity, Judaism and Islam. We learn about places of worship, key figures, Holy Books, festivals and how followers of different religions worship. We attend the Auld Kirk, Church of Scotland for various festivals and events. Monthly school assemblies are led by our chaplain from the Auld Kirk and Mr Young, an evangelical pastor.

### Withdrawal

Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from religious observance. The school will deal with such requests with sensitivity and understanding. The headteacher will offer to meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy on religious observance. In particular, parents should be reassured that the religious observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families.

Where a child is withdrawn from religious observance, suitable arrangements will be made for the pupil to participate in a worthwhile activity.

Parents from ethnic minority religious communities may request that their child be permitted to be absent from school in order to celebrate recognised religious events.

## Assessment and Reporting

Assessment is an ongoing process in Glengarnock Primary and Early Years class, as teachers use a range of assessment methods on a daily basis. These methods include what the children say, make, write and do. In line with the aims of CfE, we are continuously refining our assessment systems to support greater breadth and depth in learning. We focus on how learners develop skills and providing opportunities for them to apply their skills in new and unfamiliar contexts.

We assess to:

- support the learning happening in our classes,
- make sure children continue to be motivated to learn
- ensure children are receiving the appropriate level of support to help them make progress.

We assess:

- as part of our everyday learning and teaching to make sure children have understood what has been taught,
- routinely in a more detailed way, e.g. between Levels, between sectors,
- learning and skills development using a variety of different approaches to give us a range of evidence of progress,
- by creating assessment opportunities that are valid, reliable and in proportion to the learning.

Across the Garnock Valley cluster primary schools, we are working together with our colleagues to ensure standards are shared and agreed at each level.

### **Tracking progress**

Teachers regularly meet with the Headteacher to talk about the pace of learning in each class, and how children are progressing. Teachers provide evidence from their routine assessments to show how well groups and individuals are learning.

‘Standardised’ tests allow us to compare our children to those across the whole country. We use ‘Standardised tests in reading in P2, P4 and P6; Spelling in every year group, and Non-verbal Reasoning in P1, P3 and P5. This wide range of assessment evidence is used by teachers to plan next steps in learning for all children.

## **Reporting to Parents**

As a parent you will have two formal, out of hours, opportunities to speak to your child’s class teacher each session. We involve children in these meetings so that they can agree their targets for learning with both parent and teacher at the same time. However, the school operates an “open door” policy and parents can ask to speak their child’s class teacher at any time during the year at a time when it is suitable for both. If you are concerned about your child’s progress, you should arrange to see the Headteacher or class teacher.

Pupils who are receiving additional support for learning will meet regularly with the pupil support teacher and class teacher to review targets, and discuss the support being given.

Formal written Pupil Reports are issued to all children from age three years to P7 in June. P5 -7 pupils complete an online profile which records how they feel about their learning, and what achievements they have made.

Written reports provide information about:

- how your child is learning in each area of the curriculum,
- how they are progressing towards securing all aspects of a Level in Curriculum for Excellence,
- how motivated they are to learn,
- their contributions to school life,

- any achievements they may have made both inside, and outside the classroom,
- attendance information.

Further information about Curriculum for Excellence and progress through Early, First, Second and Third Levels can be found on the Education Scotland website:

<http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence>

## Transitions

Changes made both within school and to other sectors are important points for learners. It is vital that the information passed on is clear and accurate so that learning can continue smoothly, and children are well supported.

### **Transfer for Early Years class to Primary 1**

Children in our Early Years class have many opportunities throughout the session to visit the school, and share in special events such as Health Week, Fun Day, Christmas celebrations and to use the playground facilities. In the summer term, groups come over each week to learn alongside P1 pupils and to meet the 'Buddies' they will have when school begins. Buddies also visit the Early Years class. Children from other Early Years establishments are also invited to join their soon-to-be classmates on these afternoons.

Parents are invited to attend workshops to discuss Early Years class and school routines before children start. Advice about how to support children at home will be offered at these meetings.

### **Transfer from Primary to Secondary**

Glengarnock Primary School is an associated primary school of:

Garnock Academy  
School Road  
KILBIRNIE  
Tel: 01505 682685  
Headteacher: Mr Alan Dick

All the primary non-denominational schools in the Garnock Valley have very close links with the secondary school, and take part in joint projects so that children moving to high school have a shared learning experience. Teachers meet to discuss individual pupils so that support can be given if and where, it is needed.

Pupils visit Garnock for a few days in the summer term, and secondary teachers come into each primary school to teach alongside P7 class teachers as part of the transition process. This session P7 children participated in a Technology challenge at Garnock Academy in November to start the transition programme. All P7 children have the opportunity to work in mixed-school groups and participate in sporting events such as orienteering so that they can begin to make new friends before they start high school.

Pupils are normally transferred between the ages of eleven and a half and twelve and a half years, so that they will have the opportunity to complete at least four years of secondary education.

### **Transfer from class to class**

Teachers keep careful records about how pupils have progressed and what has been assessed throughout the year, and these records are passed to the next teacher before the end of term. Usually children get to meet their new teacher in June before the school year ends. Teachers take time to talk to each other about individuals in their classes to ensure that the transition to a new stage is as smooth as possible.

## **Support for Pupils**

Glengarnock Primary School and North Ayrshire Council are committed to ensuring each child reaches their potential and in order to do so, some children may require additional help at some point in their school career.

If difficulties are observed by staff during the routine daily assessment of learning, teachers will consult with the Headteacher, Principal Teacher and Pupil Support teacher to ensure that all children are achieving and learning at an appropriate rate.

Additional help may be required because of a specific learning difficulty, a prolonged absence or a child may need to learn using different curricular material. Our aim is to meet the needs of all children and this may mean provision of extra adult support in class or working in partnership with outside agencies to best meet the needs of the child. If your child requires such support, we will discuss this with you at the earliest possible opportunity. As with any area of concern, parents or carers may contact us at any time if they are worried.

Sometimes children experience personal problems which can impact on their sense of wellbeing, and can cause them to feel sad or upset. All adults in school are committed to making Glengarnock a safe and happy place for everyone, and we will all do our best to help every child. Class teachers, Early Years Practitioners and classroom assistants will be the first in line to offer support when children are upset, and Mrs McLaughlan, the first-aider will help when any child is ill or injured in school. Mrs Butler has been trained in first-aid in the Early Years class.

## **Inclusion**

North Ayrshire Council is committed to the wellbeing and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences.

The “Standards in Scotland’s Schools etc. Act 2000” (Section 15) gives every child and young person in Scotland the right to have their educational needs met within their local mainstream school. This right is seen as part of the individual rights enshrined within Scottish educational law.

There are three “exceptional” circumstances where alternative educational settings can be considered:

- Where mainstream education in the local school is not in the best interests of the child or young person
- Where the sound and efficient education of other children in the school would be compromised by the child’s presence in the class/school
- Where to educate the child in the local mainstream school would require unreasonable public expenditure

Alternative educational planning for a child or young person is required to demonstrate the influence of one or more of these exceptional circumstances before it would be deemed lawful to proceed to consider this.

## **Equalities**

The purpose of the Equalities Act (2010) is to ensure that no child is disadvantaged in any way because they happen to belong to a particular group.

Every proportionate and reasonable step will be taken to ensure that each child experiences the educational benefits available across North Ayrshire.

In line with the requirements of the legislation and North Ayrshire Council policy, educational provision and opportunity is open to all pupils, including those who belong to one or more of the listed categories. For schools, these categories are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Schools have a duty to eliminate disadvantage and to report on their progress in promoting equality of experience and opportunity every year. This annual report is submitted to the North Ayrshire Council Corporate Equalities Group.

The Education (Additional Support for Learning) (Scotland) (2004,2009) Act sets out certain duties on local education authorities and confers certain rights on children and their parents. These duties include the need to:

- Identify, assess and address the need for additional support for any child or young person failing to benefit from school education, for whatever reason
- Seek and take account of the views of the child or young person on issues relating to their education
- Engage in helpful partnership working with parents/carers and staff from other agencies

These are the various pieces of legislation that support the right to inclusion and that define the main features of that right.

In North Ayrshire educational establishments, Staged Intervention supports early identification of need and earliest possible building of positive partnerships.

### **Additional Support Needs**

Any child who needs more or different support to what is normally provided in schools or pre-schools is said to have 'additional support needs'. This includes children who may need extra help with their education as a result of issues arising from social and emotional difficulties, bullying, physical disability, having English as an additional language, a sensory impairment or communication difficulty.

#### **The Additional Support for Learning Act**

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and came into force on November 2010.

#### **Summary of the main provisions of the Act**

- The Act provides the legal framework underpinning the system for supporting children and young people in their school education, and their families.
- This framework is based on the idea of additional support needs. This broad and inclusive term applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.
- The 2009 Act automatically deems that all looked after children and young people have additional support needs unless the education authority

determine that they do not require additional support in order to benefit from school education.

- In addition, education authorities must consider whether each looked after child or young person for whose school education they are responsible requires a coordinated support plan.

### **What does North Ayrshire Council do to meet its duties under the 'Additional Support for Learning' legislation?**

North Ayrshire must assess any pupil with additional support needs and provide any support necessary for them to benefit fully from their education. All the evidence says that it is best to intervene early to prevent any difficulties developing and taking root. For example, by making sure reading is very well taught and that all pupils get encouragement and support at home we can hopefully reduce later difficulties. Whatever the type of challenge that arises, it is important to detect it early, develop a shared understanding of what is needed (the school may request extra specialised help to do this) and take action to help all pupils achieve.

Whenever we start this process for any child or young person, we will always explain to them and to their parents/carers what our concerns are and what we will do to help.

The school can get support from a range of visiting professionals including Educational Psychologists. These professionals are regularly in schools and teachers will ask for informal advice on supporting pupils, for example, on the best way to support a pupil who is having difficulties with reading. If the school wants more detailed individual help then we would talk to you to seek your agreement about formally involving the educational psychologist.

For a few children and young people their needs are so complex that professionals from two or more agencies need to work together over a significant length of time to enable the child to benefit from school education. Where this is needed, the child or young person will have a plan to coordinate the various actions of these professionals, for this reason it is called a Coordinated Support Plan.

Where a child or young person has additional support needs, extra planning is required every time there is a move to a new class, new school or college. How far ahead this transition planning needs to start, depends on the particular type of needs but for most children and young people with Additional Support Needs transition planning should start at least one year before the date of the planned move.

## Child Protection

The Education and Youth Employment Service has a fundamental duty to contribute to the care and safety of all children and young people in North Ayrshire. In fulfilling this duty, the service must engage in close partnership with parents/carers and relevant agencies, primarily Social Services and Health and where appropriate the Scottish Children's Reporter's Administration. The Service will work in partnership with schools, within the cluster or local area and through integrated Children's Services and Community Health Partnership.

The Standard Circular entitled "Protecting North Ayrshire Children" provides guidance for policy and practice within all educational establishments. The Council is one of the key partners in North Ayrshire. The Child Protection Committee, a multi-agency group, takes the lead role in ensuring that our children and young people are cared for, protected from harm and grow up in a safe environment.

Each school has a named Child Protection Coordinator who is the main point of contact for school staff and for external agencies seeking contact with the school on child protection matters. There is an extensive staff training programme available to staff and, in addition, at the beginning of each school session all staff receive an update on child protection policies and procedures.

## Dispute Resolution Procedures

You may feel that things are not being done properly to support your child. If you feel like this then the Council has a range of ways to work with you to resolve any issues. You can ask at any time for a copy of the booklet called 'Resolving Disagreements'. This booklet will give you ways to make sure your concerns are listened to and addressed.

## Further Support

The following organisations are able to provide advice, further information and support to parents of children and young people with ASN.

**1. Enquire: Scottish Advice and Information Service for Additional Support for Learning**

Website: <http://enquire.org.uk/>

Helpline: 0845 123 2303

Email: [info@enquire.org.uk](mailto:info@enquire.org.uk)

**2. Scottish Independent Advocacy Alliance**

Website: <http://www.siaa.org.uk/>

Telephone: 0131 260 5380

Email: [enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk)

**3. Scottish Child Law Centre**

Website: <http://www.sclc.org.uk/>

Telephone: 0131 667 6333

Email: [enquiries@sclc.org.uk](mailto:enquiries@sclc.org.uk)

## Getting it Right for Every Child (GIRFEC)

Getting it right for every child (GIRFEC) is an approach from the Scottish Government that sets out how schools and other services should work with children and their families. GIRFEC is all about ensuring that children get the help they need when they need it – the right help at the right time. For you and your child, GIRFEC means that you are the expert on your child and what you think matters. Getting it right for every child means that the school will always seek to involve you, to listen to your opinions and take them seriously.

Taking a ‘Getting it Right for Every Child’ approach to supporting every child is a priority within our school and we aim to assist every child in our school to reach their potential in each of the areas listed below;

- Healthy - Experiencing the highest standards of physical and mental health, and supported to make healthy safe choices.
- Achieving - Receiving support and guidance in their learning
- Nurtured – Having a nurturing and stimulating place to learn
- Active – Offering opportunities to take part in a wide range of activities
- Respected – To be given a voice and be involved in the decisions that affect their well-being
- Responsible – Taking an active role within the school
- Included – Receiving help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn
- And above all, to be safe ... protected from abuse, neglect or harm

For more information on Getting it Right for every Child in North Ayrshire go to [www.girfecna.co.uk](http://www.girfecna.co.uk)

## School Improvement

Information about the work of the school over the last twelve months may be found in the Standards and Quality Report which is available on the school website. <http://www.glengarnock@northayrshireschools.co.uk>

### Improvements in attainment

Children in Glengarnock Early Years class and Primary School have continued to make good progress in their learning year on year. Teachers’ assessments of progress in Curriculum for Excellence Levels have shown that basic skills in the core areas of Literacy, Numeracy and Health and Wellbeing have continued to improve.

Teachers work with colleagues in school and across the cluster to agree standards, and further evidence is provided by results in Standardised Tests in Spelling and Reading.

### **Planning for Improvement**

A summary of the school's plan for improvement is issued each year to parents. This can be found on the school website. An audit is carried out each year in the spring term to decide what needs to be better, and the plan is drawn up to provide a means of carrying out this development work. Parents are invited to contribute to this process through questionnaires.

### **Quality Assurance**

Glengarnock primary has a robust system to ensure that the work carried out is of a high quality. The headteacher visits classes, examines teachers' plans, pupil jotters and talks to learners regularly to ensure children are progressing well. Parents are surveyed each year, and asked for comments through homework diaries and responses to reports, as well as an annual improvement survey questionnaire.

At regular intervals the school will be visited by Education Scotland in the form of HMle (Her Majesty's Inspectors of Education). Our last Inspection was in 2010, and the report can be found here:

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/GlengarnockPrimarySchoolNorthAyrshire.asp>

### **Awards**

The school is an Eco school and has attained four Eco flags. We are an Active School, and we have a Cycle-friendly school award. This session we have achieved the Fairtrade 'FairActive' award in recognition of our good work to date. We are working towards our Rights Respecting School award. A school team achieved second place in the Rotary club quiz.

## **Data Protection**

The school and the Educational Psychology service are required to keep records which are, of course, available to you. These records are strictly confidential however both schools and Educational Psychology are subject to inspection by Her Majesties Inspectors of Education who may look at confidential files in order to make sure children and families are getting the best possible service.

## **Transferring Educational Data about Pupils**

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

### **Why do we need your data?**

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of

school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

### **Data policy**

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

**The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.**

### **Your data protection rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research

and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

### **Concerns**

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at [\*\*mick.wilson@scotland.gsi.gov.uk\*\*](mailto:mick.wilson@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

### **Important Contacts**

#### **Executive Director (Education & Youth Employment)**

John Butcher  
North Ayrshire Council  
Cunninghame House  
IRVINE  
KA12 8EE 01294 324411

#### **Head of Service (Inclusion)**

Caroline Amos  
North Ayrshire Council  
Cunninghame House  
IRVINE  
KA12 8EE 01294 324416

#### **Head of Service (Schools)**

Steven Quinn  
North Ayrshire Council  
Cunninghame House  
IRVINE  
KA12 8EE 01294 324413