

# California Primary School



## School Brochure 2010 - 2011



**Falkirk Council**  
*Education Services*



## A FOREWORD BY THE DIRECTOR OF EDUCATION

### Session 2010-11

This brochure contains a range of information about your child's school which will be of interest to you and your child. It offers an insight into the life of the school and also offers advice and assistance which you may find helpful in supporting your child's education.

Falkirk Council is keen to engage parents in the education process, not only to allow you a greater opportunity to contribute to your child's education, but also to encourage you to play a greater role in the life of the school as a whole. Therefore, we offer a number of other opportunities when you will be able to make your voice heard in relation to your own child's education, your local school, and indeed the education authority as a whole.

Throughout each school year there will be opportunities for you to discuss your child's progress with his/her teacher. There will also be four annual events for parents organised by the Education Authority. These evening sessions are spread across the school year and each focuses on a particular theme. The sessions are open to all parents to attend and they are also attended, wherever possible, by the Convener of the Council's Education Committee as well as myself and members of the Service's Management Team. Each of the sessions offers parents an opportunity to ask questions of Councillors and the Service's senior managers on aspects of their child's education.

Parental involvement in the decision making processes and performance monitoring are now, more than ever, an integral part of school life and will continue to become even more transparent in future years. We look forward to developing that partnership with your support.

I am pleased to commend this brochure for session 2010/11 and hope that it will provide you with all the relevant information you may need concerning your child's school. If you have any queries regarding the contents of the brochure please contact the Headteacher of the school who will be happy to offer any clarification you may need.

Julia Swan  
Director of Education  
Falkirk Council

**Footnote:** It may be possible to offer some assistance in helping to translate all or part of this brochure to parents whose first language is not English. Any enquiries in this regard should be directed in the first instance to the Communications Officer for Education Services (tel: 01324 506602).

Dear Parent/Guardian

Welcome to California Primary School.

Our brochure offers an introduction to our school and a general overview of the education your child will be getting at school.

If you have any questions or would like any further information on any aspect of this brochure or the education of your child please do not hesitate to contact me.

To make our brochure easier to read I've divided the information into five different sections:-

### **SECTION ONE – SCHOOL INFORMATION**

This section provides you with some background information on our school (and our nursery). It tells you the names of all our staff and how our school day and school year are made up. Our school's educational aims and objectives are also detailed within this section.

Lastly, it includes information on our Parent Council and how parents can get involved in the life and work of the school.

### **SECTION TWO – CURRICULUM INFORMATION**

This section describes the range of subjects and subject areas your child will be learning at school. It also explains about additional support needs and the types of specialist services provided within our school.

The section gives you an insight into how your child's progress will be assessed while at school and how we will keep you informed about his/her progress.

As well as giving you information about the statutory curriculum requirements we have included details of the extra curricular activities which are available at our school together with information on sports and outdoor activities available to pupils and the range of facilities available within the school.

Further information for parents is available in Education Services Parenting Handbooks.

### **SECTION THREE – SCHOOL POLICIES**

As with any organisation, to ensure smooth running and appropriate maintenance of standards, a range of procedures and policies have to be implemented within our school.

This section gives an overview of the policies the school has in place. If you would like to see a full copy of these policies or to discuss them in more detail, please contact me.

- Homework Policy
- Development of pupils' spiritual, moral, social and cultural values
- Additional Support Needs
- Clothing or uniform (PE Clothing)
- Discipline and School rules
- Anti-Bullying – Positive Behaviour
- Health Statement - Medicines

#### **SECTION FOUR – ARRANGEMENTS FOR PUPIL WELFARE**

This sections deals with the practical aspects of your child's attendance at our school. It provides details on such things as:-

- travelling to and from school,
- school meals and milk.
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly
- general supervision available for your child in the morning and at lunchtime
- wet weather details

#### **SECTION FIVE – STATISTICAL INFORMATION**

Education Services are legally required to provide the undernoted statistical information

- Attendance rates
- Authorised/Unauthorised rates of absence
- School Attainment Levels
- School costs

Whilst Falkirk Council is happy to provide this information we do have some reservations that the publication of raw statistics, without any kind of informed qualification, can be misleading to the reader. In particular, they should not be construed as offering an indication of the quality of education provided in any of our schools.

I hope you find all of the above information helpful and self-explanatory. If you have any queries about any of the information contained in this brochure, or indeed about any aspect of our school, please do not hesitate to contact me.

Helen Dickson  
Headteacher  
California Primary School

# **School Brochure**

## **Section One**

### **School Information**

## **BACKGROUND TO OUR SCHOOL**

California Primary School is a mainstream primary for pupils from Primary 1 to Primary 7 serving the village of California and surrounding area.

The Nursery class, housed in a separate building within the school grounds, can accommodate 30 children between the ages of 3 years to 5 years.

California is approximately 4 miles outside Falkirk. Falkirk High Station is only a ten minute drive away, where there is a 15 minute train service to Edinburgh and Glasgow. There is a regular bus service to Falkirk.

The school is housed in a single storey building built in 1916, the accommodation consisting of 5 classrooms, main hall, separate dining hall and kitchen. There is an extensive grassed playing field to the side of the building and tarmac playground at the front and rear. A nursery class opened at California Primary in August 2001. Pupils transfer to Braes High School, opened in August 2000, at the end of Primary 7.

In August 2009 the school roll was 106, with pupils accommodated in the nursery class, a primary 2/1, a primary 4/3, a primary 6/5 and a primary 7/6. There are 4 full-time, permanent teachers, and the headteacher who has a one day a week teaching commitment in the nursery.

A Learning Support teacher works with children in school 2 days per week.

Specialist Expressive Arts teachers of craft and design, music and P.E. visit the school. Further support is provided by a Support for Learning assistant (27.5 hours a week) and Support for Learning assistant (5.5 hours per week), clerical assistant (25 hours a week) and 2 part-time Support for Learning assistants.

The nursery staff consists of 1 senior early years officer and 2 early years officers.

## **MANAGEMENT STRUCTURE**

Certain management structures are necessary for the smooth running and well-being of Primary schools. These features have been identified and set out below as a guide to parents on the type of management, which will normally be encountered within a Falkirk Council Primary school.

Each Primary school is staffed according to national recommendations and is managed by a Headteacher supported, in the larger schools, by a Depute Headteacher or one or more Principal Teachers. The Headteacher is responsible to the Director of Education for the efficient management, administration and leadership of the school and for the quality of education provided in the school.

**SCHOOL ADDRESS:** Main Street  
California  
Falkirk  
FK1 2BW

**TELEPHONE/FAX NUMBER:** 01324 506740

**E-MAIL:** californiaprimaryschool@falkirk.gov.uk

**NURSERY TELEPHONE:** 01324 506742

**HEADTEACHER:** Helen Dickson

**ROLL OF SCHOOL SESSION 2009-2010:** 110

**STAGES OF SCHOOL:** P.1 – P.7  
Nursery (a.m. only): age 3 – 5 years.

**SCHOOL DAY:** 9a.m. – 12.15p.m.  
1.15p.m-2.45p.m. (Primaries 1 and 2)  
1.15p.m.-3.15p.m. (Primaries 3 – 7)  
9.00a.m.-11.30 a.m. (nursery)

**OUR STAFF: 2009-2010**

Primary 2/1	Mrs. Moira Murphy
Primary 3/4	Mrs Sarah Cochrane
Primary 6/5	Mrs Pauline Mansoor
Primary 7/6	Miss Jill Cameron

Learning Support Teacher (2 days per week) Mr. Iain Livingstone

Visiting Specialists of :

Craft & Design	Mrs. June Cowan
Music	Mrs. Linda Stewart
P.E.	Mrs Lynne Murray

Support for Learning Assistant	Mrs. Ann Logan
	Mrs Debbie McWatt
	Mrs Agnes Pryde
	Mrs. Lynn Kerr (1 day per week)

Secretary	Mrs. Yvonne Fish
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Senior Early Years Officer	Mrs. Diane McArthur
Early Years Officers	Mrs. Betty Reidy
	Mrs. Claire McColl

## **PARENTAL INVOLVEMENT / PARENT COUNCILS**

Parent Councils are the formal representative body for parents / carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents / carers locally.

All parents / carers are automatically members of the Parent Forum at their child's school. The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To raise funds for the school for the benefit of pupils (in some schools the PTA / PA fulfils this role).

Please contact the Headteacher or Chair of the Parent Council via the school for details on how you can get involved. Our Parent Council has combined with the Parent Teacher Association.

## **PARENT TEACHER ASSOCIATION (PTA) / PARENTS ASSOCIATION (PA)**

The PTA is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the PTA if you want to join in.

The Chairperson of the PTA is Mrs Valerie Holmes.

The PTA may be contacted by contacting the school for the date of the next meeting.

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland and runs an independent helpline service for all parents. They can be contacted by phone on 0131 226 4378, fax 0870 706 5814 or email on [sptc@sptc.info](mailto:sptc@sptc.info) or write to SPTC, 53 George Street, Edinburgh, EH2 2HT.

## **COMMUNICATION WITH THE HOME**

From time to time your child will bring home important and routine communications from the school. Parents are encouraged to check their child's for these communications. Enquiries of any kind should be addressed to the Headteacher in the first instance.

## **COMPLAINTS PROCEDURE**

Falkirk Council Education Service is keen that you should be completely satisfied about your child's education.

Should you have any concerns about your child's education, or indeed any reason to complain about the service provided by your child's school, please report this to the Headteacher in the first instance. In most cases problems can be dealt with quickly. However, should you feel that the matter has not been resolved satisfactorily by the Headteacher you can make your complaint in person, by phone or in writing to the Complaints Officer for Education Services – Tel. 01324 506694 or email [complaints.educ@falkirk.gov.uk](mailto:complaints.educ@falkirk.gov.uk)

## **TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS**

The Scottish Government and its partners collect and use information about pupils 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 Careers 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.

Data policy

Information about pupils' education is collected 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 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 HM Inspectorate of Education, Careers Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions and organisations to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, which 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.

### Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at **[Peter.Whitehouse@scotland.gsi.gov.uk](mailto:Peter.Whitehouse@scotland.gsi.gov.uk)** or write to The ScotXed Support Office, Area 1B, 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.

## **PERSONAL LEARNING PLANS**

Teachers in nursery, primary and secondary schools are increasingly sharing their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, for instance, when agreeing the aims of an individual piece of work.

Longer-term planning also takes place, in a variety of forms. Pupils in primary schools negotiate with their teachers their aims for the next period of time, usually a six month period, with progress against these aims being assessed by the teacher and pupil. At the same time, new targets are set for the following period of time.

In secondary schools, the pupil will review progress against targets and negotiate new ones with his or her pastoral teacher.

In order to encourage pupils to take responsibility for their learning, a number of primary schools use Learning Logs in which pupils plan their programme for completing homework assessments. In secondary schools, homework diaries serve a similar purpose. These diaries are also used for pupils to record their long-term targets.

## **SECONDARY SCHOOL TRANSFER**

At the end of P.7 pupils normally transfer to : Braes High School  
Newlands Road  
Reddingmuirhead  
Falkirk FK2 0DA  
Telephone Number: 01324 719551

Very good liaison exists with Braes High School and teachers from Braes High visit P.7 pupils throughout their last year at California Primary School.

P.7 pupils attend a 2 day induction programme at Braes High School during the month of June. Each year primary 7 pupils have the opportunity to attend a residential week at Dounan's Outdoor Centre in Aberfoyle. Pupils from all the primary schools associated with Braes High School attend.

### **CALIFORNIA SCHOOL AIMS**

The main aim of California Primary School is to provide a quality education for every pupil to enable him/her to achieve their potential.

We aim to plan a curriculum in line with Curriculum for Excellence and local authority guidelines which is broad, balanced, progressive in skills and knowledge and meets pupils' needs.

We aim to provide high quality learning and teaching experiences, which motivate pupils to work to high standards.

We aim to create an ethos of high expectations where every child feels valued and secure.

We aim to support pupils socially, emotionally and academically to develop their self-esteem, self discipline and a responsible caring attitude to others and their environment.

We aim to develop a partnership with parents where home and school work together to encourage and support pupils to achieve their full potential.

We aim to ensure that every pupil enjoys equality of access to educational opportunities, regardless of race, religion, abilities, social or economic background.

**FALKIRK COUNCIL : EDUCATION SERVICES**

**Agreed Term Dates for Session 2010-2011**

<b>School Year</b>	<b><u>Term Dates</u></b>	<b><u>Days</u></b>	
		<b><u>Staff</u></b>	<b><u>Pupils</u></b>
Autumn Term Begins (Staff Only - Dev Day)	Monday 16 August 2010	2	-
(Staff Only - Dev Day)	Tuesday 17 August 2010		
Autumn Term Begins (Pupils)	Wednesday 18 August 2010		
Autumn Term Ends	Friday 8 October 2010	38	38
Winter Term Begins	Monday 18 October 2010		
Winter Term Ends	Thursday 23 December 2010	49	49
Spring Term Begins	Thursday 6 January 2011		
Spring Term Ends	Friday 1 April 2011	62	62
Summer Term Begins	Monday 18 April 2011		
Summer Term Ends	Friday 24 June 2011	<u>50</u>	<u>50</u>
		201	199
Less Term Time Public Holidays		6	6
Less Staff Development Days			<u>4</u>
		<b><u>195</u></b>	<b><u>189</u></b>

**Term Time Public Holidays**

Monday 13 September 2010  
 Friday 18 February 2011  
 Monday 21 February 2011  
 Friday 22 April 2011  
 Monday 25 April 2011  
 Monday 2 May 2011

**Staff Development Days**

November - 2 days (to be decided)  
 February - 2 days (to be decided)

# **School Brochure**

## **Section Two**

### **School Curriculum**

## CURRICULUM FOR EXCELLENCE

### BRINGING LEARNING TO LIFE AND LIFE TO LEARNING

Curriculum for Excellence is now being introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to **raise standards**, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to **work together** across the school and with other schools, to share **best practice** and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of **knowledge** and **skills**.

Every child is entitled to a **broad and deep** general education, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy and numeracy** – the language and numbers skills that unlock other subjects and are vital to everyday life.

It develops **skills** for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of **assessing progress** and ensuring children achieve their potential. There will be new **qualifications** for literacy and numeracy from 2012/13. New qualifications at National 4 and 5 will be available from 2013/14. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There is an entitlement to personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** wherever that's needed. There will be a new emphasis by all staff on looking after our children's **health and wellbeing** – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims is 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.

We have revised **Learning to Achieve** – our flagship policy. This new **Learning to Achieve** describes in detail how Curriculum for Excellence will be delivered in our educational establishments. We will use **Learning to Achieve** to monitor, develop and improve outcomes for children and young people.

## **NUMERACY/MATHEMATICS**

The school follows Curriculum for Excellence guidelines for Numeracy and Mathematics and approximately 25% in Primary 1, and 20% in Primary 7 of teaching time is devoted to numeracy and mathematics.

The teaching of mathematics is divided into four main areas:

Number, money, measurement.  
Information Handling  
Shape, Position, Movement

Our main published resource is TeeJay Mathematics. A variety of other resources are available to support this area of the curriculum and we place considerable emphasis on developing mental agility and problem solving skills.

## **ENGLISH LANGUAGE**

The school follows the **Curriculum for Excellence guidelines** in Language. Language work is divided into four outcomes with approximately 25% in Primary 1 and 20% in Primary 7 of teaching time allocated to teaching language. The four outcomes are:

**LISTENING**  
**TALKING**  
**READING**  
**WRITING**

### **LISTENING**

One of the most important skills a child can develop is being able to listen to information and instructions. Emphasis is placed on developing listening skills throughout the school.

### **TALKING**

We encourage pupils confidence to talk in front of audiences, express their opinion clearly and succinctly to others and to participate in group discussions.

### **READING**

The ability to read well with understanding and for pleasure is one of the most important skills we can develop in our pupils.

No single approach of teaching of reading satisfies the needs of all children. At California Primary we use a range of teaching and learning approaches in teaching reading.

In session 2000-2001 a new reading scheme was introduced throughout the school. The main reading scheme is supplemented by novels and a wide range of reading resources. We encourage our pupils to read for pleasure. Every class from P.3 onwards has set periods each week of ERIC (everyone reading in class) when children choose a book of their own choice.

In session 2009-2010 our library was refurbished and is well stocked with a variety of fiction and non-fiction books which children may borrow. We have a wide range of books in the library for Early Years and parents may borrow these books to read at home to their children.

To encourage pupils to become independent readers and to enjoy reading we run a book club, a book week and books are displayed throughout the school.

## **WRITING**

There are many components to writing.

Handwriting is formally taught especially in the early years following the Nelson script. Spelling. Pupils begin to be taught spelling formally in Primary 2. From Primary 3 onwards our main spelling resource is the published Nelson scheme. This is supplemented by other materials for pupils experiencing difficulty with spelling. Punctuation and grammar are re-enforced throughout all areas of the curriculum.

Pupils are taught different forms of writing:

- Functional
- Personal
- Imaginative

From 1999 considerable emphasis has been placed on developing writing skills. New resources have been purchased and a writing policy developed. Teachers use Scholastic Writing boxes throughout the school and pupils have been producing work of a good standard. Children's writing is most successful when they know the audience they are writing for e.g. wall displays, projects, booklet, letters and parents are encouraged to be audiences for their children's writing and to encourage writing at home.

## **EXPRESSIVE ARTS**

California Primary School has visiting specialists in Craft and Design, Music and Physical Education. These specialists liaise with class teacher and plan their work to integrate with the topic being studied in the class. Timetables are drawn up to ensure that the maximum number of children benefit from their expertise. Class teachers consolidate the work of the specialist and also ensure that pupils are offered a variety of experience in Drama, Music, Art and Design and Physical Education. Expressive Arts places special emphasis on developing creativity, imagination and personal response. It is also possible for pupils who show greatest aptitude to receive individual tuition on a musical instrument – (subject to availability of staff). There is a fee involved in these lessons. Approximately 15% of the curriculum is allocated to Expressive Arts. Pupils in Primary 5 have a 10 week block of swimming lessons at Braes High School Swimming Pool.

## **SOCIAL STUDIES.**

Social studies, develop skills and knowledge and understanding of people, past events and societies; people, place and environment, people in society, economy and business. Approximately 16% of the curriculum time is allocated to Environmental Studies.

Work in Environmental Studies is being developed around a series of topics chosen because of the appropriateness for the age of the children at different stages in the school, and because they provide opportunities for a variety of curricular bases, and are planned in such a way as to identify progressions of skills and knowledge throughout the school. A wide variety of learning experiences are presented to the children through the content of the topic. Children may have pre-topic assessment and the outcomes of their investigations, in whatever form, are evaluated by the children themselves as well as the class teacher at the end of the study. Research and study skills are highlighted throughout the topic and opportunities are given for children to develop special interests.

## Sciences

Science is taught as a discrete subject area as well as being incorporated in topic work. Science is organised under 5 headings:

- Planet earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical Science

## **TECHNOLOGIES**

Children require to be able to access information and use modern technology confidently in our modern society.

Every classroom, including the nursery has a computer and interactive whiteboard. Many of the interactive whiteboards were purchased with money raised by our parent organisations.

There is also a small computer suite which is accessed by all children.

## **RELIGIOUS AND MORAL EDUCATION**

Religious and Moral Education deals with the development of the child in relation to self-awareness, relationships with others and the realms of beliefs, values and practices in our society. It can make an important contribution to the personal and social development of pupils. Pupils will be encouraged to discuss freely their views, feelings and opinions and to listen with respect to the views and the feelings of others. Pupils will be encouraged to view differences as enrichments. They will be given an opportunity to develop an awareness and understanding of other environments, cultures and religions with our own community and across the worlds. Parents have a legal right to withdraw their children from religious instruction. Any parent wishing to exercise this right must discuss arrangements with the Headteacher.

10% of our curriculum is allocated to Religious and Moral Education. The main religions studied in our school are Christianity (50%), Judaism (25%) and Hinduism (25%).

We hold an assembly once a week and every month Reverend Archer, the school chaplain, takes the assembly.

## **MODERN LANGUAGES IN THE PRIMARY SCHOOL**

French is introduced to pupils in Primary 5 and continued in Primary 6 and Primary 7. Two teachers are trained to teach French in the primary school.

## **Health and Wellbeing**

Learning in health and wellbeing develops knowledge and understanding, skills, capabilities and attributes in young people which they need for mental, emotional, social and physical wellbeing.

## **ACTIVITIES**

The children of the upper school are offered a wide range of activities as part of their school life. Primary 5 have swimming instruction at Braes High Swimming Pool twice a week for a ten-week block. There are several extra curricular activities organised throughout the year including football, badminton and a Scottish Country Dance Club, which are run by teaching staff and parent helpers. The school is supported by an active sports co-ordinator who has run cycling proficiency classes for primary 6 & 7, active sport classes for primary 1-5 to encourage pupils to be active and participate in games at play time. He has trained senior pupils to be playground friends and encouraged all children to be involved. In session 2009-2010 pupils were given the opportunity to take part in lunch time activities which included cricket, rugby and table tennis.

Every school is encouraged to offer as wide a range of physical education and cultural activities as possible. In this context, the Authority provides financial and administrative support for leagues, competitions, festivals and similar events but it is recognised that, again, the help of parents and the community is irreplaceable.

The Council also undertakes to organise and administer certain events and many schools take part in these. Schools are advised of these events at the appropriate time.

Please contact me if you would like fuller information about the curriculum within our School.

## **LEARNING TO ACHIEVE**

Our **Learning to Achieve** document explains how we will deliver Curriculum for Excellence in Falkirk Council schools. It outlines our aspirations for children and young people in Falkirk. We want all learners in our schools to have enjoyable, challenging experiences allowing them to work to their full potential. For economic and social reasons we must enable all young people to be pro-active and independent within their own learning experiences. Our service must support young people to develop resilience of character and the creativity and flexibility necessary to function in our rapidly changing society. Learners will then develop the skills and attributes which will allow them to make a positive contribution to society and to their own health and well-being. We must inspire young people to become enthusiastic lifelong learners.

We aim to ensure that all our learners have access to:

- Positive learning environments
- Opportunities to fully develop the four capacities
- Opportunities for play, sport, creativity and cultural activities
- Opportunities to contribute to decision making
- Opportunities to develop skills for life and skills for work
- Support that will enable them to make positive transitions at all stages of their learning

We recognise that learning experiences will take place in and beyond school.

It is vital that all adults, including parents and carers, contribute to the educational experiences of our learners and are key players in making this vision a reality. The **Learning to Achieve** document is designed to enable all adults involved in the education of our young people to raise the bar and ensure the best possible educational outcomes.

## **ASSESSMENT**

Baseline Assessment is completed in May for all children in their pre-school year as part of the summative reporting process informing transition to primary 1. Baseline Assessment allows a snapshot picture of where individual children have reached in their literacy and numeracy development at the end of their nursery career. This information helps Primary 1 teachers plan for learning at early stages of Primary 1.

An End of P1 Assessment is completed for all children by May of their Primary 1 year. This builds on information from Baseline Assessment and shows the progress that children have achieved in literacy and numeracy.

Standardised reading assessments are undertaken in primary 2 and primary 5.

As pupils progress through primary school, teachers use a range of assessment strategies, including observation, discussion, setting special tasks and making judgements about performance, and setting tests.

Pupils are also involved in assessing their own progress and choose examples of their best work to be kept as a record.

Homelink books are sent home every Friday. Throughout the week pupils write their learning outcomes in the book, on a Friday pupils self assess their week's work. In this way parents are kept fully informed about what their child is doing in school.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please let me know as soon as possible if you have any concerns about your child's progress.

Parents have the opportunity to discuss their child's progress with class teachers on Parents' Evenings. Pupil Summary Reports are sent home to parents twice a year and parents have an opportunity to comment on these. In addition, of course, parents are welcome to contact the school at any time to ask for information or for an appointment to consult with the Headteacher or class teacher.

## **ACTIVE LEARNING**

Curriculum for Excellence emphasises the value of an active learning approach.

At the start of P1 there will be similarities to the nursery experiences which are aimed to support children in transition into Primary School. In P1 and P2, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations.

## **HOMEWORK**

The school has a clearly defined policy on homework, a copy of which can be obtained from the Headteacher.

Pupils are regularly given homework to support their learning and to encourage them to become more organised and self-supporting in their learning. Homework tasks will be given where a teacher feels a particular child or group of children may benefit from it.

The homework will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

Parents are encouraged to help pupils with their homework as a means of keeping them up to date with the work of the class and the child's progress and to promote partnership between the school and parents. Homework provides an opportunity to consolidate what has been learned in class, and makes you aware of what your child is learning and provides you with a useful discussion starter. Homework is also an integral part of school work, Parental interest and co-operation in ensuring homework is undertaken is appreciated. The school encourages parents to sign each homework task.

## **CARE OF BOOKS / MATERIALS**

To enable us to provide the best possible education for your child, every care should be taken to look after the school's resources, including covering books and jotters and exercising care in the use of all school materials.

Books and learning resources which are lost or destroyed must be paid for, either wholly or in part, depending on the age of the book. Any loss of school or council property should be reported immediately to the school.

Parents are asked to remind their child(ren) that all school equipment and fittings should be used with care. Also, areas within the school such as cloakrooms and toilets should be used appropriately and kept as clean as possible.

Litter bins are provided in the classrooms and playground. These should be used to keep the school and its surroundings tidy.

## **EXTRA CURRICULAR ACTIVITIES**

There is a range of extra curricular activities available for pupils during lunchtime and after school. Parents will be informed about these by the school. In addition to in-school activities, classes also make regular educational visits and field studies. Wherever possible, these visits are linked to pupils' class work.

All activities are supervised by members of staff, and many schools have a study support co-ordinator whose job it is to plan and oversee the extra curricular programme of activities. Where participation involves children travelling or staying late after school, written permission for children taking part is required from parents.

## **FACILITIES FOR PHYSICAL EDUCATION AND OUTDOOR ACTIVITIES**

The gym hall has a variety of apparatus for physical education within the school. As part of the school's physical education programme, pupils may also use the facilities of the local sports complex, swimming pool or athletics stadium.

## **ACTIVE SCHOOLS**

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Team on 01324 501656.

# **School Brochure**

## **Section Three**

### **School Policies**

## **CURRICULAR POLICIES**

Every school has a range of curricular policies in written format. These policies are the subject of regular discussion, consultation and review with school staff and all can be made available for perusal on request. The various policies are summarised below:-

## **DEVELOPMENT OF PUPILS' SPIRITUAL, MORAL, CULTURAL AND SOCIAL VALUES**

The School is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported by:

- Creating a school ethos which in every way possible gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community, and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of all of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

## **MULTICULTURAL AND ANTI-RACIST POLICY**

The Authority has a multicultural and anti-racist policy. All schools have a copy of the policy, are expected to follow the policy and guidelines and fully support the Racist Attacks and Harassment Multi-Agency Strategy. All educational establishments have a responsibility to report racist incidents by completing a Racist Incident Monitoring Form.

## **EQUAL OPPORTUNITIES POLICIES**

Falkirk Council has published an Equality Opportunities Policy and an Equality Scheme, which can be viewed on the council's website. These outline the duties which the Council is required to undertake to tackle discrimination, prevent harassment and ensure our work promotes equality. The Council is committed to eliminating discrimination on the grounds of race, gender, disability, sexual orientation, faith/belief or age.

Education Services has policies and statements to address equalities issues specific to education to enable us to fulfil these duties. All schools have copies of these policies. The Service also supports the Racist Attacks and Harassment Multi-Agency Strategy and all education establishments have a responsibility to report racist incidents.

### **ENGLISH AS AN ADDITIONAL LANGUAGE**

The Authority provides a support service of teachers of English as an additional language. The teachers visit schools to work with those bilingual pupils who require assistance in developing English language skills.

### **GENDER EQUALITY**

Falkirk Council Education Services has a Gender Equality statement that commits the Service to eliminating sexism and gender discrimination and to actively promoting equality of opportunity, regardless of gender.

### **SCHOOL DRESS CODE**

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

The uniform was agreed in consultation with parents, pupils, staff and the Parent Council. It incorporates a range of popular items of dress, e.g. sweatshirts, T-shirts.

Wearing school uniform contributes to a positive school ethos helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

Navy blue sweatshirts with the school motif, white polo shirts with the school motif and school ties can be ordered from the school at the following prices:

Sweatshirts: £7.00                      Polo Shirts      £5.50                      Ties £2.50

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE equipment which are often lost. A protective apron or an old shirt should be worn for art and craft activities.

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science laboratories, technical workshops; this extends to the wearing of suitable footwear and even, on occasion, to the length of pupils' hair and the wearing of jewellery and earrings.

Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

If you have any queries regarding the school's dress code, please contact the Headteacher.

Some families may be eligible for a clothing grant. Application forms may be obtained from the Headteacher. These forms should be completed by the parent or guardian and returned to the District Registrar, Redding Road, Brightons, Falkirk FK2 OHG (Telephone 01324 503990).

## INSURANCE COVER FOR SCHOOL CHILDREN

### 1. **Public Liability**

Falkirk Council have in force a Public Liability policy which operates in respect of claims for injury to any school child or loss of his/her property whilst in the control of the Council or employees. In the event of any claim the Council will have to be deemed negligent in order for compensation to be payable.

### 2. **Pupils' Property**

Each session, unfortunately but inevitably, pupils' property is lost, damaged or stolen in school. The Council would advise that the following should be brought to the attention of parents:-

- (a) Falkirk Council's insurance policy does not provide cover for property left in the care, custody or control of the Council.
- (b) The Council has no insurance to cover loss or theft of articles left in the possession of teachers.
- (c) A standard household policy gives some measure of cover for personal effects of the policy holder and their family.
- (d) It is suggested that parents extend their existing household policy to provide additional cover for personal possessions.

### 3. **Personal Accident Cover - Educational Excursions**

The Council has in force a personal accident cover for school children under which the compensation is payable in the circumstances stated, irrespective of legal liability. The details are as follows:-

Persons Covered: Any school child who is a minor.

When Covered: Whilst attending any activities involving a journey outside the premises of the school organised by or on behalf of the school/Council under the supervision of a responsible adult appointed thereby.

<u>Compensation:</u>	1. Death	£ 3,500
	2. Loss of one or more limb(s) or eye(s)	£20,000
	3. Permanent total disablement (continental scale of benefits)	£20,000

The above information is given in summary form only and is subject to the insurers standard policy, terms and conditions.

Travel

Medical Expenses (outwith UK)	Unlimited
Rescue Services	Unlimited
Cancellation	£10,000
Personal Property	£5,000
Money	£5,000
Personal Liability	£5,000,000

**DISCLAIMER**

Please note that while the information in this brochure is correct at the time of printing, some minor changes may occur by the time it reaches parents.

# **School Brochure**

## **Section Four**

### **Pupil Welfare**

## **ATTENDANCE**

It is a duty of parents, by law, to make sure that their children attend school regularly and punctually.

If your child is late for school on occasion, please send a note of explanation with your child.

Whenever your child is absent from school, you should contact the school as soon as possible (preferably before 9.45am in primary schools and before 10am in secondary schools/additional support needs schools) on the first day of absence to let them know.

If the absence in three days or longer parents are required to notify the school, either by note or telephone, reporting the reason for absence.

When a child has an afternoon absence, having been present in the morning, parents must inform the school immediately for safety purposes.

Please note that family holidays should be taken during the recognised school holidays and not during term time. Other than in exceptional circumstances, which should always be discussed and agreed in advance with the Head Teacher, all family holidays taken during term time will be recorded as 'unauthorised absence' on the part of the pupil(s) concerned. Furthermore, if family holidays are arranged during term time, parents should be aware that the school is not obliged to make special arrangements to help pupils catch up with any missed school work.

Schools are obliged to report persistent pupil absences to Education Services. Attendance panels will then consider the attendance and where there is not improvement after an Attendance Panel Hearing, the matter will then be referred on to the Attendance Committee.

## **PRIMARY SCHOOL ADMISSIONS**

Education Services must set a date each year for the commencement of children's attendance at Primary school. This date is usually the 2<sup>nd</sup> or 3<sup>rd</sup> week in August.

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school (regardless of religion) and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from the Forward Planning Section – tel. 01324 506619/506608 Education Services, or the relevant school.

Any movement between denominational and non-denominational schools at year stages other than Primary 1 will require a Placing Request Form to be completed.

Enrolment dates will be set by each school and the enrolment should be completed in January prior to the start of term in August. The school will place adverts in the local press and nurseries advertising the date(s) for enrolment. Enrolment Forms should be completed on enrolment day at your catchment school. Parents are asked to bring the relevant birth certificate(s) and proof of residency when enrolling their child(ren). Enrolment timetables will also be available through the Falkirk Council website at [www.falkirk.gov.uk](http://www.falkirk.gov.uk).

## **PLACING REQUESTS**

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will only be accepted following the publication of an advert in the local press inviting applications in early December.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request to a particular school.

You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

Primary 1 children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by Education Services.

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. Education Services can also reserve places in a class for future catchment pupils they expect to move into the area in the following school year.

If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to Falkirk Council's Admissions Policy and requests accepted and refused accordingly.

If you wish to make a Placing Request, you should complete the appropriate application form (one for each child involved) and return it to Forward Planning Section, Education Services, McLaren House, Polmont, Falkirk, FK2 0NZ. This Form must be completed by the child's Parent/carer. Placing Requests for primary 1 and secondary commencing in the next school session must be made by the 15<sup>th</sup> of March each year for consideration and response no later than the 30<sup>th</sup> April.

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission.

Any Placing Requests received after the 15<sup>th</sup> March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents / Legal Guardians will be notified of the outcome of their request within 8 weeks of receipt.

As soon as a decision has been made, you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment.

Placing Request Forms are available from Forward Planning Section, Education Services at McLaren House, all schools, Libraries, One-Stop Shops and on the Falkirk Council website.

## **ADDITIONAL SUPPORT FOR LEARNING**

Education Services have both special schools and integrated mainstream provision available for children with additional support needs.

Working with other services and professionals – Social Work Services, Educational Psychology Service, NHS and parents – decisions are made with regards to the best possible education to meet the needs of the child.

## **EDUCATIONAL PSYCHOLOGY SERVICE**

The Educational Psychology Service is part of Education Services. Every school has a link educational psychologist, providing consultation, advice, assessment, intervention, staff development and project work.

**Educational psychologists can be consulted by schools and others about questions or concerns they have about pupils and how best to support them. The school must obtain the agreement of parents and, where appropriate, the pupil before involving the educational psychologist.**

## **PRIMARY TO SECONDARY TRANSFER**

Visits to secondary schools are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

## **MID SESSION TRANSFERS**

You may make a Placing Request at any time during a School session. If your child is experiencing problems at School, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen School. Your Placing Request will only be granted if there are surplus places available at the School.

## **TRANSPORT FOR PLACING REQUESTS**

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school. Further information can be obtained from the Transport planning Unit, Tel: 01324 504966 / 504724.

## **PUPIL CONDUCT**

A partnership between the School and parents is required in order to ensure the best possible standards of pupil conduct. Pupils are expected to set themselves high standards in appearance and behaviour. School rules have been devised to encourage the maximum amount of self-discipline. The rules themselves are relatively simple and few in number to allow for the smooth running of the school. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property. A behavioural agreement is included in the School Enrolment Form that parents complete when enrolling their child(ren).

## **SCHOOL RULES**

- **Do not come to school before 8.30a.m. because there is no one to escort you across the road.**
- **No child is to use the area of the playground between the kitchen and the side fence. This is the area which cars and delivery vans use. Pupils use the bottom gate and the side door.**
- **Walk at all times in the school.**
- **Parents will be notified, and their co-operation asked for, in the event of any incidents (e.g. climbing on lavatory cisterns or pipes) which might lead to costly repairs to the school equipment or property.**
- **No child is to leave the school playground unsupervised for any reason whatsoever. Because of the danger of cars coming over the hill at fairly high speeds this is one rule which could result in serious consequences and parents should stress its importance.**
- **As we want our school to look as pleasant as possible, we must keep all parts of the school tidy and litter free.**
- **Pupils are not allowed to play on the steps at the school entrances.**
- **We try to do our best in everything we do.**

## **TRANSPORT FOR PRIMARY AND SECONDARY SCHOOL CHILDREN (EXCLUDING PLACING REQUESTS)**

Free school transport is provided to and from your home address to your child's catchment school if they are distance entitled. Falkirk Council operate a more generous distance entitlement policy than required by law.

Distance entitled children will be:

- ✓ All children under 8 years of age who live one mile or over from their catchment school.

- ✓ All children over 8 years of age who live two miles or over from their catchment school.

Concessions, details of times of operation, criteria and application forms are available from the Transport Planning Unit within Falkirk Council. Tel: 01324 504724 / 504753.

### **BEHAVIOUR ON SCHOOL TRANSPORT**

Parents should remind their child(ren) that, in the interests of safety, good behaviour is expected from all pupils travelling on school transport.

Children should be reminded by parents that, wherever possible, they should only cross the road where there is a crossing patrol and should exercise care on walking to and from school.

Parents are requested, when dropping off/collecting children from school, that they do not park near the pedestrian exit and they take care not to restrict the view of the school crossing patrol.

### **SCHOOL MEALS**

The Hungry for Success initiative ensures that all food in schools is healthy, and encourages all pupils to make school meals their first choice at every lunch time. Through consultation with pupils and school staff, catering menus now offer a wide variety of choices from traditional meals, meal deals, salad boxes, pasta and deli bars.

At August 2009 the price of school meals ranged from £1.40 for a meal tray option in Primary Schools to £1.90 for a traditional 2 course meal in Secondary School. The prices of meals are reviewed annually.

Dinner money is due in advance on a Monday but will be accepted later in the week. If having a school lunch or a packed lunch the children are not allowed outside the school grounds after finishing their meal.

Menus are sent home at the start of each term.

Snack meals consist of a roll or sandwich (pupils choose the filling), fruit, yoghurt.

Fruit juice or milk is provided with meals and snacks. Fresh water is always available.

Children having a school meal go directly to the dining room from their classes at the start of lunchtime.

All primary one children staying at school for lunch go directly to the dining room.

Children may bring a packed lunch from home.

The EC Milk Subsidy Scheme subsidises the charges for milk provided with pupils' lunches.

No bottles are allowed within the School. Plastic containers and cans are acceptable but must not be taken out to the playground after use.

Some of our primary schools run breakfast clubs between 8.00 am and 9.00 am.

### **FREE SCHOOL MEALS AND GRANTS FOR CLOTHING**

Some families may be eligible for free school meals. Application forms are available from the School or returned to the District Registrar, Redding Road, Brightons, Falkirk FK2 OHG (Telephone 01324 503990). The forms have to be completed by the parent or guardian and returned to the Registrar. An application is required for every school session. Help with filling out the form, and more information on school meals and grants can be obtained from the Registrar's Office or from your local One Stop Shop.

### **HEALTH PROMOTING SCHOOLS**

A Health Promoting School is one in which all member of the school community work together to provide pupils with positive experiences and structures which promote and protect their health.

This includes both formal and informal curriculum, the creation of a safe and healthy school environment, the provision of appropriate health services and the involvement of the family and the wider community in efforts to promote health.

Falkirk Council and partner agencies will continue to develop and support opportunities for children, young people and families to make healthier lifestyle choices.

In our schools and communities we will promote services targeting all areas of health.

### **Healthy eating, physical activities, emotional wellbeing, oral & sexual health**

Falkirk Council is committed to the health and wellbeing of all pupils and has supported all schools to achieve Health Promoting School status.

### **WET WEATHER ARRANGEMENTS**

In wet weather pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour. Children having school lunches may remain in school during wet weather but again, supervision is limited. Children who go home for lunch should, where possible, return as late in the lunchtime as possible.

### **GENERAL SUPERVISION**

Before school begins supervision is very limited, therefore pupils should not arrive at school until as near to nine o'clock as possible.

During intervals school helpers supervise the children. In addition, the Headteacher is on call to cope with any difficulties which may arise. There is always access to the building and the children are made aware of this.

## **UNEXPECTED CLOSURES**

Most school closures will be notified to you in writing, in advance, but there are occasions when the children may be dismissed early without warning, e.g. as a result of power cuts or inclement weather. In the event of an early school closure please ensure that your child knows where to go if you are not usually at home during the day.

For this reason it is important that emergency contacts are kept up-to-date on our records.

## **SCHOOL HEALTH SERVICE**

Forth Valley NHS Board has a statutory obligation to provide a health service for all school-age children in Falkirk District. The aim of the service is to make sure that all children are in the best possible health to benefit from their education and to provide the Education Authority with advice about the spread of infections and the promotion of good health. This service is provided by staff from Forth Valley Primary Care NHS Trust.

Parents will be given the opportunity to meet the named nurse for the school when their child starts in Primary 1. This will involve the parents completing a health questionnaire for the child and requesting an appointment if required. All children in primary 1 and at other selected stages will be seen to have their height, weight and vision checked. High school pupils are also offered immunisation and at the appropriate time will be issued with a form for information and consent. If you have any concerns with your child's health, which may affect their education, then an appointment can be arranged with your named nurse by contacting the department at the telephone number below. School staff with parental permission can request an appointment with the named nurse at any time. Hearing is no longer being tested in school and teachers and parents are encouraged to report any concern about hearing especially in Primary children. The named nurse will also offer health promotion sessions within the school setting at agreed times with the school. If you wish further details about the content of these sessions then this is available by either speaking to the teacher or contacting the named nurse at the telephone number below.

The school doctor (Community Paediatrician) sees children with Additional Support Needs or with any significant ongoing medical or developmental conditions affecting their education. School staff and parents can request a consultation with the school doctor at any time.

The school dentist carries out dental inspections in Primary 1 and 7, and offers full treatment facilities for those children not registered with a general dental practitioner.

With parental consent, the school health team can refer a child to other specialists such as speech and language therapy, chiropody, occupational therapy, physiotherapy etc.

The School Health Service can be contacted at:-

Area Community Child Health Department,  
Stirling Royal Infirmary,  
Livilands,  
Stirling.  
FK8 2AU.  
Tel (01786) 434059  
Fax no. (01786) 434479

### **Infectious Diseases**

Colds, flu and gastroenteritis are the most common infections affecting children of school age. It is important that you keep your child off school in the early stages of flu and while they still have diarrhoea. It is also important that your child understands how to prevent picking up and spreading such infections. You will be able to get further advice about good health from staff in your Health Centre or GP Practice.

For advice about early detection and treatment for other infectious diseases eg chickenpox and mumps, please consult your GP or Nurse.

### **Head Lice**

Head lice are spread through head to head contact at home, while playing or in school.

Regular wet combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective.

One treatment is two applications of the treatment lotion, seven days apart. If this is not followed then re-infection is likely.

Advise family members and close friends that your child has head lice and that they should check their own hair. Only treat if live lice are found. Don't be shy about advising others of this possible problem because you would likely tell family and friends about other infections which might affect them.

Regular wet combing of your child's hair with the head lice detector comb is the best protection as it allows you to detect the condition and then treat it speedily.

Further advice can be obtained from the Health Board head lice leaflet which is available in all schools and health centres. Education Services leaflet "Frequently Asked Questions", which is also available in schools.

If you would like to discuss your particular concerns, you could speak to:

Ms. Sybil Solomon  
Infection Control Lead Nurse  
Primary Care Operating Division  
Room 1  
Microbiology Lab  
Falkirk District Royal Infirmary  
Westburn Avenue  
Falkirk  
FK1 5QE  
Tel: 01324 614687  
E-mail: [sybil.solomon@fvpc.scot.nhs.uk](mailto:sybil.solomon@fvpc.scot.nhs.uk)

### **Clinics**

From time to time some children are asked to attend clinics (eye clinics, dentist, doctor, etc). Please inform the school of these visits and arrange for your child to be collected if he/she must leave school to attend the clinic.

No child will be allowed away from school during school hours unless accompanied by a responsible adult or unless written permission to do so has been given by the parent.

### **Protecting Children and Young People**

Education Services have an important role in identifying children who have been abused or are at risk of being abused.

Falkirk Council has clear procedures for all staff to follow. Headteachers or designated member of staff are instructed to notify Falkirk Council and Social Work Services when a member of staff has a suspicion that a child might have been abused or at risk of abuse.

Social Work Services will make a decision on whether or not an investigation is necessary and will advise accordingly.

### **Medicine administration**

The administration of medicines prescribed by a family doctor is undertaken at the discretion of the Head Teacher but schools are generally happy to co-operate with parents in doing so. In order to safeguard the health and safety of children, procedures are drawn up by Falkirk Council Education Services.

# **School Brochure**

## **Section Five**

### **School Statistics**

## **RAISING ATTAINMENT**

Monitoring performance and using the resulting information to secure improvement is an important part of the work of headteachers, school staff and officers within Education Services.

Details of the school attainment in the areas of reading, writing and mathematics, along with attendance information, can be found in the following pages.

**INFORMATION FOR PARENTS 2009  
PRIMARY SCHOOLS**

<b>School:</b> California Primary School	<b>Id No.:</b> 240 - 5741025
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***Budgeted Running Costs For Financial Year 2009-2010***

<b>School Roll at September 2008</b>	83
<b>Total School Running Costs at April 2009 (£)</b>	375,718
<b>Cost per Pupil (£)</b>	4,527

***Attendance And Absence For School Year 2008/2009***

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	2,646	4,158	4,808	5,650	6,804	4,536	3,024	31,626
<b>Percentage Authorised Absences</b>	2.8	3	2.2	3	2	3	1.8	2.5
<b>Percentage Unauthorised Absences</b>	0.6	0	0.8	0.8	0.7	0.6	0.1	0.6

**INFORMATION FOR PARENTS 2009  
PRIMARY SCHOOLS**

<b>School:</b> California Primary School	<b>Id No.:</b> 240 - 5741025
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***5-14 Attainment***

	<b>Previous level of performance (June 2008) % P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage</b>	<b>Present level of performance (June 2009) % P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage</b>
<b>Reading</b>	100	86
<b>Writing</b>	89	92
<b>Mathematics</b>	89	98

***Minimising Overall Absence***

	<b>Absence recorded (2007/2008) Average number of half days absence per pupil</b>	<b>Absence recorded (2008/2009) Average number of half days absence per pupil</b>
<b>Absence</b>	16.1	11.8