

Carronshore Primary School



School Brochure 2011 - 2012



Falkirk Council
Education Services



A FOREWORD BY THE DIRECTOR OF EDUCATION

Session 2011-12

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. 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 the Education service.

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 service. 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 us questions about 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 introduce this brochure for session 2011/12 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 your child's 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. Enquiries should be directed to the Communications Officer for Education Services (tel: 01324 506602).

Dear Parent/Carer

Welcome to Carronshore 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.

Evelyn Livingstone
Headteacher
Carronshore Primary School

School Brochure

Section One

School Information

CARRONSHORE PRIMARY SCHOOL

Handbook for Parents

These notes are intended to help you understand school policy and procedure. Please read them carefully and keep them for reference.

School Address:	Kincardine Road Carronshore Falkirk FK2 8AE
Telephone Number:	01324 503480
Fax Number:	01324 503487
Headteacher:	Mrs Evelyn S. Livingstone
Depute Headteacher:	Mrs Marlene Hart, MA
Depute Headteacher: Principal Teacher:	Vacancy
Roll of the School:	439 (including Nursery) and Enhanced Provision Facility (EPF)
Stages of School:	Nursery P1 – P7

ORGANISATION OF SCHOOL DAY

The school day is as follows:

9.00 a.m.	-	10.30 a.m.
10.30 a.m.	-	10.45 a.m. – Morning Interval
10.45 a.m.	-	12.15 p.m.
12.15 p.m.	-	1.00 p.m. – Lunch Break
1.15 p.m.	-	3.00 p.m. – Dismiss

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.

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.

PARENT TEACHER ASSOCIATION

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

Office Bearers:	Chairperson	-	Mr K Bye
	Secretary	-	Mrs S Wilson
	Treasurer	-	Mrs F Strathie
	Advisor	-	Mrs E Livingstone (Headteacher)
Teacher Members:	Vacancy		
	Mrs E Sheerin		

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 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 e-mail 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).

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 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.

TRANSFER

At the end of Primary 7, Carronshore pupils normally transfer to:

Larbert High School (Headteacher – Jon Reid)
Carrongrange
Stenhousemuir
Larbert FK5 3BQ Tel. 01324 554233

STATEMENT OF SCHOOL AIMS

At Carronshore Primary School & Nursery we value ourselves and value others

We value

- Integrity
- Compassion
- Justice
- Wisdom
- Respect

As outlined by Learning to Achieve and the Scottish Parliament

In Carronshore Primary School and Nursery we strive to offer education of the highest quality.

We plan to

- Provide a safe, health promoting school and nursery for all pupils, staff and visitors.
- Offer a broad and balanced Curriculum for Excellence.
- Celebrate achievement within Falkirk Council's Learning to Achieve Strategy.
- Enable all individuals to reach their potential.
- Foster genuine partnerships.
- Promote equality and social justice.

Aims

Nursery: to provide pre-school education for 40/40 children for 3-5 years of age between the hours of 9.00am and 11.30am & 12.30pm and 3.00pm.

Ethos

We aim to create a positive ethos in our school and nursery where:

- Pupils and staff work in a pleasant and stimulating environment, feel secure and each is a respected and valued member of the school in his or own right.
- All staff, teaching and non-teaching, pupils and parents feel part of the learning team.
- Children are encouraged and motivated to work to the best of their ability and are supported in their development so that they feel a sense of achievement.
- An open door policy exists for parents/carers.
- We create a warm, welcoming environment for all visitors, parents and carers.

Effective Learning and Teaching

We aim to provide effective learning and teaching by

- Ensuring there is effective planning and evaluating, taking into account, A Curriculum for Excellence and Learning to Achieve.
- Delivering education of the highest quality for all pupils, with equality of opportunity and equal access to the curriculum for each pupil, which ensures breadth, balance, coherence, progression, continuity, relevance, challenge and enjoyment.
- Effective assessment in monitoring and evaluating progress.
- Ensuring children receive a variety of teaching methods and approaches by setting achievable targets through effective assessment in monitoring and evaluating progress.
- Making best use of resources.

Personal and Social Development

Support children's personal and social development

- Ensuring each child is a valued member of the school and nursery community.
- Fostering self esteem and recognising personal effort and success.
- Providing opportunities for developing social skills.
- Promoting positive attitudes, self discipline and independence where pupils can account for their actions.
- Encouraging empathy.
- Encouraging cooperation and respect in a climate of mutual trust.
- Building self esteem.
- Fostering positive values and a sense of community.

Parents and partnership

- Involving parents and others in the life of the school and nursery.
- Involve parents, through good communication, in their children's learning.
- Listening and valuing the views of parents.
- Encouraging parents to take an active role in their children's learning.
- Working with parents, positively and cooperatively, in discipline matters.
- Supporting parental organisations.
- Creating opportunities for involvement.
- Respecting and listening to views.

The community and environment

- Taking pride in their community and respecting the people who live in it.
- Having respect for their property and the property of others.
- Fostering respect for the school and its grounds.
- Fostering environmental awareness.
- Ensuring they learn about their local area, Scotland and their place in it.

Respond to educational change by

- Using a consultative school improvement planning process.
- Involving staff, pupils and parents in formulating policies and practices.
- Ensuring school and nursery policies are clear and consistently applied through monitoring, evaluation and planning.
- Encouraging creative and enterprising ideas.
- Ensuring all members of the school and nursery community take part in the decision making process of school and nursery life.
- Providing staff development for all.
- Building a strong staff team providing a strong, supportive leadership and encouraging creative and enterprising ideas.

FALKIRK COUNCIL : EDUCATION SERVICES
Agreed Term Dates for Session 2011-2012

School Year	<u>Term Dates</u>	<u>Days</u>	
		<u>Staff</u>	<u>Pupils</u>
Autumn Term Begins (Staff Only - Dev Day)	Monday 22 August 2011	1	-
Autumn Term Begins (Pupils)	Tuesday 23 August 2011		
Autumn Term Ends	Friday 14 October 2011	39	40
Winter Term Begins	Monday 24 October 2011		
Winter Term Ends	Thursday 22 December 2011	44	44
Spring Term Begins	Monday 9 January 2012		
Spring Term Ends	Friday 30 March 2012	60	60
Summer Term Begins	Monday 16 April 2012		
Summer Term Ends	Friday 29 June 2012	<u>55</u>	<u>55</u>
		199	199
Less Term Time Public Holidays		4	4
Less Staff Development Days			<u>5</u>
		<u>195</u>	<u>190</u>

Term Time Public Holidays

Monday 12 September 2011
Friday 17 February 2012
Monday 20 February 2012
Monday 7 May 2012

Staff Development Days

Monday 22 August 2011
November 2011 Staff Development Days – to be confirmed
February 2012 Staff Development Days – to be confirmed

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Section Two

School Curriculum

CURRICULUM FOR EXCELLENCE

BRINGING LEARNING TO LIFE AND LIFE TO LEARNING

Curriculum for Excellence has now been 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 **emerging 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 each transition 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 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. **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.

Current Arrangements

Schools will continue to deliver the curriculum through broad curricular areas:

- Language (including a Modern Language)
- Mathematics
- Environmental Studies
- Expressive Arts
- Religious and Moral Education
- Information Communication Technology
- Personal and Social Development and Health Education

Language Arts

Talking, listening, writing, speaking and knowledge about language are very important throughout the whole of a child's learning.

Through literature, drama and poetry children develop the skills of self-expression and also a life-long enjoyment of the written and spoken word.

The main schemes used in school are Longmans Book Project and Nelson English. Group novels are used to enrich and extend many of the language skills. Other language books are used in conjunction with these to develop and expand reading, reference and writing skills.

Nelson Spelling and Writing are also used from P1 – P7.

We aim to give our children a "Language for Life."

Primary 6 and Primary 7 pupils have the opportunity to learn French.

The nursery and infant stages have experience of French.

Mathematics

There is progression in the main skills and concepts throughout the school. The mathematics scheme consists of Number and Measure, Shape Position and Movement, Information Handling and Problem Solving. The children use their practical knowledge in other curricular areas. We aim to make the children proficient in mental and written calculation. Computers and calculators are used to consolidate and expand their mathematical experiences.

Heinemann Maths and TJ Maths the core schemes used but other books and materials are used to extend the children's experience.

Environmental Studies

In Environmental Studies the children have the opportunity to gain in knowledge and understanding of our world. They do this by actively learning about the physical, social, historical, geographical, scientific and religious aspects of our own and other environments and cultures.

In the lower school the child and his/her immediate environment are studied as topics. This widens out progressively so that by P7 the children are studying topics concerning the wider world.

In Environmental Studies the children also acquire skills in the following:

- evaluating, communicating and interpreting information;
- investigating, recording, problem solving and researching;
- applying mathematical knowledge in a practical way and using diagrams and maps.

Throughout Environmental Studies the children should develop positive attitudes to themselves, to our own and other cultures and show a healthy respect for our environment.

Expressive Arts

Music, PE (gymnastics, dance, games and sport) and Drama all help to develop the children aesthetically and physically. They are able to appreciate and express feelings, emotions and ideas in these areas.

Themes studied in Environmental Studies are closely linked with Expressive Arts.

Religious Education

Our school is non-denominational. Religious and Moral Education are very important to the child's social, moral and personal development.

Religious and Moral Education is often integrated into other subject areas of the curriculum.

By studying multicultural, human rights and equal opportunities issues, the children develop an appreciation of and respect for other cultures.

Our school chaplain is the Rev Andrew Moore. Mr Moore visits our school regularly and attends our weekly whole school assemblies.

Parents who wish to exercise their right to withdraw their child from religious instruction and / or observance should contact the headteacher, in writing, and alternative arrangements will be made for your child.

Every school is encouraged to offer as wide a range of sporting and cultural activities as possible. In this context, the Authority provides a degree of 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. Quite separately, the Council also undertakes to organise and administer certain events and many schools take part in these.

Please contact the headteacher if you would like any further 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.

As pupils progress through school, teachers use a range of assessment strategies, including Assessment for Learning strategies as well as setting tests. Pupils are also involved in assessing their own progress and developing their next steps.

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 contact the school 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 and they 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.

Results of ongoing assessment and formal tests will be reported to you orally or at a planned face to face meeting.

Formal testing will be done as follows:

September	Primary 1	Infant Screening
Jan/Feb	Primary 2	MIST Screening Test to assess strengths and development needs in reading
October	Primary 3	Quest
September		
May	Primary 2 and 5	Standardised Testing
September	Primary 4 – 7	Standardised Spelling Test

PLANNING CHILDREN'S AND YOUNG PEOPLE'S LEARNING

Teachers in nursery, primary and secondary schools increasingly share 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 block of learning. At the end of the block progress against these aims is assessed by the teacher and pupil, and, new targets are set for the following block of learning.

In secondary schools, pupils review progress against targets and negotiate new ones with their pastoral teacher.

In order to encourage pupils to take responsibility for their learning, a growing 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.

ACTIVE LEARNING

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, 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. As children progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

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.

There are various important reasons for giving our pupils homework.

Aims

1. We will foster positive and informed home/school links
2. Pupils will develop responsibility for own learning
3. Pupils will gain in improvement of skills, knowledge and attitude
4. Pupils will develop research and recording skills

Homework is a three-way process with pupils, teacher and parents working together for the benefit of our children.

This means that each party has to take on certain responsibilities.

Responsibilities

Pupil Ensure homework is taken home and then returned to school.
Find an appropriate place to do homework.
Spend an appropriate time completing work.
Take care over presentation and standard of work.
As they get older, to become more independent and rely less on parental help and if a task is verbal, it is the child's responsibility to tell parents what the task is.

- Parent** Discuss homework and sign after completion.
Help child towards understanding but not to do homework themselves.
Be positive and encouraging.
Have realistic expectations.
Give child “quality” time. Set aside time, place and suitable materials for homework to be done.
Try not to confuse child with other methods, e.g. subtraction, long division, letter formation.
- Teacher** To make homework appropriate, interesting and related to curriculum.
To set tasks which are within the capabilities of each child, i.e. differentiated homework.
Whenever possible, ensure children will have access to any necessary materials.
To consult with other teachers to ensure that pupils are not given too much e.g. learning support.
Homework is marked with encouraging comments when possible.
Homework is marked on the day it is handed in.
Consultation at some stage to ensure equality of quantity and areas covered.

Communication

It is important that our pupils recognise that we value their work. This can be done by both parents and teachers.

1. Giving praise both written and oral for good work.
2. Parents and teachers to write encouraging remarks and relevant comments on reading marker, reading record, jotter or self-assessment diary.

Timing and Duration

The amount of homework set depends on the age, aptitude and concentration span of our pupils. Pupils should not take too long to complete it – they have already done a day’s work!
If there are any concerns with the amount of time spent on homework, we would encourage our parents to inform us about it and discuss solutions.

Homework is **usually** given daily, Monday – Thursday for our pupils in the lower school. In the upper school, homework can be given daily but tasks requiring more time to complete may be set over a longer period of time, e.g. a few days or a week. Occasionally pupils will be set blocks of work covering several weeks. The timing and type of homework set is dependent on the curriculum priorities at the time. Sometimes, however, there will be nights when no homework is set.

Homework should not be intrusive into a child’s free time – play, sport and recreational activities are vital for the development of the whole child.

HOMEBOOK AND HOMEWORK JOTTERS

The school has clearly defined policy on homework, a copy of which is available from the Headteacher.

In summary, 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 and can arise from all curricular areas. It may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

One of the main aims of the homework policy is to promote partnership with 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 and therefore, your interest and co-operation on ensuring homework is undertaken is appreciated and the school encourages you to sign the homework task to indicate that you have seen it.

Each pupil is provided with a Home Book from Primary 1 – 3. This book is used as a means of teacher/parent/pupil communication. Initially, in Primary 1, the necessary reading requirements for each pupil will be recorded in it, along with any reminders for gym shoes, lost property etc. As the pupil moves through the school, dates of school outings, minor discipline concerns etc. can be recorded and communicated to the parents via the Home Book. Likewise, parents can record their general concerns to the teacher. It is hoped that the Home Book would be an early alert to a parent of a pupil falling short of class discipline and that a quick and effective parental response to school might eliminate further escalation of the problem. Primary 4 – 7 will use their homework jotters.

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 and facilities. Parents are asked to remind their child(ren) that all school equipment and fittings should be used with care.

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.

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.

Activities vary from year to year depending on staff expertise, available time and pupil demand. These are supported by our Active Schools Co-ordinator, Lisa Male.

Our choir is formed in October to fulfil several engagements over the Christmas period.

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.

During the school day the school hall and external playing areas enable a variety of sports to be part of the curriculum. On occasions the local Stenhousemuir Sports Centre and Larbert High School facilities are also used for netball and soccer. In the evening the hall is utilised by the Boys Brigade.

Grangemouth and Falkirk Rugby Clubs and Stenhousemuir Cricket Club have given coaching sessions to the school during the summer term.

Safety in the Gym

Many accidents can happen in the gym and we like to take as many precautions as possible to ensure the safety of our pupils.

On PE days, I would ask parents to ensure the following:

- Your child brings shorts, T-shirt and gym shoes or trainers which have not been worn outside – we would only allow the wearing of long trousers for religious reasons.
- All earrings, nose rings are removed before the lesson – if this is not possible, then these should be covered with tape. All other types of jewellery must also be removed.
- Anyone with long hair should have it neatly tied back
- It is important that all children listen well and behave well in all PE activities. Safety is paramount.

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 or visit our website www.activeschoolsfalkirk.co.uk.

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 through the following arrangements 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.

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.

For more information on clothing grants you can contact the Council's Advice & Information helpline on 01324 590599 or visit the Falkirk Council website, www.falkirk.gov.uk where you can download an application form. Application forms are also available from Falkirk Council One Stop Shops.

LOST PROPERTY WITHIN SCHOOL

All items belonging to a pupil should be clearly labelled with name, class and school to help avoid loss of property.

There is a lost property clothes rail near to the front entrance.

INSURANCE COVER FOR SCHOOL CHILDREN

Public liability

Personal Injury

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

Pupil's Property

Each session, unfortunately but inevitably, pupil's property is lost, damaged or stolen from school.

Parents are to be discouraged from allowing their children to carry expensive items of personal belongings to the school but are reminded that a standard household policy can be extended to provide a degree of cover for personal items taken away from the home.

Any claim made for loss or damage to the property left in the care of the school will have to be submitted, in the first instance to Education Services, and the claim will only be settled if it is shown that the Council can be held legally liable for the loss.

Personal Accident Cover – Educational Excursions

The Council has in force personal accident cover for the school children under which the compensation is payable in the circumstances stated, irrespective of legal liability.

Policy Cover: 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	£20,000
	2. Permanent Total/Partial 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.

School Brochure

Section Four

Pupil Welfare

ATTENDANCE AT SCHOOL

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 9.30am 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 is 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 2nd or 3rd 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.

ADMISSION TO NURSERY

Nursery education is available to children of 3 years and over.

The Nursery class is attached to Carronshore Primary School. It is a custom built building and offers 40 morning places and 40 afternoon places. Parents of prospective Nursery pupils should contact the school once the enrolment date has been advertised in the local press. They should then come along to school to complete the necessary enrolment details which are used to allocate Nursery places.

Nursery morning: 9.00 a.m. – 11.30 a.m.
Nursery afternoon: 12.30 p.m. – 3.00 p.m.

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, Sealock House, 2 Inchyra Road, Grangemouth, FK3 9XB.

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 15th of March each year for consideration and response no later than the 30th 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 15th March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents / Carers 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 Sealock House, all schools, Libraries, One-Stop Shops and on the Falkirk Council website.

ADDITIONAL SUPPORT NEEDS

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on the Falkirk Council website, and the school's Additional Support for Learning Co-ordinator will be able to outline the support that can be offered in school.

Working with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and parents – decisions are made with regards to the best possible education to meet the needs of the child within the resources available.

Parents, carers and children with additional support needs can also seek independent advice and support through:

- Enquire: www.enquire.org.uk Telephone number: 0845 123 2303
- Scottish Independent Advocacy Alliance: www.siaa.org.uk Telephone number: 0131 260 5380
- Take Note National Advocacy Service for Additional Support Needs (Barnardos in association with the Scottish Child Law Centre) www.sclc.org.uk Telephone number : 0131 667 6633

EDUCATIONAL PSYCHOLOGY SERVICE

The Educational Psychology Service is part of Education Services. Every school has a link Educational Psychologist providing consultation, 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.

LEARNING SUPPORT AND PUPILS WITH ADDITIONAL SUPPORT NEEDS

It has to be said at any given point in time children have problems with some aspects of their work. It may be a temporary lack of understanding of, for example 'time' or 'fractions'. It may be a physical difficulty with handwriting. Sometimes more able pupils need extra help to extend and expand their knowledge and skills. Every child has different needs and requires the support of the class teacher to overcome the problem and handle it sensitively. A class teacher's role here is significant. Planning and classroom organisation has to take account of differing needs and every effort will be made to meet individual needs in terms of appropriately pitched work and appropriately paced tasks. Children will be given an opportunity to work in groups of pupils working at the same rate and on the same subject matter, yet constantly changing work groups to suit their personal circumstances. Group sizes will vary according to task and group members will vary according to levels of expertise.

Our Learning Support teacher, Mrs M Duff, attends for 3 days per week and her remit is to support staff and pupils in all areas of the curriculum whenever a need arises or is recognised. No longer are pupils withdrawn from class. The Learning Support teacher works alongside the class teacher to plan for all the pupils' needs and to assist with all the children.

At times there are pupils whose learning needs are very specific. In this instance, specialist assistance may be required. If a learning problem has been identified and normal classroom preparation and planning fail to change the area of concern then initially advice and support is sought from the Learning Support teacher who accesses particular materials or resources to support the child. If difficulties continue, parental assistance is requested to further a referral to the Educational Psychologist who is likely to meet with the child and discreetly test the individual to recognise the specific problem arising. Every effort is made to support the child emotionally and socially to cope with the specific learning difficulty and to integrate the child with his/her learning programme into the daily class routine.

You will be informed by letter at the beginning of each term if your child is going to be included in Mrs Duff's teaching timetable.

ENHANCED PROVISION FACILITY

Within Carronshore Primary, we have an Enhanced Provision Facility (EPU) which offers support to identified children in a mainstream setting.

It is staffed by teachers and Support for Learning Assistants (SLAs).

In addition to small group or individual tuition in the EP Base, children have SLA support in their mainstream class with their peer group.

All the children in the facility have a significant Language and Communication Disorder and receive group and/or individual therapy from one of our two Speech and Language Therapists (SLTs) who attend for a total of five half-day sessions weekly.

The children are the shared responsibility of the class teacher and the EP teacher who meet in regular consultation sessions to plan appropriate programmes of work. EPT and SLT plan together for Speech and Language groups dependent on need.

Annual Review meetings with parents for each child are held when progress is monitored and further input planned. Each child has an Individual Educational Programme drawn up which identifies strengths and development needs. We aim to offer a team approach to meet the different needs of our children.

At all times we encourage open communication with parents through the use of a “home book” or by telephone. We also want to increase support to parents by extending our Parents’ Social Evenings. We are hoping to have at least one per term. These evenings are informal and a chance to share common experiences.

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).

DISCIPLINE AND PERSONAL AND SOCIAL DEVELOPMENT

Our school is a small community. Certain qualities are essential if the school is to function smoothly, efficiently and happily. These qualities are politeness, tolerance, good manners and respect for others and they are positively encouraged at all times.

Class teachers deal with any minor discipline problems. More serious problems and persistent offenders are referred to the Headteacher. At this stage the parents may be called in. It may also be necessary in certain cases to refer a child to the Psychological Services.

All staff follow the school's Anti-Bullying Policy.

We ask for your co-operation and support in continuing to maintain a caring atmosphere in the school and also your continuing help in sustaining our code of discipline and behaviour.

As a school we are a community of different ages, abilities and backgrounds. In order for us to work and learn together we need to have respect for one another. We also have to have an agreed code of conduct, written as our Discipline Policy.

Positive attitudes must be to the fore in all discipline procedures, showing the school ethos of a relaxed but purposeful atmosphere in which pupils and staff feel confident and secure and able to function to the best of their ability. A negative set of rules must never dominate discipline matters.

Parents play an important partnership role within the school. Good communication links between home and school are vital to the well being of all.

Self-discipline is our ultimate goal if we are to be effective members of our school community.

AIMS

- To have an agreed practical code of conduct that creates conditions for an orderly and effective school community
- To increase the sense of community spirit within our school by being aware of our responsibilities towards one another
- To increase effective independent learning and thus contribute to a purposeful school ethos
- To develop a sense of self-discipline in all members of our school community.

DHT / HT INVOLVEMENT

Classroom and area related incidents should, in the main, be handled by the class teacher. Where there is an escalation of a discipline matter, the class teacher should send the individual child to the appropriate promoted person with an explanatory note.

Disciplinary matters for promoted staff attention:

- More severe external problems e.g. severe playground incident, leaving school without permission
- Swearing
- Persistent bullying
- Stealing
- Injury related to behaviour problem
- Repeated lack of application to work
- Vandalism
- Repeated general disobedience
- Repeated late-comers

From promoted staff involvement in a discipline matter, there will be communication and discussion following the management structure of recording in the Discipline Book and the daily Assistant Headteacher/Depute Headteacher/Headteacher communication links in school. It is likely that a decision would be made to increase parental involvement and a letter would be sent inviting the parents to visit the school to discuss the discipline matter at greater length.

In extreme discipline problems, there may be no option left for the Headteacher but to exclude the pupil from school. Such a situation would normally only occur when all previously mentioned solutions had been tried but the pupil was still unwilling to work and learn in an acceptable manner within the school community.

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

Primary and Secondary Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for School Lunches. Special diets and allergies are usually accommodated subject to consultation with parent/guardian and the regional dietician. Primary School menus provide 3 daily choices with High Schools providing a range of plated meals, pasta, meals deals and salad boxes.

Meal prices are reviewed annually. The price at August 2010 for a Primary Lunch is £1.55 and £2.05 for High Schools.

Payment is collected for school dinners on a daily basis. The children have the choice of a cooked meal or a pick and mix. Breakfast is served from 8.15am until 8.45am on a daily basis.

Within school we have a cash cafeteria system which provides pupils with a variety of choices for lunch. Menus and prices can be obtained from the school office.

Pupils who bring packed lunches are accommodated in the hall and are supervised by the janitor. We prefer that glass bottles and cans are not brought into school.

FREE SCHOOL MEALS / CLOTHING

Some families may be eligible for free school meals. Application forms are available from the School, Falkirk Council One Stop Shops, or can be downloaded from the Falkirk Council website. The forms have to be completed by the parent or carer along with supporting documentation as detailed on the application form. 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 Council's Advice & Information helpline on 01324 590599.

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 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:

Infection Control Lead Nurse
Primary Care Operating Division
Room 1
Microbiology Lab
Falkirk District Royal Infirmary
Westburn Avenue
Falkirk
FK1 5QE
Tel: 01324 614687

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.

FIRST AID

The qualified first aider in school is Mr Iain Aitchison and in the Nursery, it is Mrs Sheena Wilson.

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.

Whenever you wish us to give your child medication, which is prescribed by a doctor or dentist, you should fill in request form MED1 and bring the medication to the school. Prescribed medication should be clearly marked with your child's name, the date prescribed, how often it has to be taken and for how long.

Falkirk Council liability insurance does not provide indemnity to employees for administering non-prescribed medicines.

For medical appointments during school hours, please notify us by letter and collect your child from school.

School staff are under no duty to administer medication to pupils. However, in Carronshore we do have several staff members who are willing to do so.

I would ask that when medication is prescribed to be taken three times a day, a parent will give the medicine:

- before coming to school
- when getting back from school

- the third dose later on in the evening before going to bed.

Sometimes prescribed medication has to be given more often or at specific times of the day. In this instance, I would ask parents to personally bring the medication to school (with pupil's name and dosage instructions clearly labelled). They will be asked to complete a MED 1 form – only then will staff administer medication.

PEANUTS

We have several children in school who suffer from peanut allergies, some more severe than others. We have therefore banned peanuts from school.

ASTHMA

Most of our pupils with asthma are very responsible and are able to take their own medication when needed. Our asthmatic pupils should have easy access to their inhalers at all times in school.

Sometimes, especially with younger children, help is required and I would like parents to inform us of these instances and give us written permission to administer the medication. I would be grateful if all parents of asthmatic pupils could fill in an 'Asthma Form' and return it to school.

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 2010
PRIMARY SCHOOLS**

School: Carronshore Primary School	Id No.: 240 - 5741327
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Budgeted Running Costs For Financial Year 2010-2011

School Roll at September 2008	341
Total School Running Costs at April 2009 (£)	1,352,410
Cost per Pupil (£)	3,966

Attendance And Absence For School Year 2009/2010

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	17,018	15,960	14,448	21,224	21,154	17,790	21,077	128,671
Percentage Authorised Absences	3.4	2.9	2.9	2.9	2.8	4.0	2.4	3.0
Percentage Unauthorised Absences	0.4	0.8	0.9	0.6	0.5	0.7	0.8	0.7

**INFORMATION FOR PARENTS 2010
PRIMARY SCHOOLS**

School: Carronshore Primary School	Id No.: 240 - 5741327
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5-14 Attainment

	Previous level of performance (June 2009) % P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage	Present level of performance (June 2010) % P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage
Reading	90	88
Writing	91	87
Mathematics	90	90

Minimising Overall Absence

	Absence recorded (2008/2009) Average number of half days absence per pupil	Absence recorded (2009/2010) Average number of half days absence per pupil
Absence	15.9	14.1