

# **Dunipace 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 the Dunipace Primary School Brochure.

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 PTA/PA and 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.

Robina McAnish  
Headteacher  
Dunipace Primary School.

# **School Brochure**

## **Section One**

### **School Information**

## **BACKGROUND TO OUR SCHOOL**

There has been a school in Dunipace since way back in 1696. The current school which was opened in November 1993 was built to a semi-open plan design. It is a pleasant red brick building standing on the brow of a hill surrounded by beautifully landscaped grounds. In recognition of the importance the community place on tradition the old school bell of 1875 was moved to the purpose built belfry in the new school. The primary seven children ring the bell on their last day at school.

There are two groups of classrooms, seven in all, each with its own communal area and up to 220 pupils can be accommodated in the school. In September 2001 a nursery class extension was opened to provide pre-school education for 60 children, 30 morning and afternoon places are available. The architectural design is firmly in keeping with the original school building.

The school is situated in the village of Dunipace within easy reach of Stirling, Falkirk and Grangemouth. It can be easily accessed by the M9 motorway system. The village is centrally placed for employment within the Central Scotland area.

## **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.

<b>SCHOOL ADDRESS:</b>	Dunipace Primary School Thistle Avenue Dunipace Denny FK6 6LS
<b>TELEPHONE NUMBER:</b>	(01324) 508820
<b>HEADTEACHER:</b>	Miss Robina McAnish
<b>ROLL OF SCHOOL:</b>	180
<b>NUMBER OF STAFF:</b>	1 Depute Headteacher 1 Principal Teacher 6 full-time Teachers 2 part time Teachers (one 0.2FTE, one 0.5 FTE) 1 part-time Teacher one day weekly 1 Nursery Teacher (0.4 FTE) 1 Learning Support Teacher 0.3 FTE Visiting Specialists in Art and Design and P.E

There is also a violin instructor  
1 full-time Senior Early Years Officer  
2 full-time Early Years Officers  
Support for Learning Assistants  
1 part time Clerical Assistant  
1 full-time Janitor

**SCHOOL CHAPLAIN:** Rev. Jean Gallacher  
The Manse  
Dunipace  
Telephone Number (01324) 824540

**STAGES OF SCHOOL:** P1 to P7  
Nursery Class: 30 children a.m.  
30 children p.m.

Dunipace Primary is a non-denominational school.

<b>SCHOOL YEAR:</b>	Autumn Term	August – mid October
	Winter Term	October – December
	Spring Term	January – April
	Summer Term	April – June

<b>THE SCHOOL DAY:</b>	Morning Session	9.00 a.m. – 12.15 p.m.
	Lunch Time	12.15 p.m. – 1.15 p.m.
	Afternoon Session	1.15 p.m. - 3.15 p.m.

<b>INFANTS P1 AND P2</b>	Afternoon Session	1.15 p.m. – 2.45 p.m.
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<b>NURSERY :</b>	Morning Session	9.00 a.m. – 11.30 a.m.
	Afternoon Session	12.45 p.m. – 3.15 p.m.

### **ARRANGEMENTS FOR PROSPECTIVE PARENTS TO VISIT THE SCHOOL**

Any parent considering enrolling a child at Dunipace Primary should contact the school for an appointment to meet the headteacher, view the school and be informed of the educational opportunities available.

Parents who have been offered places at Dunipace Primary will be invited to an induction meeting at 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 (PTA) / PARENTS ASSOCIATION (PA)**

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

The Chairperson of the PA is Mrs Elaine Caldwell.

The PA may be contacted by leaving a message at the school office and a member will contact you as on as possible.

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 bag 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.

**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.

## **SECONDARY SCHOOL TRANSFER**

At the end of P.7 pupils usually transfer to :

Denny High School  
Mydub Road  
Denny  
FALKIRK  
Tel: 01324 827440

### **School Crossing Patrol: Stirling Street / Barnego Road**

As you may be aware, owing to staff shortages, the above patrol has been vacant for over two years. I have received communication from Jean McNeil, School Crossing Patrol Supervisor that a reserve school crossing patrol has recently been recruited for the Denny / Dunipace area and has been allocated to the patrol point on Stirling Street / Barnego Road on a temporary basis.

The patrol point will operate morning and afternoon only and the times are as follows:-  
08:25 – 09:10  
No Lunchtime  
14:45 – 15:40.

Jean McNeill advises that the patrol point will, in accordance with the policy of Falkirk Council as to the requirements for providing a patrol, be monitored to establish whether or not it continues to meet the criteria to justify the provision of a patrol.

There are no other reserve patrols for the Denny / Dunipace area. Should the temporary patrol become unavailable for any reason there are no guarantees that the patrol will be covered. The procedure for covering absence of a patrol where there is no local reserve patrol is that a reserve patrol from another area, mobile patrol or police / traffic warden will cover the absence for a maximum of two days in order that schools can advise parents / carers that the responsibility for the safety of children crossing at that location will revert to them until the patrol allocated to the patrol point is available to work or a suitable person can be recruited to cover the absence.

It is good news that finally the Crossing Patrol Service has been able to recruit someone to cover our patrol point. Hopefully children and families will make good use of the crossing patrol service to ensure provision of a patrol for the future.

**To facilitate a smooth transition parents should reinforce road safety procedures with their children.**

# DUNIPACE PRIMARY SCHOOL AND NURSERY CLASS

## OUR VISION STATEMENT: EDUCATION IS OUR FUTURE

*In Dunipace Primary School and Nursery Class we have a strong sense of purpose, shaped by national, local authority, community and school priorities.*

We believe that education empowers the individual and benefits our entire community and seek to:

- develop in our pupils respect for self and for others, positive self-awareness and self-esteem, the ability to cooperate and the motivation to succeed
- ensure our pupils are equipped with the skills and attitudes to develop healthy lifestyles and work as responsible citizens

We have a vision of high quality, lifelong learning which is accessible to all and seek to:

- ensure our pupils have the skills, knowledge and attitudes which allow them to be healthy, creative and ambitious in life and contribute positively to society.
- promote a holistic approach for each of our learners which takes account of their individual needs and prior learning experiences and allows them to realise their full potential
- support and develop the skills of all staff by offering opportunities for continuous professional development

We will put the learner at the heart of everything we do, raise expectations and work together with mutual trust and respect and seek to:

- ensure that learning and teaching reflect the Falkirk Council framework for *Better Behaviour, Better Learning*
- ensure that school policies and practice are regularly reviewed and development areas are included in the school's Improvement Plan
- ensure that procedures are in place to track the achievement of pupils and identify their next steps and future potential
- allow staff to share good practice and further develop a cooperative approach to learning and teaching
- work in partnership with families, other professionals and specialists to enhance provision and meet the needs of all pupils

## **In Dunipace Primary School and Nursery Class we aim to:**

### **1. Create a positive ethos by:**

- providing a secure, stimulating and purposeful environment within which effective teaching can take place
- valuing the contributions of staff, pupils and parents
- creating a welcoming atmosphere for visitors
- providing opportunities for everyone in the school to achieve their full potential
- promoting a sense of care and respect for oneself, for others and for the school

### **2. Provide an appropriate curriculum for all pupils by:**

- ensuring challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence, relevance
- effective forward planning and evaluation which reflects children's views and ideas
- using appropriate teaching and learning methodologies
- ensuring differentiation of tasks which match the needs, aptitudes and prior knowledge of the pupils
- providing effective resources
- planning for and undertaking assessment FOR learning (informing next steps in learning)  
AS learning (self/ peer assessment, PLPs)  
OF learning (pupil reports)

### **3. Maintain and extend positive partnerships with parents, the local community and other agencies by:**

- informing parents about their children's progress through PLPs and Pupil Reports
- being actively involved in local events and activities
- establishing effective communication amongst all groups within the school community
- listening to and valuing the views of parents
- promoting co- operative working with other agencies which benefit the whole school community
- being an integral participant in the Denny Locality to ensure suitable support is available to young people and families

### **4. Promote personal and social development of our pupils by:**

- providing opportunities which enhance children's self-esteem and self-awareness
- developing tolerance and respect for others
- equipping pupils with the basic skills, attitudes and expectations required in an ever changing society
- promoting equality and inclusion through which all pupils can achieve their full potential
- teaching them the duties and responsibilities of citizenship in a democratic society
- providing effective learning opportunities for children to gain understanding of 'good health' and to make healthy options in their lives

## **5. Respond to the challenges of educational change by:**

- develop enterprising initiatives which provide opportunities for all pupils to achieve
- raising attainment promoting achievement in its widest sense
- participating in the Staff Review and Development Process which ensures staff are given opportunities and support to develop personally and professionally
- using improvement planning effectively to carry forward school, local authority and national priorities
- harnessing the potential of ICT
- managing the transition of Curriculum for Excellence through discussion and consultation with staff, parents and pupils

## **The values underpinning our work in Dunipace Primary School and Nursery Class are:**

- the right to be part of a safe, caring and stimulating environment in which each individual feels welcome, valued and included
- the importance of the self-esteem, self-reliance and self-motivation of the individuals involved in the school community
- a sense of individual responsibility to contribute positively, develop a strong work ethic and live healthily
- the need to have respect for self and others as we work together as a learning community
- the pursuit of excellence, through the promotion of creativity, enterprising thinking and perseverance
- the need for positive and cooperative partnerships amongst pupils, staff, parents and the wider community
- the importance of equal opportunities and an inclusive approach to allow each individual to achieve their full potential
- the need to provide a wide range of experiences and training opportunities for all to develop essential skills, knowledge and attitudes required in our ever changing world
- a recognition and appreciation of the different ways in which people live and learn

**Revised June 2010**

**In May 2010 we re-examined our vision, values and aims with staff and the Parent Council. This process and our greater engagement with and understanding of Curriculum for Excellence resulted in only a few minor changes to our aims.**

**The staff group identified ‘challenge’ for pupils, staff and parents as central to our moral purpose at Dunipace Primary. ‘Inclusiveness’ is a value that there was tremendous consensus around as it runs through Curriculum for Excellence and Falkirk Council’s ‘Learning To Achieve’ Policy. ‘Respect’ and ‘Relationships’ which are interlinked in practice were considered to be essential values we convey to the children in our care, not just to understand, but to live by.**

**The Parent Council participated in a wide ranging discussion with much agreement and some slight differences in emphasis, nevertheless many of the values were from related themes. In attempt to summarise their views they decided that ‘Respect’, ‘Child centred/focused’ and ‘Achievement’ conveyed much of what we needed to be engaging in as a learning community.**

**The whole consultation and evaluation process was felt to be worthwhile and reassured us that we are on a positive ‘journey to excellence’ as a school.**

## OVERVIEW OF DEVELOPMENTS

Key Developments/Improvements for School (Quality Indicators taken from 'How Good is Our School')

Development	Area
D(1)	The nursery will be provided with continuous professional development relating to De Bono's Thinking Hats approach to promote childrens' use of strategies to encourage them to plan, solve problems and seek solutions within a variety of learning contexts. They will also develop an annual 'Transition Calendar' to promote opportunities for children to share learning and to develop confidence as a result of a whole range of opportunities planned throughout the year.
D(2)	The school and Parent Council will work closely together to respond to parents requests for opportunities to share learning and current developments in Curriculum for Excellence by organising a 'Learning Together' event for the 'Learning to Achieve Festival' week beginning 27 <sup>th</sup> September – Friday 1 <sup>st</sup> October. This event will also give parents a taste of 'Learning Together with Technology', and there will be a whole school Art Exhibition and Parent Council Art Competition for all pupils to participate in.
D(3)	All Teaching staff will participate in professional development through attendance at a four day Co-operative Learning Academy training experience. This excellent standard of CPD will ensure pupils experience robust Co-operative Learning experiences from primaries 1 – 7 to allow them to develop academic and social skills and qualities which encourage them to fulfil their potential as successful learners, confident individuals, effective contributors and responsible citizens.
D(4)	Develop the Curriculum for Excellence with all school staff, building a framework for assessment, where teachers develop rigorous assessment practices by creating tailored assessments and accessing good practice through the use of the new National Assessment Resource (NAR). Consistent standards of assessment will be promoted through school based moderation, cluster level moderation and moderation exercises at authority level. This involves teachers having detailed knowledge and understanding of the experiences and outcomes set out under every level of each curricular area. We will also develop a revised Target Setting and Tracking Policy/Guidelines linked to Curriculum for Excellence to ensure positive emphasis on attainment and pace of pupil learning is maintained.
D(5)	We will raise awareness of 'Restorative Practices' with staff, pupils and parents over the session to share the value of restorative approaches and conversations to share the value where children are taught skills and given opportunities to resolve differences/issues with each other to improve relationships and behaviour within our school community. We will begin implementation of these approaches throughout the school.
D(6)	We will continue to provide responsive, quality continuous professional development for teachers in the area of ICT. This will include awareness and potential use of a range of software and technology resources to provide youngsters with quality teaching and learning opportunities to learn a range of increasingly more complex ICT skills, and to make effective use of ICT as a tool for learning across the Curriculum for Excellence. We will provide teachers with awareness raising in relation to GLOW( ), and the potential use for their own ongoing CPD and for teaching and learning.



1.2 FULFILMENT OF STATUTORY DUTIES	<ul style="list-style-type: none"> <li>Continue to raise awareness of statutory requirements, Child Protection procedures and GTC Code of Practice/SFR, Fire/Health and Safety Procedures with new and existing members of the staff team.</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to raise awareness of key responsibilities and procedures at the start of the session.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain a robust approach to communicating essential information to encourage staff to undertake their roles and responsibilities effectively</li> </ul>	M
	<ul style="list-style-type: none"> <li>Organise staff development and awareness raising CPD to ensure existing and new staff understand and can action their responsibilities in relation to the Additional Support for Learning Act 2004 and 2009 update to Act(FC)</li> </ul>	D	<ul style="list-style-type: none"> <li>Respond to CPD requirements in relation to new staff.</li> <li>Access feedback and evaluation regarding staff implementation of roles and responsibilities relating to 2004 Act and respond to any development needs.</li> </ul>	M	<ul style="list-style-type: none"> <li>Respond to CPD requirements in relation to new staff.</li> <li>Maintain good practice relating to procedures developed in accordance with legislation and exemplified advice from FC</li> </ul>	M

# FALKIRK COUNCIL : EDUCATION SERVICES

## Strategic 3 Year Plan

QI (HGIOS 3)	Session 1 2010- 2011	Code <sup>2</sup>	Session 2 2011-2012	Code	Session 3 2012-2013	Code
<u>Impact on learners</u> 2.1 LEARNERS' EXPERIENCES	<ul style="list-style-type: none"> <li>Continue to plan for regular opportunities to encourage learners to actively participate in reflecting on their own learning in a dynamic approach which includes various methodologies including self-evaluation against designated success criteria, discussion in both small groups situations and in conference with their teacher/learning buddy/SFLA etc reflecting the principles of CfE and AiFL,(TLC continues next session and most staff to be trained in Co-operative Learning Approaches</li> </ul>	M	<ul style="list-style-type: none"> <li>Review approaches to pupil self assessment and evaluation, including the operation of Personal Learning Plans/Learning Logs to promote continuous progress.</li> </ul>	R	<ul style="list-style-type: none"> <li>Continue to provide regular and integral opportunities within learning contexts to encourage children to self reflect on their successes and to determine future priorities/next steps.</li> </ul>	M
	<ul style="list-style-type: none"> <li>Continue to deliver learning and teaching experiences which promote appropriate values, principles (CfE), and the potential for all young people to fulfil their potential in terms of both achievement and attainment. (maintain quality, relevant CPD opportunities for teachers)</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain high quality effective learning experiences for all stages.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain quality learning experiences which promote pupil participation and robust progress.</li> </ul>	M
	<ul style="list-style-type: none"> <li>Continue to maintain and sustain an ethos which offers the highest standards of care, participation, independence and encouragement to all young people in school, allowing them to fulfil the 4 Capacities of the CfE.</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to create and maintain ethos for optimum learning</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain ethos for learning</li> </ul>	M

<sup>2</sup> D = Development; M = Maintenance; R = Review

<p>2.2 THE SCHOOL'S SUCCESS IN INVOLVING PARENTS, CARERS AND FAMILIES</p>	<ul style="list-style-type: none"> <li>• Implement innovative ideas to promote further parental involvement in the life of the school and in their children's learning in particular.</li> </ul>	<p>M</p>	<ul style="list-style-type: none"> <li>• Develop a 'Home-School' Partnership Policy which outlines identified best practice from the perspective of all stakeholders</li> </ul>	<p>D</p>	<p>Maintain</p>	<p>M</p>
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## FALKIRK COUNCIL : EDUCATION SERVICES

### Strategic 3 Year Plan

QI (HGIOS 3)	Session 1 2010- 2011	Code <sup>3</sup>	Session 2 2011-2012	Code	Session 3 2012-2013	Code
<u>Impact on Staff</u> 3.1 THE ENGAGEMENT OF STAFF IN THE LIFE AND WORK OF THE SCHOOL	<ul style="list-style-type: none"> <li>Continue to maintain staff commitment and professionalism through appropriate distributive leadership opportunities, suitable small scale school CPD, access to quality authority CPD and effective use of CAT and CPS (Curricular, Pastoral and Stage) time.</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to maintain staff commitment and professionalism through effective team working, ownership of developments and opportunities for professional development.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain</li> </ul>	M
	<ul style="list-style-type: none"> <li>Involve support staff in decision making process as appropriate and continue to promote opportunities for distributive leadership to promote job satisfaction and effective teamwork. Respond to constructive dialogue at annual reviews to promote improvements.</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to promote involvement of all staff and to utilise their talents and skills to contribute towards a successful team.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain</li> </ul>	M
	<ul style="list-style-type: none"> <li>Continue to raise awareness of GTC Code of Professionalism and Conduct, Standard for Full Registration, Child Protection and Health and Safety Procedures with any new members of teaching staff and probationers.</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to raise awareness of GTC Code of Professionalism and Conduct, Standard for Full Registration, Child Protection and Health and Safety Procedures with any new members of teaching staff and probationers.</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to ensure this is an integral element of in-service training at the start of the academic session</li> </ul>	M

<sup>3</sup> D = Development; M = Maintenance; R = Review

## FALKIRK COUNCIL : EDUCATION SERVICES

### Strategic 3 Year Plan

QI (HGIOS 3)	Session 1 2010- 2011	Code <sup>4</sup>	Session 2 2011-2012	Code	Session 3 2012-2013	Code
<p><u>Impact on the Community</u></p> <p>4.1 THE SCHOOL'S SUCCESS IN WORKING WITH AND ENGAGING WITH THE WIDER COMMUNITY</p> <p>4.2 THE SCHOOL'S SUCCESS IN WORKING WITH AND ENGAGING WITH THE WIDER COMMUNITY</p>	<ul style="list-style-type: none"> <li>Continue to maintain existing good practice (Eco developments: litter picks, walk to school, vegetable gardens, outdoor classroom, Heritage Society, Denny Cross Burns Club, Rotary Club of Denny, Tygetshaugh Sheltered Housing complex) and explore further opportunities for our young people.</li> </ul>	M / D	<ul style="list-style-type: none"> <li>Maintain existing good practice and further enhance where appropriate.</li> </ul>	M	<ul style="list-style-type: none"> <li>Review and identify any areas for improvement</li> </ul>	R
	<ul style="list-style-type: none"> <li>Continue to build on positive sharing of Good Practice (Authority/Denny Cluster Sharing Good Practice Networks) to enhance learning and teaching for pupils.</li> <li>Review impact of Denny Cluster Good Practice Network and agree any revisions with cluster colleagues.</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to benefit from the sharing of good practice amongst council wide colleagues and National forums.</li> </ul>	R	<ul style="list-style-type: none"> <li>Continue to benefit from the sharing of good practice amongst council wide colleagues and National forums.</li> </ul>	R
	<ul style="list-style-type: none"> <li>Continue to develop international, national and local citizenship opportunities, and work in partnership with voluntary, charitable and commercial organisations to enhance experiences and 'enterprising' learning for our pupils.</li> <li>With support of school CPD Co-ordinator continue to develop use of ICT programs available to enhance learning and teaching and willingly share expertise within school and across the council area.</li> </ul>	M	<ul style="list-style-type: none"> <li>Review opportunities and identify any areas for further improvement</li> <li>Provide small scale CPD opportunities for school staff and cluster colleagues as appropriate</li> </ul>	R	<ul style="list-style-type: none"> <li>Progress any areas for further development</li> <li>Maintain</li> </ul>	M

<sup>4</sup> D = Development; M = Maintenance; R = Review

# FALKIRK COUNCIL : EDUCATION SERVICES

## Strategic 3 Year Plan

QI (HGIOS 3)	Session 1 2010- 2011	Code <sup>5</sup>	Session 2 2011-2012	Code	Session 3 2012-2013	Code
<u>Delivery of Education</u>  5.1 <u>THE CURRICULUM</u>	<ul style="list-style-type: none"> <li>Maintain effective learning and teaching relating to Listening and Talking through the use of the Hearsay resource pack and the language and literacy outcomes within CfE.</li> </ul>	M	<ul style="list-style-type: none"> <li>Review progress and make improvements as necessary.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain good practice.</li> </ul>	M
	<ul style="list-style-type: none"> <li>In the area of <u>Reading</u> develop CfE planners and update policy/guidance to reflect and incorporate active/critical literacy i.e. Book Detectives, use of Scots Language, non-fiction texts and introduce approaches and resources which will provide appropriate reading experiences i.e. Wave 3 (PM resources), ORT, Project X to tackle raising attainment for boys; Sound Start.</li> </ul>	D	<ul style="list-style-type: none"> <li>Maintain range of reading strategies to promote achievement and attainment, ERIC, READING CHALLENGES, GROUP NOVELS.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain practice which promotes a good reading ethic across the school community.</li> </ul>	M
	<ul style="list-style-type: none"> <li>Whole school implementation of updated policy/guidance incorporating 'Big Writing' approach.</li> </ul>	R	<ul style="list-style-type: none"> <li>Continue to implement new early years reading resources/approaches where appropriate especially with pupils on IEPs.</li> </ul>	M	<ul style="list-style-type: none"> <li>Review success of approaches to developing initial reading skills including critical literacy.</li> </ul>	R
	<ul style="list-style-type: none"> <li>Provide further CPD relating to the 'Big Writing' approach as necessary</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain effective learning and teaching in this area through use of reflective, responsive planning.</li> </ul>	M	<ul style="list-style-type: none"> <li>Review planning for effective learning and adjust where required.</li> </ul>	R
	<ul style="list-style-type: none"> <li>Teachers plan responsively using revised writing planners relating to CfE.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain robust approach through robust planning.</li> </ul>	M	<ul style="list-style-type: none"> <li>Review success of Big Writing and make any necessary changes.</li> </ul>	R
	<ul style="list-style-type: none"> <li>Review implementation of CfE</li> </ul>		<ul style="list-style-type: none"> <li>Provide further CPD as necessary.</li> </ul>	M		
			<ul style="list-style-type: none"> <li>Make any necessary changes and</li> </ul>	M		

<sup>5</sup> D = Development; M = Maintenance; R = Review

5.1 <u>THE CURRICULUM</u>	experiences/outcomes using planning formats and guidance recently developed for <u>Mathematics</u> , ensuring rigorous evaluation and a responsive approach..	R	maintain robust practice.		• Maintain good practice.	M
	• Purchase additional resources necessary to deliver CfE effectively.	M	• Maintain quality resources.	M		
	• Audit, organise and supply direct interactive mathematics resources (Peter Patilla) and identify and purchase new user friendly storage wallets.	D	• Maintain interactive mathematics learning practices.	M		
	• In <u>ICT</u> continue to update and improve website ensuring pupil website team have input and ownership.					
	• Continue to involve parent groups in developing their web pages.	M	• Continue to update and develop school website.	M	• Maintain good practice.	M
	• Maintain blogging experiences in primaries 3 and 7, and support teachers of other stages who wish to try 'blogging'.	M	• Maintain good partnership working	M		
		M	• Review 'blogging', revise practice and devise guidance to promote safe and effective practice.	R		
	• ICT Co-ordinator to continue to advance ICT Action Plan to provide support across the school community, including planning and organising appropriate awareness raising CPD relating to GLOW for all staff.	M	• Maintain good practice.	M	• Maintain	M
		D				
	• ICT Co-ordinator, in consultation with school team, to identify and prioritise ICT resource requirements (hardware, consumables etc.)	M	• Continue to respond effectively to resources for effective learning and teaching.	M		

## FALKIRK COUNCIL : EDUCATION SERVICES

### Strategic 3 Year Plan

QI (HGIOS 3)	Session 1 2010- 2011	Code <sup>6</sup>	Session 2 2011-2012	Code	Session 3 2012-2013	Code
5.1 <u>THE CURRICULUM</u>	<ul style="list-style-type: none"> <li>Continue to expand and improve the range of opportunities for children to learn through 'Education for Work and Enterprise' within varied learning contexts</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain and improve provision for teaching and learning relating to Education for Work and Enterprise</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain good practice.</li> </ul>	M
	<ul style="list-style-type: none"> <li>Continue to maintain and develop pupils' involvement in school/ community/ global enterprise citizenship projects. To develop further skills in organisation and planning, leadership and responsibility, finance, publicity and practical implementation of activities.</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to promote active learning, team working and distributive leadership amongst pupil community.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain positive enterprise/ citizenship practice.</li> </ul>	M
	<ul style="list-style-type: none"> <li>Sustain Eco Developments annually.</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to sustain and further develop strategies relating to Eco issues.</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to sustain and further develop strategies relating to Eco issues.</li> </ul>	M
	<ul style="list-style-type: none"> <li>Continue to advance projects towards Green Flag status.</li> </ul>	M				
	<ul style="list-style-type: none"> <li>Class teachers continue to identify 'green' interdisciplinary links in Social Studies planners and finalised Science planners.</li> </ul>	M	<ul style="list-style-type: none"> <li>Relevant cross cutting themes relating to Eco and green links continued to be planned and implemented with classes as appropriate.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain</li> </ul>	M
	<ul style="list-style-type: none"> <li>Continue to seek support from Parents' Association to sustain and further enhance Vegetable Garden and develop multipurpose outdoor classroom/ recreation area for children.</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to involve Parents in partnership working to sustain garden and grounds development to benefit pupils.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain partnership approach</li> </ul>	M
	<ul style="list-style-type: none"> <li>Application is made for Green Flag assessors to scrutinise Eco work and recognise progress.</li> </ul>	M	<ul style="list-style-type: none"> <li>Application 2 to recognise embedding and sustainment of Eco activities.</li> </ul>	M	<ul style="list-style-type: none"> <li>Application 3 for Green Flag status.</li> </ul>	M

<sup>6</sup> D = Development; M = Maintenance; R = Review

## FALKIRK COUNCIL : EDUCATION SERVICES

### Strategic 3 Year Plan

QI (HGIOS 3)	Session 1 2010- 2011	Code <sup>7</sup>	Session 2 2011-2012	Code	Session 3 2012-2013	Code
5.1 <u>THE CURRICULUM</u>	<ul style="list-style-type: none"> <li>Continue process of review for all areas of <u>Health and Wellbeing</u> and <u>Science</u> to devise planners linked to CfE organisers and lines of development.</li> </ul>	M	<ul style="list-style-type: none"> <li>Fully implement Curriculum for Excellence programmes as agreed</li> </ul>	M	<ul style="list-style-type: none"> <li>Review and make adjustments to programmes as necessary</li> </ul>	R
	<ul style="list-style-type: none"> <li>Maintain resourcing of Social Subjects, Science, Technology and Health and Wellbeing consumables to allow effective delivery of the curriculum.</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to maintain links with other agencies and schools which enhance pupils learning experiences.</li> </ul>	M		
	<ul style="list-style-type: none"> <li>Continue to evaluate topic grid including the success of Joyning the Learning topics to ensure robust links to CfE.</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to seek quality feedback regarding grid and adapt where required.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain</li> </ul>	
	<ul style="list-style-type: none"> <li>Continue to resource agreed Social Subject topics within phased spending plan.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain resourcing to deliver Social Subjects</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain</li> </ul>	
	<ul style="list-style-type: none"> <li>Maintain joint partnership working which benefits delivery of Social Subjects, Science and Health and Wellbeing.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain quality provision relating to Art &amp; Design, Music and Drama.</li> </ul>	M		
	<ul style="list-style-type: none"> <li>Continue to consult with cluster / authority colleagues to ensure consistency of experiences for pupils.</li> </ul>	R	<ul style="list-style-type: none"> <li>Maintain levels of physical activity for pupils.</li> </ul>	M	<ul style="list-style-type: none"> <li>Review and make adjustments to programmes as necessary</li> </ul>	R
	<ul style="list-style-type: none"> <li>In <u>MPLS</u> implementation of programme of study at Primaries 6 and 7.</li> </ul>	M				
	<ul style="list-style-type: none"> <li>Maintain high school 'French' experience for primary 7 pupils.</li> </ul>	M				

<sup>7</sup> D = Development; M = Maintenance; R = Review

## FALKIRK COUNCIL : EDUCATION SERVICES

### Strategic 3 Year Plan

QI (HGIOS 3)	Session 1 2010- 2011	Code <sup>8</sup>	Session 2 2011-2012	Code	Session 3 2012-2013	Code
5.1 <u>THE CURRICULUM</u>	<ul style="list-style-type: none"> <li>Implement the Emotional Resilience resources Creating Confident Kids through appropriate classroom learning experiences and a linked assembly programme</li> </ul>	D	<ul style="list-style-type: none"> <li>Maintain robust programme.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain</li> </ul>	M
	<ul style="list-style-type: none"> <li>Complete update of PSC Policy, including Creating Confident Kids, Aiming for High, Self Regulation strategies.</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to implement PSC programme and evaluate impact.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain good practice.</li> </ul>	M
	<ul style="list-style-type: none"> <li>Evaluate use of Creating Confident Kids resources for assemblies and incorporate improvements.</li> </ul>	R				R
	<ul style="list-style-type: none"> <li>Maintain and extend effective practice for Active learning in Primary 1 and 2 classes.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain and extend effective practice in infant classes.</li> </ul>	M		

<sup>8</sup> D = Development; M = Maintenance; R = Review

## FALKIRK COUNCIL : EDUCATION SERVICES

### Strategic 3 Year Plan

QI (HGIOS 3)	Session 1 2010- 2011	Code <sup>9</sup>	Session 2 2011-2012	Code	Session 3 2012-2013	Code
<p>5.2 <u>TEACHING FOR EFFECTIVE LEARNING</u></p>	<ul style="list-style-type: none"> <li>Complete appendices to Writing Policy to incorporate revised criteria tag sheet, writers craft etc and respond to evaluation process.</li> </ul>	R	<ul style="list-style-type: none"> <li>Continue to plan for effective learning and teaching through 'Big Writing' and formative assessment approaches.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain</li> </ul>	M
	<ul style="list-style-type: none"> <li>Maintain effective communication and dialogue with parents relating to formative assessment, active learning, co-operative/ collaborative approaches and CfE at September parent Partnership meetings and via Home/School link diaries.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain effective communication with parents</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain</li> </ul>	M
	<ul style="list-style-type: none"> <li>Provide all teachers with the opportunity to attend Co-operative Learning Academies training provided by Chris Ward over the course of this session and next if necessary. This will give teachers the practical teaching/learning strategies to develop both the academic and social skills of pupils.</li> </ul>	D	<ul style="list-style-type: none"> <li>Teachers' dynamic planning includes opportunities to plan and teach lessons using co-operative learning where appropriate to promote the 4 capacities and reflective learners.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain</li> </ul>	M
	<ul style="list-style-type: none"> <li>Authority Thinking Hats trainer organised to introduce 'Thinking Hats' approach to our nursery</li> </ul>	D	<ul style="list-style-type: none"> <li>Continue to promote good practice for Thinking Skills, including Thinking Hats and Thinking Through</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain</li> </ul>	M

<sup>9</sup> D = Development; M = Maintenance; R = Review

	<p>team to permit us to develop 'Thinking Hats' from nursery to Primary 7</p> <ul style="list-style-type: none"> <li>• Continue to offer quality small school scale CPD opportunities linked to SIP and to encourage individuals to access.</li> <li>• Continue to offer appropriate sharing and shadowing opportunities relating to Falkirk Council Learning and Teaching policy and TLC development..</li> </ul>	<p>M</p> <p>M</p>	<p>Philosophy. Opportunities for using 'Thinking Hats' approach are incorporated in responsive, dynamic planning, ensuring children's views /ideas influence planning.</p> <ul style="list-style-type: none"> <li>• Continue to offer and direct staff to quality CPD opportunities</li> </ul>	<p>M</p>	<ul style="list-style-type: none"> <li>• Maintain</li> </ul>	<p>M</p>
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## FALKIRK COUNCIL : EDUCATION SERVICES

### Strategic 3 Year Plan

QI (HGIOS 3)	Session 1 2010- 2011	Code <sup>10</sup>	Session 2 2011-2012	Code	Session 3 2012-2013	Code
5.3 MEETING LEARNING NEEDS	<ul style="list-style-type: none"> <li>Continue to implement and sustain robust practices in relation to the Additional Support for Learning Scotland Act 2004 to ensure appropriate support for children.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain and improve as necessary</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain and ensure ongoing review process promotes continuous improvement</li> </ul>	M/R
	<ul style="list-style-type: none"> <li>Ensure all pupils are effectively catered for within an inclusive and robust framework</li> </ul>	D	<ul style="list-style-type: none"> <li>Maintain good practice established by all stakeholders, and those with specific responsibilities in previous session</li> <li>Evaluate practice and progress developed previously</li> </ul>	M R		
	<ul style="list-style-type: none"> <li>SFLT and SFLA continue to deliver the 'Good Readers Club' to promote enthusiasm and self confidence in more reluctant readers.</li> </ul>	M				
	<ul style="list-style-type: none"> <li>Continue to promote parents involvement in their children's learning through effective home/school links.</li> </ul>	M				
	<ul style="list-style-type: none"> <li>Continue to implement 'Emotional Resilience' initiatives throughout the school and particularly at P7/S1 transition stage (Aiming for High CCK)</li> </ul>	D	<ul style="list-style-type: none"> <li>Continue 'Emotional Resilience' initiatives throughout the school and particularly at P7/S1 transition stage</li> </ul>	M		
5.4 ASSESSMENT FOR LEARNING	<ul style="list-style-type: none"> <li>Teachers continue to undertake CPD as Teacher Learning Communities to further embed AiFL strategies, particularly formative assessment strategies.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain sharing and developing good practice.</li> </ul>		<ul style="list-style-type: none"> <li>Review use of formative writing strategies and address any gaps in practice.</li> </ul>	R
	<ul style="list-style-type: none"> <li>Review current format and approach to PLPs in light of BtC5 to continue to promote</li> </ul>	R/D	<ul style="list-style-type: none"> <li>Continue to utilise revised PLP format/processes to promote children's learning</li> </ul>	D/M		

<sup>10</sup> D = Development; M = Maintenance; R = Review

	<p>children's learning and achievement and incorporate any changes/improvements/advice developed at authority level</p> <ul style="list-style-type: none"> <li>• Research use of learning logs and PLPs in other educational establishments/LTS to prepare action plan for change.</li> <li>• Develop and implement Assessment approaches outlined in BtC5, and use and adapt Falkirk Council's recording/assessment formats to maintain robust target setting and tracking procedures to ensure pace and fulfilment of potential and promote the 4 capacities.</li> <li>• Continue to implement effective strategies for <u>assessing</u> writing according to school policy/guidelines</li> </ul>	<p>D</p> <p>D</p>	<p>and achievement</p> <ul style="list-style-type: none"> <li>• Maintain robust approach</li> <li>• Review progress and develop draft school policy/guidelines to ensure a range of appropriate assessment practices promote effective learning and teaching.</li> </ul>	<p>M</p> <p>R/D</p>	<ul style="list-style-type: none"> <li>• Maintain</li> </ul>	<p>M</p>
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**FALKIRK COUNCIL : EDUCATION SERVICES**

**Strategic 3 Year Plan**

<b>QI (HGIOS 3)</b>	<b>Session 1 2010- 2011</b>	<b>Code<sup>11</sup></b>	<b>Session 2 2011-2012</b>	<b>Code</b>	<b>Session 3 2012-2013</b>	<b>Code</b>
5.4	<ul style="list-style-type: none"> <li>Continue to maintain moderation approaches as appropriate, and participate in cross cluster moderation approaches, allowing teachers at same stages to support each other and develop skill in assessing outcomes within context of CfE.</li> </ul>	M/D	<ul style="list-style-type: none"> <li>Maintain robust practices</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to encourage and facilitate constructive reflective discussion amongst staff</li> </ul>	M
5.5 EXPECTATIONS AND PROMOTING ACHIEVEMENT	<ul style="list-style-type: none"> <li>Continue to implement robust learning experiences through the Big Writing methodology to promote pupil success.</li> </ul>	M	<ul style="list-style-type: none"> <li>Review implementation and success of Big Writing approach and provide further CPD as necessary.</li> </ul>	R	<ul style="list-style-type: none"> <li>Maintain</li> </ul>	R
	<ul style="list-style-type: none"> <li>Continue to ensure staff training, resources and procedures are effectively maintained and improved to promote positive playtime experiences for all pupils</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to ensure staff training, resources and procedures are effectively maintained.</li> </ul>	M		
	<ul style="list-style-type: none"> <li>Continue to re-paint playground markings and consult with children via Pupil Council regarding new markings</li> </ul>	D				
	<ul style="list-style-type: none"> <li>Continue to develop outdoor classroom area as resources permit to motivate children to learn about their environment, and to enjoy the environment at break and lunch times</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain effective use of outdoor space</li> </ul>	M		M
	<ul style="list-style-type: none"> <li>Continue robust implementation of 'Better Behaviour' Policy, ensuring all staff, pupils and parents are familiar with approaches adopted.</li> </ul>	D	<ul style="list-style-type: none"> <li>Maintain good practice</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain</li> </ul>	
	<ul style="list-style-type: none"> <li>Our school BECO and 'Circle Time'</li> </ul>				<ul style="list-style-type: none"> <li>Maintain</li> </ul>	

<sup>11</sup> D = Development; M = Maintenance; R = Review

	<p>Trainer to attend Restorative Approaches CPD to enable her to train remaining staff.</p> <ul style="list-style-type: none"> <li>• Staff to begin to implement Restorative Approaches when dealing with conflict between and amongst children</li> <li>• Continue to expand and develop opportunities to promote all aspects of Health Education as we unpick the outcomes and experiences for CfE Health and Wellbeing, developing appropriate <u>planning formats</u> and delivering the CCK and Aiming High Emotional Resilience materials</li> </ul>	<p>D</p> <p>D</p> <p>D</p>	<ul style="list-style-type: none"> <li>• Update 'Better Behaviour' Policy to include Restorative Approaches.</li> <li>• Evaluate progress with the implementation of Restorative Approaches and update training needs.</li> <li>• Continue to maintain a positive ethos which promotes 'Health and Wellbeing' across the school community</li> </ul>	<p>D</p> <p>R/D</p> <p>M</p>	<ul style="list-style-type: none"> <li>• Maintain</li> </ul>	
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## FALKIRK COUNCIL : EDUCATION SERVICES

### Strategic 3 Year Plan

QI (HGIOS 3)	Session 1 2010- 2011	Code <sup>12</sup>	Session 2 2011-2012	Code	Session 3 2012-2013	Code
5.6 EQUALITY AND FAIRNESS	<ul style="list-style-type: none"> <li>Continue to maintain high profile of Pupil Council and provide further opportunities to give children more ownership of school developments, introducing new and innovative ideas as appropriate.</li> </ul>	M	<ul style="list-style-type: none"> <li>Review operational aspects of Pupil Council working and range and scope of contributions to the school community and improve as required</li> </ul>	R	<ul style="list-style-type: none"> <li>Maintain</li> <li>Maintain participation at cluster/authority levels</li> </ul>	M
	<ul style="list-style-type: none"> <li>Continue to maintain opportunities for pupils to participate in constructive dialogue with their peers at cluster and authority level</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to develop network opportunities for Pupil Council participation</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to incorporate equality and fairness into new and raised policies/guidelines</li> </ul>	M
	<ul style="list-style-type: none"> <li>Ensuring all curriculum developments relating to CfE incorporate equality and fairness</li> </ul>	D	<ul style="list-style-type: none"> <li>Maintain and develop principles of equality and fairness as part of curriculum change</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain</li> </ul>	M
	<ul style="list-style-type: none"> <li>Continue to ensure children have appropriate support in school and have access to partner agencies and external agencies as necessary</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain robust levels of intervention, ensuring children access identified support in consultation with parents and partner agencies</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain</li> </ul>	M
5.7 PARTNERSHIPS WITH LEARNERS AND PARENTS	<ul style="list-style-type: none"> <li>Ensure that equality and fairness is effectively integrated into school policy and procedural guidelines (see QIs 6..1, 6..2 ,6.3, )</li> </ul>	D	<ul style="list-style-type: none"> <li>Confirm via quality assurance process that children participate in an inclusive education</li> </ul>	M	Review procedures and practice.	R
	<ul style="list-style-type: none"> <li>Continue to promote effective mechanisms for communicating and consulting with parents and learners on the quality of education and the way the school is run, making good use of face to face contacts, newsletters, SMS messaging, website and telephone contact. Continue to ensure all</li> </ul>	M	<ul style="list-style-type: none"> <li>Review mechanisms for stakeholder communication and effective joint working</li> </ul>	R		

<sup>12</sup> D = Development; M = Maintenance; R = Review

	<p>stakeholders are involved in decisions about the future work of the school.</p> <ul style="list-style-type: none"><li>Plan school activities during 'Learning to Achieve Festival' Week 27<sup>th</sup> Sept - 1<sup>st</sup> October to welcome parents into the school and promote wider involvement.(School Open Day, Exhibition or display, Parent Workshops)</li></ul>	D				
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## FALKIRK COUNCIL : EDUCATION SERVICES

### Strategic 3 Year Plan

QI (HGIOS 3)	Session 1 2010- 2011	Code <sup>13</sup>	Session 2 2011-2012	Code	Session 3 2012-2013	Code
5.8 IMPROVEMENT THROUGH SELF- EVALUATION  6.1 POLICY, REVIEW AND DEVELOPMENT  6.2 PARTICIPATION IN POLICY AND PLANNING  6.3 PLANNING FOR IMPROVEMENT	<ul style="list-style-type: none"> <li>Continue to engage in reflective self-evaluation with regular invaluable feedback from parents, both through the Parent Council and Parents Association and from the wider parent body as appropriate.</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue this important engagement process with parents.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain a responsive reflective process</li> </ul>	M
	<ul style="list-style-type: none"> <li>Ensure regular pupil surveys and discussions are conducted to ascertain pupils views and that the information is used effectively in the school improvement process</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain opportunities for pupils views to be considered and to effect change where appropriate</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain and extend as necessary</li> </ul>	M
	<ul style="list-style-type: none"> <li>Continue to review and develop policies which reflect a shared commitment to our school's aims and values from all stakeholders. Ensure our policies reflect CfE, taking account of local and national priorities and policies and provide guidance which improves classroom practice through meeting Learner's needs and reducing barriers to learning (English Language, Health and Wellbeing., Social Subjects, Science)</li> </ul>	D	<ul style="list-style-type: none"> <li>Continue process of curriculum change relating to Language and Literacy, Health and Wellbeing, and begin to review and develop other curricular areas linked to local improvement priorities</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to process of curriculum change</li> </ul>	M
	<ul style="list-style-type: none"> <li>Continue to engage all stakeholders in policy development and planning, ensuring effective communication and agreeing an action plan to promote improvements</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to promote wide ownership of school developments</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain constructive opportunities to involve all school stakeholders</li> </ul>	M
<ul style="list-style-type: none"> <li>Continue to implement effective, comprehensive cycle for improvement planning where stakeholders views shape</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to plan for sustainability and continuous improvements for children.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain robust approach</li> </ul>	M	

<sup>13</sup> D = Development; M = Maintenance; R = Review

<p>6.1, 6.2, 6.3</p>	<p>plans, and all staff are involved in developing the plan and implementing it, and rigorous processes of self-evaluation are employed to evidence the impact on improving learning outcomes for learners.</p> <ul style="list-style-type: none"> <li>• Establish a working party which is representative of the whole school to review current policy and practice and revise accordingly to incorporate current and national guidance.</li> </ul>	<p>R/D</p>	<ul style="list-style-type: none"> <li>• Staff pilot procedural guidelines.</li> <li>• ASN Coordinator undertakes quality assurance during pilot and leads summative evaluation process.</li> </ul>	<p>D</p>	<ul style="list-style-type: none"> <li>• Maintain and ensure ongoing QA and evaluation of working practices.</li> </ul>	
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## FALKIRK COUNCIL : EDUCATION SERVICES

### Strategic 3 Year Plan

QI (HGIOS 3)	Session 1 2010- 2011	Code <sup>14</sup>	Session 2 2011-2012	Code	Session 3 2012-2013	Code
<p>Management and support staff</p> <p>7.1 STAFF SUFFICIENCY, RECRUITMENT AND RETENTION</p> <p>7.2 STAFF DEVELOPMENT AND TEAMWORK</p>	<ul style="list-style-type: none"> <li>Staffing within the school is according to national guidance, and where vacancies occur Falkirk Council's effective and transparent recruitment procedures are applied. Staff continue to be well supported with regard to their C.P.D. and every effort is made to recognise and celebrate their ongoing achievements.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain</li> </ul>	M
	<ul style="list-style-type: none"> <li>Continue to remind staff of the GTC Code of Professionalism and conduct at the start of the new session.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain good practice</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain</li> </ul>	M
	<ul style="list-style-type: none"> <li>Continue to deploy staff team effectively to meet pupils' needs and improve our provision</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain strong focus on meeting learning pupils' needs</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain</li> </ul>	M
	<ul style="list-style-type: none"> <li>Continue to make arrangements for liaison with partner agencies as appropriate</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to improve joint working practices to benefit pupils</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain effective working</li> </ul>	M
	<ul style="list-style-type: none"> <li>Continue to maintain clear lines of communication, including the use of email distribution lists and respond effectively.</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to promote positive communication across the school</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain and improve</li> </ul>	M
	<ul style="list-style-type: none"> <li>Continue to provide DHT with mentor support for SQH.</li> </ul>	M				
	<ul style="list-style-type: none"> <li>ICT Co-ordinator will arrange whole school CPD awareness raising relating to GLOW for staff from FC IT Support Officer. Small scale school CPD will be offered from school ICT co-ordinator for those wishing to fast track their personal, professional use of GLOW</li> </ul>	D	<ul style="list-style-type: none"> <li>Continue to promote further use of GLOW.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain positive support to teachers, pupils and the school community</li> </ul>	M

<sup>14</sup> D = Development; M = Maintenance; R = Review





	<p>book stock to improve access and use of the library for learning purposes.</p> <ul style="list-style-type: none"> <li>• Begin rolling programme of library restocking through school and PA fundraising efforts.(£2,000 for current year)</li> <li>• Promote effective 'Devolved School Management'</li> </ul>	D	<ul style="list-style-type: none"> <li>• Continue to access Senior Librarians support for development of library restocking</li> </ul>	M	<ul style="list-style-type: none"> <li>• Continue to build up a wide variety of book stock.</li> </ul>	M
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## FALKIRK COUNCIL : EDUCATION SERVICES

### Strategic 3 Year Plan

QI (HGIOS 3)	Session 1 2010- 2011	Code <sup>16</sup>	Session 2 2011-2012	Code	Session 3 2012-2013	Code
8.3 MANAGEMENT AND USE OF RESOURCES AND SPACE FOR LEARNING	<ul style="list-style-type: none"> <li>• Utilise area meetings to maximise use of space and resources for effective learning and teaching</li> <li>• Continue rolling programme of refurbishment to include replacement of P5/ P1-3 communal area carpets; painting P1-3 open area, to refurbish staff toilets as budgetary constraints will allow</li> <li>• Continue to implement policy and practice for 'Continuity and Development in Active Learning' in infant classrooms and infant communal area</li> <li>• Continue to manage, share and use information effectively to support a smooth transition for children as they move stages</li> </ul>	M	<ul style="list-style-type: none"> <li>• Maintain</li> <li>• Review progress and plan to address any further gaps</li> <li>• Review practice and policy relating to 'Continuity and Development in Active Learning' to ensure effective use of space and resources</li> <li>• Continue to manage, share and use information effectively to support and improve learning experiences for children</li> </ul>	M	<ul style="list-style-type: none"> <li>• Maintain rolling programme</li> <li>• Maintain good practice</li> <li>• Review current practice and introduce improvements as necessary</li> </ul>	M
		D		R		M
		M		R		M
		M		M		R
8.4 MANAGING INFORMATION						

<sup>16</sup> D = Development; M = Maintenance; R = Review

## FALKIRK COUNCIL : EDUCATION SERVICES

### Strategic 3 Year Plan

QI (HGIOS 3)	Session 1 2009- 2010	Code <sup>17</sup>	Session 2 2010-2011	Code	Session 3 2011-2012	Code
<u>Leadership</u> 9.1 VISION, VALUES AND AIMS	<ul style="list-style-type: none"> <li>Continue to reinforce and revisit our vision, values and aims to ensure a sense of common purpose throughout our school community</li> </ul>	M	<ul style="list-style-type: none"> <li>Review aims to ensure robust links with our CfE developments</li> </ul>	R	<ul style="list-style-type: none"> <li>Maintain</li> </ul>	M
	<ul style="list-style-type: none"> <li>Continue to shape and refine a shared vision which provides strategic direction for improving the school and opportunities for children</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain discussions regarding priorities with all stakeholders</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain</li> </ul>	M
9.2 LEADERSHIP AND DIRECTION	<ul style="list-style-type: none"> <li>Ensure all school stakeholders are encouraged to participate in the direction of the school to promote continuous improvement.</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain constructive dialogue in the decision making process to improve the school</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain</li> </ul>	M
	<ul style="list-style-type: none"> <li>Continue to embed revised Quality Indicators from HGIOS 3 to promote effective evaluation and identify priorities for SIP</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to use Quality Indicators from HGIOS 3 '<u>Journey to Excellence</u>', <u>Improving Outcomes for Learners</u> through self-evaluation to effectively evaluate provision and areas for further improvement</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain robust evaluation processes</li> </ul>	M
9.3 DEVELOPING PEOPLE AND PARTNERSHIPS	<ul style="list-style-type: none"> <li>Continue to utilise School Based Negotiating Committee to agree significant annual planning</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to involve staff in planning relating to 'The Working Time Agreement'</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain key role of SBNC</li> </ul>	M
	<ul style="list-style-type: none"> <li>Continue to develop and implement CfE</li> </ul>	M	<ul style="list-style-type: none"> <li>Continue to develop and implement CfE</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain CfE phasing</li> </ul>	M
	<ul style="list-style-type: none"> <li>Continue to maintain effective leadership meetings in relation to strategic and operational management</li> </ul>	M	<ul style="list-style-type: none"> <li>Maintain</li> </ul>			
	<ul style="list-style-type: none"> <li>Develop the effectiveness of the school team through involvement in a Teacher Learning Community relating to</li> </ul>	D	<ul style="list-style-type: none"> <li>Review progress and utilise approach to advance other school priorities.</li> </ul>	R		

<sup>17</sup> D = Development; M = Maintenance; R = Review

<p style="text-align: center;">9.4 LEADERSHIP OF IMPROVEMENT AND CHANGE</p> <p style="text-align: center;">9.2 ,9.3, 9.4</p>	<p>formative assessment</p> <ul style="list-style-type: none"> <li>• Headteacher to mentor Depute Headteacher during SQH course</li> <li>• Continue to give meaningful opportunities for school team members to lead initiatives</li> <li>• Involve teachers in classroom observation process for Quality Assurance</li> <li>• Timetable members of leadership team to maximise impact on improving the school</li> <li>• Arrange Working Groups/conveners into 'Working Groups' to advance SIP priorities</li> <li>• DHT engages effectively with whole school and dedicated Working Group to develop robust brief/action plan to plan and promote effective change in area of ASN</li> <li>• DHT plans programme to monitor quality and practice of staff interventions for children.</li> </ul>	<p style="text-align: center;">D</p> <p style="text-align: center;">M</p> <p style="text-align: center;">D</p> <p style="text-align: center;">M</p> <p style="text-align: center;">M</p> <p style="text-align: center;">D</p> <p style="text-align: center;">D</p>	<ul style="list-style-type: none"> <li>• Maintain and extend opportunities for distributive leadership</li> <li>• Review and adopt process as necessary</li> <li>• Maintain effective working practices</li> <li>• Maintain distributive leadership opportunities to advance school priorities</li> <li>• DHT to continue to support staff at the implementation and development stages, and to ensure quality provision for our youngsters.</li> </ul>	<p style="text-align: center;">M</p> <p style="text-align: center;">R</p> <p style="text-align: center;">M</p> <p style="text-align: center;">M</p> <p style="text-align: center;">D</p>	<ul style="list-style-type: none"> <li>• Maintain approach which recognises and develops strengths amongst the team</li> <li>• Maintain effective practice</li> <li>• Continue</li> <li>• Maintain</li> <li>• DHT to ensure high profile and sustainability of quality provision established</li> </ul>	<p style="text-align: center;">M</p> <p style="text-align: center;">M</p> <p style="text-align: center;">M</p> <p style="text-align: center;">M</p> <p style="text-align: center;">M</p>
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**FALKIRK COUNCIL : EDUCATION SERVICES**

Agreed Term Dates for Session 2011-2012

<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 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
<b>Less Term Time Public Holidays</b>		4	4
<b>Less Staff Development Days</b>			<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

# **School Brochure**

## **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.

## CURRICULUM AREAS

Every child and young person in Scotland is entitled to experience a broad general education from early years to the end of S3. The curriculum guidance for Curriculum for Excellence is structured under the headings of the eight curriculum areas:

Expressive Arts	Religious and moral education
Health and wellbeing	Sciences
Languages	Social studies
Mathematics	Technologies

Some curriculum areas, for example languages, include more than one set of experiences and outcomes. The guidance also includes separate sections for *literacy*, *numeracy* and aspects of *health and wellbeing*, which are the responsibility for all staff.

## PRINCIPLES, PRACTICE, EXPERIENCES AND OUTCOMES

### LANGUAGES – LITERACY AND ENGLISH

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays foundations for lifelong learning and work, contributes strongly to the development of all four capacities of Curriculum for Excellence.

*Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum. Because of this, all teachers have responsibility for promoting language and literacy development. Every teacher in each area of the curriculum needs to find opportunities to encourage young people to explain their thinking, debate their ideas and read and write at a level which will help them to develop their language skills further.*

#### *Building the Curriculum 1*

The literacy experiences and outcomes promote the development of Critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work.

The main reading programme used in school is ‘Oxford Reading Tree.’ Project X is also used across all stages. In the upper school ‘Tree Tops’ and sets of novels are used to develop and expand reading skills.

We use Hearsay which is a cross curricular approach to listening and talking.

We use ‘Write To The Top,’ Big Writing for the Scottish Curriculum as an approach to learning and teaching writing with focus on vocabulary, connectives, openers and punctuation.

### MATHEMATICS

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make

connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Mathematics plays an important role in areas such as science or technologies, and is vital to research and development in fields such as engineering, computing science, medicine and finance. Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests.

Because mathematics is rich and stimulating, it engages and fascinates learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways. It uses a universal language of numbers and symbols which allows us to communicate ideas in a concise, unambiguous and rigorous way.

The mathematics experiences and outcomes are structured within three main organisers, each of which contains a number of subdivisions: number, money and measure, shape, position and movement, information handling.

Teejay Mathematics and New Scottish Heinemann Maths are the core resources used in school. We also use a variety of software packages, including Mathletics.

## **SCIENCES**

Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

The key concepts have been clearly identified using five organisers:

- Planet Earth
- Forces, electricity and waves
- Biological Systems
- Materials
- Topical Science

### **Inquiry and investigative skills.**

Through experimenting and carrying out practical scientific investigations and other research to solve problems and challenges, children and young people

- Ask questions or hypothesise
- Plan and design procedures and experiments
- Select appropriate samples, equipment and other resources
- Carry out experiments
- Use practical analytical techniques
- Observe, collect, measure and record evidence, taking account of safety and controlling risk and hazards
- Present, analyse and interpret data to draw conclusions
- Review and evaluate results to identify limitations and improvements
- Present and report on findings

The main approaches to science inquiry are:

- Observing and exploring – careful observation of how something behaves, looking for changes over time and exploring ‘what happens if--?’ and ‘how could I...?’ questions
- Classifying – through identifying key characteristics
- Fair testing – through identifying all possible variables and then changing only one while controlling all others.
- Finding an association – linking two variables to determine relationships

## **SOCIAL SUBJECTS**

Through social studies children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people’s experiences will be broadened by using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

The social studies experiences and outcomes have been structured under the three main organisers:

- People, past events and societies
- People, place and environment
- People in society, economy and business

These organisers recognise the special contribution made by each of the social subjects, whilst enabling them to reflect local contexts. Teachers will use this framework to provide children and young people with opportunities for effective interdisciplinary working by making connections across and between subject boundaries.

## **EXPRESSIVE ARTS**

By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of cultural locally, nationally and globally.

Learning in, through and about the expressive arts enables children and young people to:

- Be creative and express themselves in different ways
- Experience enjoyment and contribute to other people’s enjoyment through creative and expressive performance and presentation
- Develop important skills, both those specific to the expressive arts and those which are transferable
- Develop an appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

The expressive arts experiences and outcomes will support staff in planning challenging, inspirational and enjoyable learning and teaching activities within and across the following key organisers.

- Art and design
- Dance
- Drama
- Music

## **HEALTH AND WELLBEING**

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- Experience challenge and enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- Make a successful move to the next stage of education or work
- Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

Experiences and outcomes are structured into the following organisers:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood

## **TECHNOLOGIES**

Within Curriculum for Excellence, the technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. For this reason, the framework provides experiences and outcomes which can be applied in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. These experiences and outcomes offer a rich context for the development of all of the four capacities and for developing the life skills that are recognised as being important for success in the world of work. They also offer an excellent platform for a range of technology-related careers.

The technologies framework has six organisers:

- Technological developments in society
- ICT to enhance learning
- Business
- Computing science
- Food and textiles
- Craft, design, engineering and graphics

## **RELIGIOUS AND MORAL EDUCATION**

Religious and moral education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. This awareness and appreciation will assist in counteracting prejudice and intolerance as children and young people consider issues such as sectarianism and discrimination more broadly.

The experiences and outcomes allow opportunities for personalisation and choice, depth and reflection.

They are structured within three organisers to enable teachers to plan learning about and through Christianity and those other world religions which are selected for study, and to plan for the development of beliefs and values.

Our school is non-denominational

Our school chaplain is Rev Dr Jean Gallacher. Miss Gallacher leads school assemblies from time to time and regularly supports teachers in class at their request.

End of term services take place in Dunipace Parish Church at Christmas, Easter and Summer. Regular assemblies are timetabled for all classes. 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 their child.

Every school is encouraged to offer a wide 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.

## **LEARNING SUPPORT**

We currently have one part time Support for Learning Teacher who works in conjunction with class teachers. She occasionally works in the classroom alongside the class teacher where she supports groups/individuals for specific lessons. She also provides support, materials and advice. Occasionally she will extract children for individual work when a quieter atmosphere is required. You will be sent notification of involvement of the Support for Learning Teacher if your child requires assessment and further support.

Where further advice is necessary we may ask your permission to involve the school educational psychologist who will conduct observations and administer further assessments as necessary. This support allows us to plan effectively to meet a child's needs and promote learning. The educational psychologist will only become involved with parental approval.

## **ADDITIONAL SUPPORT FOR LEARNING**

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](http://www.enquire.org.uk), 0845 123 2303

**Scottish Independent Advocacy Alliance**, [www.siaa.org.uk](http://www.siaa.org.uk), 0131 260 5380 **Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre)** [www.sclc.org.uk](http://www.sclc.org.uk), 0131 667 6633.

Our purpose built school can accommodate children who have physical difficulties and require to use wheelchairs.

We are also able to call upon many services within Falkirk Council for children with additional support needs and who are able to attend mainstream education, e.g. Windsor Park Unit for hearing difficulties, Ethnic Minorities Group for children with another mother tongue.

### **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.

### **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 fitments 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.

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

The gym hall has a variety of apparatus for physical education within the school.

## **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](http://www.activeschoolsfalkirk.co.uk) .

## **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 is 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.

## **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.

# **School Brochure**

## **Section Three**

### **School Policies**

## **CURRICULAR POLICIES**

Every school has a range of curricular policies in written format. These policies are 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.

## **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.

## **INTRODUCTION**

Dunipace Primary School is firmly committed to promoting achievement and raising attainment of all pupils. We recognise the significant contribution homework can make to the personal, social and academic success of the individual pupil.

## **TEACHING AND LEARNING ISSUES**

In Dunipace Primary homework tasks take place within a variety of curricular areas and requests made of the child should be at their appropriate level of understanding. This policy, arrived at through consultation with teachers, parents and pupils will be operated by all staff.

### **P.1 – 3**

- Reading/phonics/spelling – regularly
- Language – related activities
- Mathematics – related activities
- Topic work (Science; Social Subjects; Health Ed; Personal and Social Development; R.M.E.)

### **P.4 – 7**

- Language activities e.g. reading, spelling, writing, talking/listening (preparing talk/report).
- Mathematics e.g. oral practice of tables, Heinemann Home Linkups, consolidation of new skills.
- Topic work (Science, Social Subjects; Health Ed; P.S.D.; R.M.E.)
- General knowledge e.g. varied activities, possibly generated from any cross curricular teaching or incidental teaching arising, e.g. topical news, particular issues generated by pupil's interest. The school encourages the pupils to make use of local amenities and community sources of information.

### **P.6 – 7**

- French
- Tasks set through Primary/Secondary Liaison links(P.7)

## **PARENTAL ROLE IN HOMEWORK**

This will vary depending on the specific purpose and nature of tasks set ranging from informal discussion between child and parent to the need for parental supervision in visiting library, health centre etc. There are however general matters central to the parent's role:

- To be aware when homework is set.
- To encourage their child to undertake and complete task.
- To monitor child's performance.
- To participate in learning tasks as requested.

It is essential that all work completed at home should be signed by a parent or guardian. If a child experiences a difficulty with homework and is becoming stressed, parents should use their judgement to end the task and inform the class teacher via the homework diary.

If a child consistently fails to return completed homework their class teacher will use the homework diary to notify parents. If this fails the matter will be discussed with the school Management Team and a course of action will be agreed.

Parents will be asked to sign a Homework Charter when children enrol at school.

## **PUPIL ROLE IN HOMEWORK**

- To keep a note of what is required and when it is due.
- To present work of a neat, acceptable standard.
- To look for help when stuck or frustrated.
- To ensure completed homework is handed in on or before due date.
- To provide feedback to teacher on areas of difficulty experienced.

## **SCHOOL DRESS CODE**

### **INTRODUCTION**

In the twenty first century it is important that we adopt modern and practical dress for school wear, which children enjoy and which promotes a positive school ethos for effective learning and teaching to take place. In recent years there has been a move away from wearing the traditional blazer which is not always ideal for our Scottish climate. Wearing of the blazer has become an optional item for those who still wish to wear it.

Wearing school uniform is voluntary of course, but through consultation with Parent Council, Parents' Association and the school community there is an overwhelming support for uniform and it is therefore heartening to see this endorsed in the dress of pupils attending Dunipace Primary School.

Falkirk Council's Community and Citizen Development Committee support the wearing of school uniform in Falkirk Council schools.

This school therefore actively promotes the wearing of school uniform.

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

### **WHY WEAR SCHOOL UNIFORM?**

This has been an interesting discussion topic in class 'Circle Times' and 'Pupil Council' meetings. Noted are the main reasons considered by all in our community.

- uniform promotes a sense of school identity and pride
- our uniform is comfortable, practical and affordable
- wearing uniform encourages equal opportunities
- promotes the school anti-bullying and positive behaviour initiatives
- promotes safety and security of pupils
- enhances the school reputation within the community

- the school badge represents the local area, our history and the foundation from which our school has evolved.
- Pupils say they don't have to think about what to wear in the morning.

## **OUR SCHOOL UNIFORM**

A suitable uniform can be selected from the following:

charcoal/black trousers  
 charcoal/black skirt/pinafore  
 white/grey shirt/blouse  
 charcoal/ black pullover/cardigan  
 black, silver, gold tie (purchased from Trutex.)  
 black blazer with school badge (optional)  
 black sweatshirts with embroidered school badge  
 plain black jogging bottoms  
 white polo shirt with embroidered school badge  
 school badges can be purchased from the school office  
 (all items can be purchased through the school via 'Trutex' contact the school for current price list)

Under no circumstances should pupils wear football strips or associated garments as experience proves they invariably promote tension and conflict which can lead to bullying. This policy has the support of our Parent Organisations and Pupil Council and we would appreciate the co-operation of the whole school community to ensure consistency of practice.

## **HEALTH AND SAFETY**

Whilst wearing of school uniform is voluntary there are some school activities which require mandatory rules to ensure the health and safety of pupils.

### **Physical Education/Drama**

#### **Health and Safety in Physical Education and Drama**

#### **Jewellery (including religious artefacts, watches, hair slides, sensory aids)**

- Pupils must remove **all** jewellery before participating in any Physical Education or Drama lessons.
- Taping of earrings still holds risk for the pupils, and as the staff are responsible for your child's duty of care, children will no longer be permitted to participate whilst wearing tape over earrings which cannot be removed.
- Where you wish to have your child's ears pierced, we would advise that this is best done at the start of the summer holiday period, allowing ample time to heal.

As an integral and important part of the whole school curriculum, it is expected that you will support us in this matter, thus helping your child to fully participate in their P.E. curriculum.

- Where children find it difficult to remove their earrings or other jewellery, we would ask that parents/carers remove their child's earring and jewellery before coming to school on P.E./Drama days as notified.
- Staff will **not** be expected to remove, or have any responsibility for, your child's jewellery. We would advise that jewellery is left at home on P.E./Drama days as notified.
- Disclaimer letters from parents/carers about wearing jewellery will be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters.
- The wearing of sensor aids such as spectacles or hearing aids will usually be determined by the nature of the activity and the balanced judgement by the supervising adult, as to whether the item constitutes a risk to the wearer and the group.

### ***Clothing***

A suitable P.E. kit should be as follows:

#### ***Indoors***

- T-shirt. These should be well fitting and allow freedom of movement.
- Shorts. These should be well fitting and allow freedom of movement.
- Gym shoes/ trainers, for indoor use. These should be clean, well fitting, in a state of good repair and provide good traction.

#### ***Outdoors***

- Depending on the weather conditions and the activity, children may be required to bring track suit bottoms, sweat shirt and waterproof clothing for outdoor activities.
- There should be a distinction made between indoor and outdoor footwear. Children should be given clear guidance in the correct footwear to bring depending on the activity being done. i.e. indoor footwear for indoor activities and outdoor footwear for outdoor activities. Footwear worn outdoors, should not be worn in the gym as dirt, small stones and glass can be transferred to the floor surface, which would then pose a risk to others.
- A drawstring gym bag would be useful for bringing kit on a Monday and taking it home to be laundered on a Friday.

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.

**Hair** - Long hair worn by both staff and pupils should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent it obscuring vision.

N.B. Swimming requires specific guidelines and information regarding appropriate kit and health and safety requirements and advice will be issued at the Primary 5 stage.

**\* Please note that arrangements are made to ensure that senior pupils have privacy for changing. Teachers will always respect this right and will only ever intervene where there is a Health and Safety risk to a child/children, in which case ‘duty of care’ takes priority.**

Some families may be eligible for free school meals or assistance towards the purchase of clothing. 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](http://www.falkirk.gov.uk) where you can download an application form. Application forms are also available from Falkirk Council One Stop Shops.

## **ART, DESIGN, TECHNOLOGY**

Pupils may select from the following list:

Apron  
Cut down adults shirt  
Larger T Shirt  
Plastic overall

## **PROMOTING THE SCHOOL’S DRESS CODE**

This can be undertaken with support from the whole community. Here are some approaches we use at present:

- consultation with Parent Council; Parents’ Association; Pupil Council and wider school community via newsletters; displays; induction meetings for new pupils; circle times; surveys.
- Teachers encourage pupils to wear school uniform and appropriate kits
- Regularly remind pupils of Dress Code at school assemblies
- Dress Code published in School Handbook
- Samples of school wear are displayed at reception area
- Provide parents with information regarding P.E. days at the beginning of session. (Class teachers will inform parents of any alterations thereafter).

## **ENCOURAGING PUPILS TO WEAR THEIR SCHOOL UNIFORM**

- praise pupils who comply with school dress code – school and home
- incorporate wearing of school uniform into positive behaviour initiatives

- inform parents when their child reports to school unacceptably dressed
- speak to particular classes, groups or individuals about the dress code
- House Captains and Vice Captains, Pupil Councillors and primaries 6 and 7 monitors to set positive examples to their fellow pupils
- ‘Take Pride In Your School Day’ to be set in calendar of events

## **MONITORING THE WEAR OF SCHOOL UNIFORM**

- undertaken informally by teacher and other school staff
- Pupil Council Survey
- possible ‘Information Handling’ topic in Mathematics 5-14
- reward and positive feedback

## **UNIFORMS PURCHASED THROUGH SCHOOL**

In the summer term we issue order forms to all parents who may wish to purchase school wear items for the new session. Items are ordered and distributed before the summer holiday.

In some circumstances parents may wish to order items at other times in the school year and this is possible also, although this may take longer to be processed.

We can now accept Falkirk Council clothing vouchers as payment for such items. School office staff can advise on this matter.

Any parents who are interested in setting up a system for receiving outgrown school uniform items which are in good condition and either selling them or passing on to children who would benefit from receiving the items should contact the Headteacher to discuss the idea in the first instance. If enough interest and support is shown we will try this before order forms are issued in the summer term.

From time to time we will endeavour to keep parents informed on the progress of our school Dress code. If you have any interesting ideas or constructive comments you wish to suggest these can be given at meetings of Parent organisations where the Headteacher is usually present to hear feedback or in writing to the Headteacher.

We are proud of our school, and uniform and the aims we develop for the benefit of our young people, and what we can achieve together. We will continue to consult with the whole school community to encourage our corporate identity in wearing our school uniform.

Thank you for supporting this important school initiative.

## **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.

<b><u>Compensation:</u></b>	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**

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).

## **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.

## **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 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 / 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.

### **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).

## **GOLDEN RULES**

Golden Rules are the basis of our positive behaviour policy. Emphasis is placed upon encouraging positive reward for good behaviour rather than punishments for negative actions.

<b>Golden Rules</b>	
Do be gentle	Do not hurt anybody
Do be kind and helpful	Do not hurt people's feelings
Do work hard	Do not waste your or other people's time
Do look after property	Do not waste or damage things
Do listen to people	Do not interrupt
Do be honest	Do not cover up the truth

## **RESTORATIVE PRACTICE**

In recent years teachers and staff have been employing a more restorative approach to dealing with issues between and amongst pupils to avoid them becoming a 'big deal' for the children concerned.

### **WHAT IS IT?**

Restorative Practice is the school-wide use of strategies that aim to restore relationships that have broken down. This approach is being used across all Falkirk Council Schools. Restorative Practice will most commonly be used by staff in the form of a restorative conversation. This will be the first step that staff use when dealing with challenging behaviour.

- A restorative conversation is a means of diffusing a situation
- All involved have their say and accept and understand their role in the incident
- A restorative conversation aims to look fairly at the impact and outcome of an incident or minor breach of our school rules.
- It will normally take place between a member of staff and a pupil within a short time after the breach has occurred
- A restorative conversation does not take the place of other discipline sanctions outlined in our 'Positive Behaviour' Policy, it is simply the first step

Another strategy used to repair relationships is a restorative meeting. A restorative meeting can take place between two or more pupils or between pupils and staff. In exactly the same way as a restorative conversation, these meetings allow all parties to have their say and address/repair the harm that has been caused.

### **WHAT IS THE POINT OF A RESTORATIVE CONVERSATION**

- A restorative conversation aims to explore the reasons behind challenging/inappropriate behaviour
- The impact of this behaviour is discussed with a view to ensuring that the child involved understands and takes responsibility for their behaviour
- A restorative conversation will explore ways in which the children involved might avoid the same scenarios in future and therefore avoid further disciplinary sanctions being implemented
- A restorative conversation aims to have a positive outcome for all and resolve the issue

If a restorative conversation is not successful, the member of staff would then move on through the other discipline sanctions set out in our 'Positive Behaviour' Policy. These sanctions have not been replaced or taken away.

## **WHAT DOES THIS MEAN FOR DUNIPACE PRIMARY SCHOOL**

We have always aimed for a positive and harmonious learning environment within our school community. As a school we wish to continue to move forward – staff and pupils – working together to create and sustain positive learning conditions where low level, disruptive behaviour is eradicated.

With the launch of restorative practice in Falkirk schools, staff will be engaging pupils in restorative conversations as an initial step when dealing with minor disruption within the classroom and around the school.

Pupils will be encouraged to use these conversations to think about the impact of their behaviour on themselves, their classmates and other pupils of the school.

Ultimately, we hope these conversations will help improve respect and relationships across the school. This will mean a better learning and working environment for everyone.

## **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.

School lunches are available from the school. Lunches may be ordered for the week and paid on a Monday or ordered on a daily basis before 9.30 a.m. The school caters for school dinners (usually a hot meal) or alternatively Pic 'n' Mix selection resembling a packed lunch. Alternatively, you may prefer to provide your child with a packed lunch. Children taking lunches at school are supervised during lunchtime. In the interests of safety, all children taking lunch at school must remain in the school grounds, unless written permission has been given to the school for the child to leave the school premises. The question of responsibility should an accident occur can be a complicated one but you can help the situation by ensuring that, should your child take lunch at school, he/she adheres to the above procedure.

During inclement weather, supervised accommodation at lunchtimes is limited and therefore children going home at lunchtime should not return to the school until the commencement of the afternoon session.

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 8.00am and 9.00am.

## **FREE SCHOOL MEALS**

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.

*\*\* Schools to complete information about their own services:*

- *how payment is made for lunches;*
- *where packed lunches can be eaten;*
- *tuck shop;*
- *breakfast arrangements;*
- *arrangements for pupils staying for lunch after finishing their meal;*
- *what can or / cannot be brought into school (cans/bottles etc).*

## **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:

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**

Society is now very aware of the need to identify and protect children who have been abused or are at risk of being abused.

Falkirk Council has clear procedures for all staff to follow.

These procedures instruct the Headteacher or designated member of staff to notify Falkirk Council Housing and Social Work Services when a member of staff has a suspicion that a child might have been abused or at risk of abuse.

Staff from Housing and 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 2010  
PRIMARY SCHOOLS**

<b>School:</b> Dunipace Primary School	<b>Id No.:</b> 240 - 5741920
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***Budgeted Running Costs For Financial Year 2009-2010***

<b>School Roll at September 2010</b>	180
<b>Total School Running Costs at April 2010 (£)</b>	670,100
<b>Cost per Pupil (£)</b>	3,723

***Attendance And Absence For School Year 2009/2010***

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	11,052	7,644	9,050	10,722	9,671	8,602	9,514	66,255
<b>Percentage Authorised Absences</b>	3.6	3.0	4.9	3.1	3.0	3.4	4.7	3.7
<b>Percentage Unauthorised Absences</b>	0.7	0.8	1.2	0.5	1.0	0.3	0.9	0.8

**INFORMATION FOR PARENTS 2010  
PRIMARY SCHOOLS**

<b>School:</b> Dunipace Primary School	<b>Id No.:</b> 240 - 5741920
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***5-14 Attainment***

	<b>Previous level of performance (June 2009 % P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage)</b>	<b>Present level of performance (June 2010 % P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage)</b>
<b>Reading</b>	90	93
<b>Writing</b>	84	89
<b>Mathematics</b>	96	94

***Minimising Overall Absence***

	<b>Absence recorded (2008/2009) Average number of half days absence per pupil</b>	<b>Absence recorded (2009/2010) Average number of half days absence per pupil</b>
<b>Absence</b>	14.9	16.9